

Focus on Fives

Lesson Plan Overview

Unit 1: All Around the Town

Week 1: Welcome to Pine Hill				
Reader 1: <i>New Friends</i>				
Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
1	2–13	1–4	v	<ul style="list-style-type: none"> ◆ State the importance of learning ◆ Apply rules and procedures for behavior ◆ Explain that we all have responsibilities at home, at school, and in the community ◆ State the importance of authority figures ◆ Use good pencil hold ◆ Sing an alphabet song ◆ Identify the first letter in a name ◆ Trace lines from left to right
2	14–19	5–6	v	<ul style="list-style-type: none"> ◆ Recall why routines and order are important to learning ◆ Predict what will happen when two colors are mixed ◆ Identify the first letter of a name ◆ State that names begin with an uppercase letter ◆ Complete a creative writing activity ◆ Sing an alphabet song ◆ Match pictures that are alike ◆ Use correct pencil hold ◆ Differentiate between left and right hands
3	20–27	7–8	vi	<ul style="list-style-type: none"> ◆ Tell how people in a community help each other accomplish a goal ◆ Follow agreed-upon rules for discussions ◆ Compare heavy and light objects ◆ Identify the main character in a story ◆ Use fine-motor skills to cut out pictures ◆ Sing an alphabet song ◆ Match letters and shapes ◆ Review correct pencil hold ◆ Trace left to right
4	28–33	9–10	v–vi	<ul style="list-style-type: none"> ◆ Describe the first family that God made ◆ Explain the purpose of a family album ◆ Make a family album ◆ Identify rhyming words ◆ Trace slanting lines from top to bottom ◆ Use visual discrimination to match letters
5	34–43			<ul style="list-style-type: none"> ◆ Identify the front cover, back cover, title page, and page numbers of a book ◆ Identify the main characters in a story ◆ Demonstrate the proper handling of a book ◆ Retell a picture story ◆ Tell how people in a community help each other accomplish a goal

Week 2: Firefighters at Work

Reader 2: *Surprise!*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
6	44–53	11–12	1–2	<ul style="list-style-type: none"> ◆ Identify characters in a story ◆ Identify places in a fire station ◆ Explain how some of the places at a fire station help the firefighters ◆ Identify uppercase and lowercase <i>Tt</i> ◆ Use letter-sound association for <i>t /t/</i> ◆ Write <i>t</i>
7	54–59	13–14	3–4	<ul style="list-style-type: none"> ◆ Explain why firefighters wear protective gear when fighting a fire ◆ Identify the tools that firefighters use to put out fires ◆ State the importance of the role of authority figures like firefighters in a community ◆ Complete a creative writing activity ◆ Identify uppercase and lowercase <i>Tt</i> ◆ Use letter-sound association for <i>t /t/</i> ◆ State that names begin with uppercase letters ◆ Write <i>T</i>
8	60–67	15–16	5–6	<ul style="list-style-type: none"> ◆ Explain the importance of having a home fire escape plan ◆ Demonstrate “Stop, Drop, and Roll” ◆ Create a fire escape plan ◆ Identify uppercase and lowercase <i>ii</i> ◆ Use letter-sound association for <i>i /i/</i> ◆ Read the word <i>it</i> ◆ Blend two phonemes into a recognizable word ◆ Demonstrate correct spacing when writing a word ◆ Write <i>i</i> ◆ Write a word
9	68–73	17–18	7–8	<ul style="list-style-type: none"> ◆ Complete a creative writing activity ◆ Describe different kinds of fire trucks and how they are used to fight fires ◆ Identify uppercase and lowercase <i>ii</i> ◆ Use letter-sound association for <i>i /i/</i> ◆ Read the word <i>l</i> ◆ Write <i>l</i>
10	74–83		9–10	<ul style="list-style-type: none"> ◆ Predict what the surprise might be ◆ Identify the main characters in a story ◆ Interpret supporting details in pictures ◆ Use role-playing to interpret the story

Week 3: Police Officers, Our Friends
Reader 3: *Hopscotch*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
11	84–93	19–20	11–12	<ul style="list-style-type: none"> ◆ State from the Bible why we should obey authorities such as police officers ◆ Explain why it is important to obey laws like buckling seat belts ◆ Use visual discrimination to match pictures ◆ Identify uppercase and lowercase <i>Ss</i> ◆ Use letter-sound association for <i>s /s/</i> ◆ Read the high-frequency word <i>is</i> ◆ Read words with the phonogram <i>_it</i> ◆ Write <i>s</i> ◆ Write a word
12	94–99	21–22	13–14	<ul style="list-style-type: none"> ◆ Identify the uniforms worn by community helpers ◆ Complete a creative writing activity ◆ Identify uppercase and lowercase <i>Ss</i> ◆ Use letter-sound association for <i>s /s/</i> ◆ Read words with the phonogram <i>_it</i> ◆ Write <i>S</i>
13	100–109	23–24	15–16	<ul style="list-style-type: none"> ◆ State what the lights on a traffic signal mean to drivers ◆ Organize pictures in story order ◆ Add a period to the end of a sentence ◆ Identify uppercase and lowercase <i>Nn</i> ◆ Use letter-sound association for <i>n /n/</i> ◆ Read words with the phonogram <i>_in</i> ◆ Write <i>N</i>
14	110–17	25–26	17–18	<ul style="list-style-type: none"> ◆ Observe fingerprints to understand that they are unique to each person ◆ Infer that God made each person unique ◆ Complete a creative writing activity ◆ Use visual discrimination to match pictures ◆ Identify uppercase and lowercase <i>Nn</i> ◆ Use letter-sound association for <i>n /n/</i> ◆ Read words with the phonograms <i>_it</i> and <i>_in</i> ◆ Write <i>N</i>
15	118–27		19–20	<ul style="list-style-type: none"> ◆ Interpret details in pictures ◆ Identify a period ◆ Read a simple sentence with the aid of a rebus

Week 4: Pine Hill Post Office
Reader 4: *Hit It!*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
16	128–39	27–28	21–22	<ul style="list-style-type: none"> ◆ Use visual discrimination to compare postage stamps ◆ Explain how the parts of a mailing address help the mail carrier do his job ◆ Identify uppercase and lowercase <i>Hh</i> ◆ Use letter-sound association for <i>h /h/</i> ◆ Recognize that an exclamation point is used to show excitement ◆ Read words with the phonogram <i>_it</i> ◆ Read high-frequency words: <i>here, she</i> ◆ Write <i>h</i>
17	140–47	29–30	23–24	<ul style="list-style-type: none"> ◆ Explain the history of the postal system ◆ Match a written name to a name tag ◆ Identify uppercase and lowercase <i>Hh</i> ◆ Use letter-sound association for <i>h /h/</i> ◆ Read words with final <i>s</i> ◆ Write <i>H</i>
18	148–55	31–32	25–26	<ul style="list-style-type: none"> ◆ Identify items needed for mailing a box for delivery ◆ Identify uppercase and lowercase <i>Ww</i> ◆ Use letter-sound association for <i>w /w/</i> ◆ Read words with final <i>s</i> ◆ Read words with phonograms <i>_in</i> and <i>_it</i> ◆ Write <i>w</i> ◆ Write a word
19	156–61	33–34	27–28	<ul style="list-style-type: none"> ◆ State how ZIP codes help when sorting mail ◆ Write a class thank-you letter ◆ List ways that personal letters encourage others ◆ Identify uppercase and lowercase <i>Ww</i> ◆ Use letter-sound association for <i>w /w/</i> ◆ Write <i>W</i>
20	162–71		29–30	<ul style="list-style-type: none"> ◆ Interpret details in pictures ◆ Read simple sentences ◆ Predict the outcome of the story ◆ Identify key details in a text ◆ Use proper inflection when reading a sentence with an exclamation point

Week 5: Healthcare Workers

Reader 5: *Wet!*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
21	172–83	35–36	31–32	<ul style="list-style-type: none"> ◆ Explain the difference between primary and permanent teeth ◆ Order events in a story ◆ Identify uppercase and lowercase <i>Ee</i> ◆ Use letter-sound association for <i>e /è/</i> ◆ Read words with the phonogram <i>_en</i> ◆ Read the high-frequency words <i>the</i> and <i>what</i> ◆ Write <i>e</i>
22	184–91	37–38	33–34	<ul style="list-style-type: none"> ◆ State some ways to keep teeth healthy ◆ Complete a shared writing activity ◆ Identify uppercase and lowercase <i>Ee</i> ◆ Use letter-sound association for <i>e /è/</i> ◆ Read words with the phonograms <i>_es</i> and <i>_et</i> ◆ Recognize that a question mark is used to show a question ◆ Write <i>E</i>
23	192–99	39–40	35–36	<ul style="list-style-type: none"> ◆ List ways to avoid spreading colds ◆ Use letter-sound association for <i>e /è/</i> and <i>i /i/</i> ◆ Read words with short vowels ◆ Use letter-sound association for <i>s /z/</i> ◆ Read words with the phonogram <i>_is</i> ◆ Use correct spacing when writing a word
24	200–207	41–42	37–38	<ul style="list-style-type: none"> ◆ Name some ways to stay healthy ◆ List foods that are healthy to eat ◆ Demonstrate the best way to wash one's hands ◆ Complete a creative writing activity ◆ Identify uppercase and lowercase letters ◆ Review letter-sound associations ◆ Read words with short vowels ◆ Review all high-frequency words ◆ Write a sentence
25	208–17		39–40	<ul style="list-style-type: none"> ◆ Identify details in pictures ◆ Read a simple story ◆ Distinguish fantasy from realistic fiction

Unit 2: Bookshelf Friends

Week 6: The Bible and Hymns				
Reader 6: <i>My Pet</i>				
Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
26	218–31	43–46	41–42	<ul style="list-style-type: none"> ◆ Explain that the Bible is a special book ◆ Identify parts of the Bible ◆ List ways to reuse Bibles ◆ Explain the importance of learning to read in order to read the Bible ◆ Identify uppercase and lowercase <i>Bb</i> ◆ Use letter-sound association for <i>b /b/</i> ◆ Read the high-frequency words <i>love</i> and <i>my</i> ◆ Identify the correct use of the exclamation point ◆ Write <i>b</i>
27	232–39	47–48	43–44	<ul style="list-style-type: none"> ◆ Explain that the Bible was written by holy men of God ◆ State that God breathed out the words of the Bible by His Holy Spirit ◆ Dictate or write a word or phrase to complete a creative-writing activity ◆ Identify uppercase and lowercase <i>Bb</i> ◆ Use letter-sound association for <i>b /b/</i> ◆ Read words with the phonograms <i>_eb</i> and <i>_ib</i> ◆ Read high-frequency words ◆ Write <i>B</i>
28	240–47	49–50	45–46	<ul style="list-style-type: none"> ◆ State that the Bible tells one big story ◆ Summarize the Bible with the words <i>Creation</i>, <i>Fall</i>, and <i>Redemption</i> ◆ Explain the key aspects of Creation, the Fall, and Redemption ◆ Identify uppercase and lowercase <i>Pp</i> ◆ Use letter-sound association for <i>p /p/</i> ◆ Read words with the phonogram <i>_ip</i> ◆ Write <i>p</i>
29	248–55	51–52	47–48	<ul style="list-style-type: none"> ◆ Identify the purposes for singing psalms, hymns, and spiritual songs ◆ List different types of songs sung in church ◆ Identify an example of a songbook in the Bible ◆ Compare and contrast a psalm with a hymn ◆ Dictate a new verse to a familiar song ◆ Identify uppercase and lowercase <i>Pp</i> ◆ Use letter-sound association for <i>p /p/</i> ◆ Write <i>P</i>
30	256–65		49–50	<ul style="list-style-type: none"> ◆ Draw conclusions from picture interpretation and text ◆ Read orally to communicate the author's message ◆ Use proper inflection when reading an exclamatory sentence

Week 7: The Library

Reader 7: *The Bus*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
31	266–75	53–54	51–52	<ul style="list-style-type: none"> ◆ State the purpose of a library ◆ List types of books that can be found in a library ◆ Distinguish fiction from nonfiction ◆ Explain how to check out books at the library ◆ Identify uppercase and lowercase <i>Uu</i> ◆ Use letter-sound association for <i>u /ü/</i> ◆ Read words with the phonograms <i>_un</i> and <i>_up</i> ◆ Read the high-frequency words <i>pretty</i> and <i>says</i> ◆ Identify the correct use of quotation marks ◆ Write <i>u</i>
32	276–83	55–56	53–54	<ul style="list-style-type: none"> ◆ Review the difference between left and right ◆ State that Story Time is a function of the library ◆ Participate in a Story Time session ◆ Form an opinion about a story ◆ Dictate or draw to compose an opinion piece about a story ◆ Share a composition with a peer ◆ Identify uppercase and lowercase <i>Uu</i> ◆ Use letter-sound association for <i>u /ü/</i> ◆ Read words with the phonograms <i>_ub</i>, <i>_us</i>, and <i>_ut</i> ◆ Write <i>U</i>
33	284–91	57–58	55–56	<ul style="list-style-type: none"> ◆ List things to do at the library ◆ Identify the purpose of a computer ◆ Describe the purpose of a browser ◆ Identify uppercase and lowercase <i>Kk</i> ◆ Use letter-sound association for <i>k /k/</i> ◆ Read words with initial <i>k</i> ◆ Write <i>k</i>
34	292–97	59–60	57–58	<ul style="list-style-type: none"> ◆ State that magazines for children and adults can be found at the library ◆ Identify the main topic of a text ◆ Complete a creative-writing activity ◆ Identify uppercase and lowercase <i>Kk</i> ◆ Use letter-sound association for <i>k /k/</i> ◆ Write <i>K</i>
35	298–307		59–60	<ul style="list-style-type: none"> ◆ Make predictions based on illustrations ◆ Recall the meaning of quotation marks ◆ Distinguish fantasy from realistic fiction

Week 8: Nursery Rhymes

Reader 8: *Tip*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
36	308–17	61–62	61–62	<ul style="list-style-type: none"> ◆ Remember details in nursery rhymes ◆ Identify the difference between a nursery rhyme and a story ◆ State a story character's responsibilities at home ◆ Explain how doing chores is a way to serve one's family ◆ Identify uppercase and lowercase <i>Cc</i> ◆ Use letter-sound association for <i>c /k/</i> ◆ Read words with initial <i>c</i> ◆ Read the high-frequency words <i>little</i> and <i>new</i> ◆ Identify rhyming words ◆ Write <i>Cc</i>
37	318–25	63–64	63–64	<ul style="list-style-type: none"> ◆ Sequence events in a nursery rhyme ◆ Distinguish between different emotions ◆ Dictate sentences for a shared writing activity ◆ Use letter-sound association for <i>ck /k/</i> ◆ Read words with the phonograms <i>_eck</i>, <i>_ick</i>, and <i>_uck</i> ◆ Write words that end in <i>ck</i>
38	326–33	65–66	65–66	<ul style="list-style-type: none"> ◆ Classify objects using the sense of touch ◆ Recall details from a story ◆ Distinguish fantasy from realistic fiction ◆ Use letter-sound association for <i>e /e/</i>, <i>i /i/</i>, and <i>u /u/</i> ◆ Read words with short vowels ◆ Write a sentence with proper spacing
39	334–39	67–68	67–68	<ul style="list-style-type: none"> ◆ Identify words that rhyme ◆ Dictate text to create a counting rhyme and complete a creative-writing activity ◆ Read words with the phonograms <i>_ess</i>, <i>_iss</i>, and <i>_inn</i> ◆ Write a phrase with proper spacing
40	340–49		69–70	<ul style="list-style-type: none"> ◆ Read simple sentences ◆ Interpret details in pictures ◆ Draw conclusions from picture interpretations and text

Week 9: Picture Books
Reader 9: *In the Tub*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
41	350–59	69–70	71–72	<ul style="list-style-type: none"> ◆ Explain the job of an author ◆ Identify God as the author of Scripture ◆ Identify uppercase and lowercase <i>Dd</i> ◆ Use letter-sound association for <i>d /d/</i> ◆ Read words with the phonograms <i>_ed</i> and <i>_id</i> ◆ Read words with initial <i>d</i> ◆ Read the high-frequency word <i>come</i> ◆ Write <i>d</i>
42	360–67	71–72	73–74	<ul style="list-style-type: none"> ◆ Explain the job of an illustrator ◆ Identify tools used by illustrators ◆ Identify God as the Creator ◆ List some things that God created ◆ Create an illustration ◆ Identify uppercase and lowercase <i>Dd</i> ◆ Use letter-sound association for <i>d /d/</i> ◆ Read words with the phonogram <i>_ud</i> ◆ Write <i>D</i>
43	368–77	73–74	75–76	<ul style="list-style-type: none"> ◆ Explain what an author and illustrator do using an example ◆ State the importance of good writing and illustrations ◆ Identify uppercase and lowercase <i>Aa</i> ◆ Use letter-sound association for <i>a /ă/</i> ◆ Read words with the phonograms <i>_ad</i>, <i>_as</i>, and <i>_at</i> ◆ Identify the vowel in a short-vowel word ◆ Write <i>a</i>
44	378–85	75–76	77–78	<ul style="list-style-type: none"> ◆ Use letter-sound association to make an alphabet book ◆ Explain the stages of making a book ◆ Use letter-sound association for <i>a /ă/</i> ◆ Read words with the phonograms <i>_ab</i>, <i>_an</i>, and <i>_ann</i> ◆ Read words with possessive <i>s</i> ◆ Write <i>A</i>
45	386–95		79–80	<ul style="list-style-type: none"> ◆ Determine which objects sink and which float ◆ Distinguish fantasy from realistic fiction ◆ Read animal names ◆ Interpret details in pictures

Week 10: Favorite Tales
Reader 10: *The Cats*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
46	396–407	77–78	81–82	<ul style="list-style-type: none"> ◆ Explain how storytelling has changed over time ◆ Identify character traits of the animals in a story ◆ Infer the theme of a story ◆ Evaluate the theme based on 2 Thessalonians 3:10 ◆ Read words with the phonograms <i>_ack</i> and <i>_ap</i> ◆ Read the high-frequency words <i>baby</i>, <i>father</i>, and <i>mother</i> ◆ Write a phrase with proper spacing
47	408–15	79–80	83–84	<ul style="list-style-type: none"> ◆ Describe the effect water has on a cookie ◆ Participate in creating a new ending to “The Gingerbread Man” story ◆ Dictate sentences for a shared writing activity ◆ Use letter-sound association for <i>e /e/</i>, <i>i /i/</i>, and <i>u /u/</i> ◆ Read words with short vowels ◆ Read words with plural <i>s</i> ◆ Write <i>a</i>, <i>b</i>, <i>c</i>, <i>d</i>, and <i>e</i>
48	416–25	81–82	85–86	<ul style="list-style-type: none"> ◆ Distinguish fantasy from realistic fiction ◆ Predict the outcome of a story ◆ Complete a creative-writing activity ◆ Identify uppercase and lowercase <i>Gg</i> ◆ Use letter-sound association for <i>g /g/</i> ◆ Identify plural nouns ◆ Read words with the phonograms <i>_ig</i> and <i>_ug</i> ◆ Write <i>g</i>
49	426–33	83–84	87–88	<ul style="list-style-type: none"> ◆ Use puppets to act out a story ◆ Sort objects by size ◆ Complete a creative-writing activity ◆ Identify uppercase and lowercase <i>Gg</i> ◆ Use letter-sound association for <i>g /g/</i> ◆ Read words with the phonograms <i>_ag</i>, <i>_eg</i>, and <i>_egg</i> ◆ Read sentences with short vowel words ◆ Write <i>G</i>
50	434–43		89–90	<ul style="list-style-type: none"> ◆ Distinguish fanciful characters from realistic characters ◆ Relate one story plot to another ◆ Determine story setting from pictures

Week 11: Books That Teach

Reader 11: *The Bed*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
51	444–53	85–86	91–92	<ul style="list-style-type: none"> ◆ List different types of learning books ◆ Explain how to use several types of learning books ◆ Distinguish between fiction and nonfiction ◆ Identify uppercase and lowercase <i>Oo</i> ◆ Use letter-sound association for <i>o /ō/</i> ◆ Read words with the phonograms <i>_ob, _ock, _od, _op, and _ot</i> ◆ Read the high-frequency word <i>good</i> ◆ Write <i>o</i>
52	454–59	87–88	93–94	<ul style="list-style-type: none"> ◆ Identify the purpose of how-to books ◆ List types of how-to books ◆ Follow the directions of a recipe ◆ Describe a food using the five senses ◆ Dictate sentences for a shared writing activity ◆ Identify uppercase and lowercase <i>Oo</i> ◆ Use letter-sound association for <i>o /ō/</i> ◆ Read words with the phonograms <i>_og, _on, and _oss</i> ◆ Write <i>O</i>
53	460–67	89–90	95–96	<ul style="list-style-type: none"> ◆ Sing some songs ◆ State that songbooks have songs in them ◆ Follow directions to complete a singing game ◆ Use letter-sound association for short vowels ◆ Read words with short vowels ◆ Write vowels
54	468–75	91–92	97–98	<ul style="list-style-type: none"> ◆ Identify objects that are attracted to a magnet ◆ Complete a creative-writing activity ◆ Identify uppercase and lowercase letters ◆ Review letter-sound associations ◆ Read words with short vowels ◆ Review all high-frequency words ◆ Write a sentence
55	476–85		99–100	<ul style="list-style-type: none"> ◆ Interpret action in pictures ◆ Determine story settings from pictures ◆ Interpret descriptive sentences ◆ Explain how God protected Moses ◆ Distinguish a Bible account from fiction ◆ Read simple sentences

Unit 3: Ants to Elephants

Week 12: Bible Animals				
Reader 12: <i>Naps</i>				
Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
56	486–99	93–96	101–2	<ul style="list-style-type: none"> ◆ Identify a picture of a sheep ◆ Describe what wool feels like ◆ Name things that a shepherd does to care for his sheep ◆ Compare the way a shepherd cares for his sheep to the way Jesus cares for His people ◆ Identify uppercase and lowercase <i>l</i> ◆ Use letter-sound association for <i>l</i> /<i>l</i>/ ◆ Read words with initial <i>l</i> ◆ Read the high-frequency words <i>are</i> and <i>this</i> ◆ Write the letter <i>l</i>
57	500–507	97–98	103–4	<ul style="list-style-type: none"> ◆ Describe textures using words such as <i>rough</i>, <i>smooth</i>, <i>soft</i>, and <i>hard</i> ◆ State that learning to communicate by writing allows us to share God's truth ◆ Draw a picture of an item and dictate or write a word to describe how it feels ◆ Identify uppercase and lowercase <i>l</i> ◆ Use letter-sound association for <i>l</i> /<i>l</i>/ ◆ Read words with the phonograms <i>_ell</i> and <i>_ill</i> ◆ Write the letter <i>l</i>
58	508–15	99–100	105–6	<ul style="list-style-type: none"> ◆ List similarities and differences between a donkey and a sheep ◆ State that God made all things for His glory ◆ Explain how God kept His promise when He used a donkey on Palm Sunday ◆ Identify uppercase and lowercase <i>m</i> ◆ Use letter-sound association for <i>m</i> /<i>m</i>/ ◆ Read words with the phonograms <i>_am</i> and <i>_im</i> ◆ Read words with initial <i>m</i> ◆ Read compound words ◆ Write the letter <i>m</i>
59	516–23	101–2	107–8	<ul style="list-style-type: none"> ◆ Describe a lion's appearance, habitat, and actions ◆ List some times lions appear in the Bible ◆ Compare and contrast lions and house cats ◆ Assemble a lion mask using a variety of materials ◆ Identify uppercase and lowercase <i>M</i> ◆ Use letter-sound association for <i>m</i> /<i>m</i>/ ◆ Read words with the phonograms <i>_om</i> and <i>_um</i> ◆ Write the letter <i>M</i>
60	524–33		109–10	<ul style="list-style-type: none"> ◆ Read an informational text ◆ Contrast an informational text with a narrative ◆ Use questioning to interpret pictures and text in an informational text ◆ Locate facts in an informational text

Week 13: Insects

Reader 13: *Bell*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
61	534–43	103–4	111–12	<ul style="list-style-type: none"> ◆ Describe an ant ◆ Compare the way ants work to the way people should work ◆ Identify uppercase and lowercase <i>Ff</i> ◆ Use letter-sound association for <i>f /f/</i> ◆ Read a word with the phonogram <i>_if</i> ◆ Read words with initial <i>f</i> ◆ Read the high-frequency words <i>for</i> and <i>her</i> ◆ Write the letter <i>f</i>
62	544–51	105–6	113–14	<ul style="list-style-type: none"> ◆ Describe an ant colony ◆ Describe some ants' jobs ◆ Role-play to show a community working together ◆ Dictate sentences for a shared writing experience ◆ Identify uppercase and lowercase <i>Ff</i> ◆ Use letter-sound association for <i>f /f/</i> ◆ Read words with the phonograms <i>_off</i> and <i>_uff</i> ◆ Write the letter <i>F</i>
63	552–59	107–8	115–16	<ul style="list-style-type: none"> ◆ List the characteristics of a ladybug ◆ Distinguish fantasy from realistic fiction ◆ Identify a period at the end of a sentence ◆ Identify uppercase and lowercase <i>Vv</i> ◆ Use letter-sound association for <i>v /v/</i> ◆ Read words with initial <i>v</i> ◆ Write the letters <i>Vv</i>
64	560–67	109–10	117–18	<ul style="list-style-type: none"> ◆ Sequence the life cycle of the butterfly ◆ Dictate a word or phrase to complete a creative-writing activity ◆ Recognize the five vowels ◆ Read words with short vowel sounds ◆ Use correct slant when writing a letter ◆ Write a compound word
65	568–77		119–20	<ul style="list-style-type: none"> ◆ Draw conclusions from picture interpretation and text ◆ Read orally to communicate the author's message ◆ Use proper inflection when reading sentences with periods or exclamation points

Week 14: Wild Animals

Reader 14: *The Jet*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
66	578–87	111–12	121–22	<ul style="list-style-type: none"> ◆ Describe characteristics of a zoo ◆ Contrast wild animals and pets ◆ Locate places on a zoo map ◆ Identify uppercase and lowercase <i>Rr</i> ◆ Use letter-sound association for <i>r /r/</i> ◆ Read words with initial <i>r</i> ◆ Read the high-frequency words <i>of</i> and <i>put</i> ◆ Write the letter <i>r</i>
67	588–95	113–14	123–24	<ul style="list-style-type: none"> ◆ Create an impression of an animal paw ◆ Match pictures of animal feet and paws to their tracks ◆ Complete a creative-writing activity ◆ Identify uppercase and lowercase <i>Rr</i> ◆ Use letter-sound association for <i>r /r/</i> ◆ Read words with initial <i>r</i> ◆ Write the letter <i>R</i>
68	596–603	115–16	125–26	<ul style="list-style-type: none"> ◆ State the characteristics of an elephant ◆ Use fine motor skills to complete a craft ◆ Describe the purpose of an elephant's trunk ◆ Participate in a memory game ◆ Identify the elephant's habitat ◆ Identify uppercase and lowercase <i>Jj</i> ◆ Use letter-sound association for <i>j /j/</i> ◆ Read words with initial <i>j</i> ◆ Write the letter <i>j</i>
69	604–11	117–18	127–28	<ul style="list-style-type: none"> ◆ Describe how camouflage helps protect animals ◆ Dictate a sentence that describes a picture ◆ State that God gave animals abilities to defend themselves ◆ Choose the best color for several animals to use as camouflage ◆ Identify uppercase and lowercase <i>Jj</i> ◆ Use letter-sound association for <i>j /j/</i> ◆ Read words with initial <i>j</i> ◆ Write the letter <i>J</i>
70	612–21		129–30	<ul style="list-style-type: none"> ◆ Gain factual information from photos ◆ Gain facts from informational text ◆ Draw conclusions from informational text

Week 15: By the Pond
Reader 15: *The Big Mess*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
71	622–33	119–20	131–32	<ul style="list-style-type: none"> ◆ List characteristics of a frog ◆ State the habitat of a frog ◆ Compare a fictional frog to a real frog ◆ Identify uppercase and lowercase Xx ◆ Use letter-sound association for x /ks/ ◆ Read words with the phonograms <i>_ax</i>, <i>_ix</i>, and <i>_ox</i> ◆ Read the high-frequency words <i>said</i> and <i>you</i> ◆ Write the letters Xx
72	634–41	121–22	133–34	<ul style="list-style-type: none"> ◆ Imitate the sounds that frogs make ◆ Sequence the life cycle of a frog ◆ Draw a labeled picture of a new kind of frog ◆ Identify uppercase and lowercase Zz ◆ Use letter-sound association for z /z/ ◆ Read words with the phonograms <i>_iz</i> and <i>_uzz</i> ◆ Write the letters Zz
73	642–51	123–24	135–36	<ul style="list-style-type: none"> ◆ List the characteristics of a turtle ◆ Describe how to care for a pet ◆ Identify uppercase and lowercase Yy ◆ Use letter-sound association for y /y/ ◆ Read words with initial y ◆ Write the letter y
74	652–57	125–26	137–38	<ul style="list-style-type: none"> ◆ Compare and contrast ways animals protect themselves ◆ Draw a new animal with special protection and explain how the animal will protect itself ◆ Identify uppercase and lowercase Yy ◆ Use letter-sound association for y /y/ ◆ Read words with initial y ◆ Write the letter Y
75	658–67		139–40	<ul style="list-style-type: none"> ◆ Read orally with expression ◆ Use illustrations to describe story setting ◆ Make predictions ◆ Evaluate whether the prediction was correct ◆ Evaluate whether the main character's response is obedient

Week 16: Farm Animals
Reader 16: Zack the Duck

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
76	668–77	127–28	141–42	<ul style="list-style-type: none"> ◆ Compare cows and calves ◆ Describe some of the jobs of a farmer ◆ Identify uppercase and lowercase <i>Qq</i> ◆ Use letter-sound association for <i>qu /kw/</i> ◆ Read the high-frequency word <i>to</i> ◆ Read words with initial <i>qu</i> ◆ Write the letter <i>q</i>
77	678–85	129–30	143–44	<ul style="list-style-type: none"> ◆ Compare and contrast a small family farm and a commercial farm ◆ State products that come from a dairy farm ◆ Participate in a butter-making activity ◆ Contribute in a shared writing activity about a butter-making activity ◆ Identify uppercase and lowercase <i>Qq</i> ◆ Use letter-sound association for <i>qu /kw/</i> ◆ Read words with initial <i>qu</i> ◆ Write the letter <i>Q</i>
78	686–93	131–32	145–46	<ul style="list-style-type: none"> ◆ Describe how to make and use a piñata ◆ Describe the characteristics of a pig ◆ Sequence events in a story ◆ Identify the five vowels ◆ Read words with short vowels ◆ Write short vowel words
79	694–99	133–34	147–48	<ul style="list-style-type: none"> ◆ Describe the habitat of a pig ◆ Dictate a sentence using descriptive words ◆ Read words with short vowels ◆ Identify lowercase letters ◆ Identify the five vowels ◆ Review letter-sound associations ◆ Write a sentence ◆ Review all high-frequency words
80	700–709		149–50	<ul style="list-style-type: none"> ◆ Determine story settings from pictures ◆ Read expressions on the faces of characters ◆ Read orally with excitement ◆ Use Ephesians 4:32 to evaluate the behavior of the characters

Unit 4: Mountains High to Oceans Deep

Week 17: Mountains Reader 17: <i>Up to the Top</i>				
Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
81	710–23	135–38	151–52	<ul style="list-style-type: none"> ◆ Identify the characteristics of mountains ◆ Identify mountains nearby ◆ Explain how mountains show God's glory ◆ State that the heavens declare the glory of God and the firmament shows His handiwork ◆ Identify words with initial <i>s</i> blends: <i>sm</i>, <i>sp</i>, and <i>st</i> ◆ Read words with the phonogram <i>_em</i> ◆ Read the high-frequency words <i>there</i> and <i>was</i> ◆ Write <i>st</i> ◆ State that we learn phonics in order to learn about God
82	724–31	139–40	153–54	<ul style="list-style-type: none"> ◆ Identify characteristics of volcanoes ◆ Make a model volcano ◆ Dictate sentences for a shared writing activity ◆ Identify words with initial <i>r</i> blends: <i>br</i>, <i>cr</i>, and <i>gr</i> ◆ Demonstrate the use of a period and question mark ◆ Read words with the phonogram <i>_ass</i> ◆ Write <i>gr</i>
83	732–41	141–42	155–56	<ul style="list-style-type: none"> ◆ Explain that folk music reflects culture ◆ Identify the kinds of instruments used to play folk music ◆ Read words with the phonograms <i>_and</i>, <i>_end</i>, <i>_ind</i>, <i>_ond</i>, <i>_ant</i>, <i>_ent</i>, and <i>_int</i> ◆ Write <i>nd</i>
84	742–49	143–44	157–58	<ul style="list-style-type: none"> ◆ Explain the history of gold mining ◆ Participate in panning for gold ◆ Complete a creative-writing activity ◆ Read words with the phonograms <i>_amp</i>, <i>_imp</i>, and <i>_ump</i> ◆ Write <i>mp</i>
85	750–59		159–60	<ul style="list-style-type: none"> ◆ Infer story setting from pictures ◆ Identify a describing word in a sentence ◆ Read a sentence with a question mark using appropriate inflection

Week 18: The Prairie
Reader 18: *Tim and Clip*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
86	760–71	145–46	161–62	<ul style="list-style-type: none"> ◆ Identify the covered wagon as a mode of transportation used in the past ◆ Compare and contrast the covered wagon with modern forms of transportation ◆ Identify words with initial / blends <i>bl</i>, <i>cl</i>, and <i>sl</i> ◆ Read the high-frequency word <i>want</i> ◆ Write <i>cl</i>
87	772–79	147–48	163–64	<ul style="list-style-type: none"> ◆ Describe the Native Americans' way of life ◆ Compare and contrast Native American life with modern life ◆ Make a model of a tepee ◆ Participate in a shared writing activity ◆ Identify words with initial <i>s</i> blends and initial <i>w</i> blends: <i>sc</i>, <i>sk</i>, <i>sn</i>, <i>sw</i>, and <i>tw</i> ◆ Write <i>sn</i>
88	780–87	149–50	165–66	<ul style="list-style-type: none"> ◆ Describe prairie dogs and their habitat ◆ Explain that God created prairie dogs to know how to survive ◆ Read words with the phonograms <i>_ast</i>, <i>_est</i>, <i>_ist</i>, <i>_ost</i>, <i>_ust</i>, <i>_ask</i>, and <i>_esk</i> ◆ Write <i>sk</i>
89	788–95	151–52	167–68	<ul style="list-style-type: none"> ◆ Compare prairie life to modern life ◆ Complete a creative-writing activity ◆ Place a breve over short vowels ◆ Read words with the phonograms <i>_eld</i>, <i>_elf</i>, <i>_elp</i>, <i>_elt</i>, and <i>_ilk</i> ◆ Write <i>lk</i>
90	796–805		169–70	<ul style="list-style-type: none"> ◆ Infer action in pictures ◆ Predict outcomes ◆ Make inferences ◆ Read simple sentences

Week 19: Rivers and Lakes
Reader 19: *Trucks*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
91	806–17	153–54	171–72	<ul style="list-style-type: none"> ◆ Describe a river ◆ List nearby rivers ◆ Explain why rivers are important ◆ Identify words with initial <i>dr, fr, pr,</i> and <i>tr</i> ◆ Read the high-frequency word <i>where</i> ◆ Review punctuation ◆ Write <i>tr</i> ◆ State that we learn phonics in order to learn about God's world
92	818–25	155–56	173–74	<ul style="list-style-type: none"> ◆ Sequence the steps of the water cycle ◆ Demonstrate the water cycle ◆ Dictate sentences for a shared writing activity ◆ Explain that we write in order to show love to others ◆ Identify words with initial <i>fl, gl,</i> and <i>pl</i> ◆ Write <i>fl</i>
93	826–35	157–58	175–76	<ul style="list-style-type: none"> ◆ Describe a lake ◆ List nearby lakes ◆ List things to do at a lake ◆ Compare and contrast a lake and a river ◆ Read words with the phonograms <i>_act, _eft, _ept,</i> and <i>_ext</i> ◆ Write <i>xt</i>
94	836–43	159–60	177–78	<ul style="list-style-type: none"> ◆ Identify features of water creatures ◆ Explain why these features are important ◆ Complete a creative-writing activity ◆ Identify words with initial three-letter blends: <i>squ, scr, spl, spr,</i> and <i>str</i> ◆ Write <i>squ</i>
95	844–53		179–80	<ul style="list-style-type: none"> ◆ Relate story information to real life ◆ Predict outcomes ◆ Gain factual information from photographs ◆ Gain factual information from text ◆ Read simple sentences

Week 20: Oceans
Reader 20: *Big Clam*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
96	856–63	161–62	181–82	<ul style="list-style-type: none"> ◆ Locate oceans on a map or a globe ◆ Identify features of an ocean ◆ Describe an octopus ◆ Explain how an octopus survives ◆ Use letter-sound association for <i>sh /sh/</i> ◆ Read words with initial <i>sh</i> ◆ Read the high-frequency word <i>give</i> ◆ Write <i>sh</i>
97	864–71	163–64	183–84	<ul style="list-style-type: none"> ◆ Identify features of seashells ◆ Classify objects by observable properties ◆ Participate in a shared writing activity ◆ Use letter-sound association for <i>sh /sh/</i> ◆ Read words with the phonograms <i>_ish, _ash, and _osh</i> ◆ Write a sentence
98	872–79	165–66	185–86	<ul style="list-style-type: none"> ◆ Demonstrate sea sounds ◆ Identify some features of seabirds ◆ List examples of seabirds ◆ Use letter-sound association for <i>ch /ch/</i> ◆ Read words with initial <i>ch</i> ◆ Write <i>ch</i>
99	880–87	167–68	187–88	<ul style="list-style-type: none"> ◆ Identify features of whales ◆ Compose a sentence ◆ Use letter-sound association for <i>ch /ch/</i> and <i>tch /ch/</i> ◆ Read words with the phonograms <i>_ich, _uch, _atch, and _otch</i> ◆ Practice marking the breve ◆ Write a sentence
100	888–97		189–90	<ul style="list-style-type: none"> ◆ Distinguish fanciful characters from realistic characters ◆ Determine story setting from pictures ◆ Read orally to interpret story characters ◆ Interpret action in pictures

Week 21: Taking the Gospel

Reader 21: *The Bibles*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
101	898–907	169–70	191–92	<ul style="list-style-type: none"> ◆ List ways that God keeps His promises ◆ Name a promise that God will keep for you ◆ Use letter-sound association for <i>th /th/</i> ◆ Read words with initial <i>th</i> ◆ Read the high-frequency words <i>Bible</i> and <i>people</i> ◆ Write <i>th</i>
102	908–15	171–72	193–94	<ul style="list-style-type: none"> ◆ Differentiate high and low pitches ◆ Distinguish loud from soft volume ◆ Explain one reason God gave us the sense of hearing ◆ Complete a shared writing activity ◆ Use letter-sound association for <i>th /th/</i> ◆ Read words with the phonograms <i>_ath</i>, <i>_eth</i>, and <i>_ith</i> ◆ Write a sentence
103	916–23	173–74	195–96	<ul style="list-style-type: none"> ◆ Explain how God answers prayer ◆ Recognize that God still answers prayer today ◆ Use letter-sound association for <i>wh /hw/</i> ◆ Read words with initial <i>wh</i> ◆ Choose the correct punctuation for an interrogative sentence ◆ Write <i>wh</i>
104	924–31	175–76	197–98	<ul style="list-style-type: none"> ◆ Participate in a Spanish celebration ◆ Recite John 3:16 in Spanish ◆ Explain the meaning of John 3:16 ◆ Classify objects by size ◆ Complete a creative-writing activity ◆ Blend a consonant with a consonant digraph ◆ Read words with initial <i>shr</i> and <i>thr</i> ◆ Read words with the phonogram <i>_inch</i> ◆ Write a sentence
105	932–41		199–200	<ul style="list-style-type: none"> ◆ Draw conclusions from factual information ◆ Relate biblical truth to life ◆ Explain that we learn to read in order to learn more about God

Week 22: America the Beautiful
Reader 22: *Camping*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
106	942–51	177–78	201–2	<ul style="list-style-type: none"> ◆ Identify features of Hawaii ◆ Locate Hawaii on a globe ◆ Sequence events in a story ◆ Use letter-sound association for <i>ng /ng/</i> ◆ Read words with the phonogram <i>_ing</i> ◆ Write <i>ng</i>
107	952–59	179–80	203–4	<ul style="list-style-type: none"> ◆ Describe canyons ◆ State that the Grand Canyon is the largest canyon in the United States ◆ Write a sentence to describe the Grand Canyon ◆ Use letter-sound association for <i>ng /ng/</i> ◆ Read words with the suffix <i>-ing</i> ◆ Write a sentence
108	960–67	181–82	205–6	<ul style="list-style-type: none"> ◆ Describe caverns ◆ Distinguish stalactites from stalagmites ◆ Use letter-sound association for <i>nk /ngk/</i> ◆ Read words with the phonograms <i>_ank, _ink,</i> and <i>_unk</i> ◆ Write <i>nk</i>
109	968–75	183–84	207–8	<ul style="list-style-type: none"> ◆ Identify features of Alaska ◆ Describe a glacier ◆ Create frost ◆ Complete a sentence about Alaska ◆ Review blends and digraphs ◆ Review words with blends and digraphs ◆ Review all high-frequency words ◆ Write the lowercase alphabet ◆ Practice correct pencil hold, paper slant, and posture
110	976–85		209–10	<ul style="list-style-type: none"> ◆ Read orally to communicate the author's message ◆ Recall a sequence of activities

Unit 5: Blue Skies and Gray

Week 23: Looking at the Seasons Reader 23: <i>Jake and Scuff</i>				
Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
111	986–99	185–88	211–12	<ul style="list-style-type: none"> ◆ State that God created day and night ◆ Explain what causes day and night ◆ Identify the Phonics Characters Miss Long and Marker <i>e</i> ◆ Compare and contrast the changes that occur in the sky from day to night and night to day ◆ Use letter-sound association for <i>a /ā/</i> ◆ Identify short or long <i>a</i> in words ◆ Read words with silent <i>e</i> (<i>VCe</i>) ◆ Read words with the phonograms <i>_ake</i> and <i>_ave</i> ◆ Identify Miss Long as the long-vowel character ◆ Identify Marker <i>e</i> as the silent <i>e</i> character ◆ Place a macron over long vowels ◆ Read the high-frequency words <i>have</i> and <i>purple</i> ◆ Write <i>c</i>, <i>d</i>, and <i>a</i>
112	1000–1007	189–90	213–14	<ul style="list-style-type: none"> ◆ Define what a season is ◆ Name the four seasons ◆ Explain what causes the seasons ◆ Use a combination of drawing, dictating, and writing to compose a sentence about a season ◆ Read words with the phonograms <i>_ame</i>, <i>_ape</i>, and <i>_ate</i> ◆ State that we learn phonics in order to read the Bible ◆ Write a sentence
113	1008–15	191–92	215–16	<ul style="list-style-type: none"> ◆ Compare and contrast spring and summer ◆ Confirm understanding of a text read aloud ◆ Read words with the phonograms: <i>_ade</i>, <i>_afe</i>, and <i>_ale</i> ◆ Demonstrate consistent slant in handwriting ◆ Write <i>f</i>, <i>j</i>, and <i>k</i>
114	1016–21	193–94	217–18	<ul style="list-style-type: none"> ◆ Compare and contrast fall and winter ◆ Explain why leaves change color in the fall ◆ Use letter-sound association for <i>e /ē/</i> ◆ Read a word with the phonogram <i>_ese</i> ◆ Identify short or long <i>e</i> in words ◆ Write <i>e</i> and <i>s</i>
115	1022–31		219–20	<ul style="list-style-type: none"> ◆ Interpret the action taking place in pictures

Week 24: Weather Watching

Reader 24: *The Map*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
116	1032-43	195-96	221-22	<ul style="list-style-type: none"> ◆ Relate that weather varies by season ◆ Describe the weather and make daily entries in a class weather journal ◆ Use letter-sound association for <i>i /i/</i> ◆ Identify short or long <i>i</i> in words ◆ Read words with the phonograms <i>_ide, _ike, _ime, and _ite</i> ◆ Write <i>i, l, and t</i>
117	1044-51	197-98	223-24	<ul style="list-style-type: none"> ◆ Conduct experiments to find out what causes thunder and lightning ◆ Identify Benjamin Franklin as the one who discovered that lightning is electricity ◆ State that God has the weather in His control ◆ Read words with the phonograms <i>_ile, _ine, _ipe, _ire, and _ive</i> ◆ Recognize correct spacing between words in a written sentence ◆ State that learning to write shows love to others
118	1052-59	199-200	225-26	<ul style="list-style-type: none"> ◆ Locate the coldest areas in the world on a globe ◆ Describe winter weather ◆ Use letter-sound association for <i>o /ō/</i> ◆ Identify short or long <i>o</i> in words ◆ Read words with the phonograms <i>_oke, _ole, _ome, _one, _ope, and _ose</i> ◆ Write <i>o, q, and g</i>
119	1060-67	201-2	227-28	<ul style="list-style-type: none"> ◆ State that a weather forecast describes the weather over a period of time ◆ Compose a weather forecast and present it to the class ◆ Use letter-sound association for <i>u /ū/</i> ◆ Identify short or long <i>u</i> in words ◆ Identify the long vowel sound in a word ◆ Read words with the phonograms <i>_ude, _une, and _ute</i> ◆ Write <i>u, y, and w</i>
120	1068-77		229-30	<ul style="list-style-type: none"> ◆ State that we learn phonics/reading to learn about God's world ◆ Answer literal and higher-order thinking questions ◆ Engage in a group reading activity with purpose and understanding ◆ Answer questions about details in a text

Week 25: Season Fun
Reader 25: *The Train Ride*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
121	1078–89	203–4	231–32	<ul style="list-style-type: none"> ◆ Name some of the activities that can be enjoyed in the fall ◆ Identify the Phonics Characters Miss Long and Miss Silent ◆ Identify Miss Silent as the silent Phonics Character when two vowels are used together in a word ◆ Use letter-sound association for <i>ai /ā/</i> ◆ Read words with vowel digraphs (<i>VV</i>) ◆ Read words with the phonograms <i>_ail</i> and <i>_ain</i> ◆ Place a macron over long vowels ◆ Read the high-frequency word <i>they</i> ◆ Write a sentence
122	1090–97	205–6	233–34	<ul style="list-style-type: none"> ◆ Name some activities people enjoy in the winter ◆ Use letter-sound association for <i>ay /ā/</i> ◆ Identify the semivowel <i>y</i> ◆ Read words with the phonogram <i>_ay</i> ◆ Write a phrase
123	1098–1105	207–8	235–36	<ul style="list-style-type: none"> ◆ Share experiences of fun activities the students have enjoyed in spring ◆ List some fun activities that can be done in spring ◆ Use letter-sound association for <i>ea /ē/</i> ◆ Read words with the phonograms <i>_ea</i> and <i>_eat</i> ◆ Write <i>b</i>, <i>p</i>, and <i>r</i>
124	1106–13	209–10	237–38	<ul style="list-style-type: none"> ◆ Name things that can be done for fun in the summer ◆ Write a sentence about a summer activity ◆ Use letter-sound association for <i>ee /ē/</i> ◆ Read words with the phonograms <i>_ee</i> and <i>_eed</i> ◆ Write a sentence
125	1114–23		239–40	<ul style="list-style-type: none"> ◆ List some things that can be done on a train trip ◆ Find key details in the text

Week 26: Dressing for the Seasons
Reader 26: *The Big Boat*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
126	1124–35	211–12	241–42	<ul style="list-style-type: none"> ◆ Demonstrate respect, honor, and obedience to one's country by saying and understanding the Pledge of Allegiance ◆ Identify the kind of clothing worn in the summer ◆ State that July 4 is America's birthday ◆ Identify patriotic items ◆ Use letter-sound association for <i>oa</i> /ō/ ◆ Read words with the phonograms <i>_oad</i> and <i>_oat</i> ◆ Read the high-frequency words <i>one</i> and <i>two</i> ◆ Write a phrase
127	1136–43	213–14	243–44	<ul style="list-style-type: none"> ◆ Compare and contrast clothing worn in the summer and fall ◆ Complete a creative-writing activity ◆ Use letter-sound association for <i>ow</i> /ō/ ◆ Identify the semivowel <i>w</i> ◆ Read words with the phonogram <i>_ow</i> ◆ Read two-syllable words ◆ Write a phrase
128	1144–51	215–16	245–46	<ul style="list-style-type: none"> ◆ Identify Miss Long as the Phonics Character for long vowels ◆ Identify Miss Long as the Phonics Character for open-syllable patterns ◆ Read words with open syllables ◆ Read words with the phonograms <i>_e</i>, <i>_i</i>, and <i>_o</i> ◆ Use letter-sound association for <i>e</i> /ē/, <i>i</i> /ī/, and <i>o</i> /ō/ ◆ Write a sentence
129	1152–57	217–18	247–48	<ul style="list-style-type: none"> ◆ Compare and contrast clothing worn in the winter and spring ◆ Sort clothing to match the correct season ◆ Complete a sentence about what students like to wear in their favorite season ◆ Use letter-sound association for <i>ie</i> /ī/, <i>ue</i> /ū/, and <i>ui</i> /ū/ ◆ Read words with the phonograms <i>_ie</i>, <i>_ue</i>, and <i>_uit</i> ◆ Write <i>h</i>, <i>m</i>, and <i>n</i>
130	1158–67		249–50	<ul style="list-style-type: none"> ◆ Explain that God destroyed the world with a flood but saved Noah and his family ◆ Identify important information while reading the text silently ◆ Practice reading several sentences on a page

Week 27: Animals Through the Seasons
Reader 27: *The Best Day*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
131	1168–77	219–20	251–52	<ul style="list-style-type: none"> ◆ Recognize that God provides what animals need to live ◆ Summarize what animals do in the spring ◆ Identify rhyming text ◆ Identify the semivowel <i>y</i> ◆ Use letter-sound association for <i>y /i/</i> ◆ Read words with the phonogram <i>_y</i> ◆ Read the high-frequency word <i>orange</i> ◆ Write a sentence
132	1178–85	221–22	253–54	<ul style="list-style-type: none"> ◆ Summarize that animal babies are born in the spring and summer ◆ Match pictures of baby animals to their mothers ◆ Dictate or write a caption for an original drawing ◆ Use letter-sound association for <i>y /ē/</i> in an unstressed second syllable ◆ Read two-syllable words that end in <i>y</i> ◆ Write a phrase
133	1186–93	223–24	255–56	<ul style="list-style-type: none"> ◆ State that migration, storing food, and growing fur are ways animals adapt to cold weather ◆ Use letter-sound association for <i>igh /i/</i> ◆ Read words with the phonogram <i>_ight</i> ◆ Write a phrase
134	1194–1201	225–26	257–58	<ul style="list-style-type: none"> ◆ Define <i>hibernation</i> and <i>adaptation</i> ◆ Identify other ways animals prepare in the fall for cold weather ◆ Dictate or write what one animal does to survive the winter ◆ Identify the five vowels and the two semivowels ◆ Review letter-sound association for long vowels ◆ Read words with long vowels ◆ Write <i>v</i>, <i>x</i>, and <i>z</i>
135	1202–11		259–60	<ul style="list-style-type: none"> ◆ Choose the correct clothing for different types of weather ◆ Interpret clues in a picture to determine the season ◆ Practice reading words with long vowels ◆ Read words with two syllables

Unit 6: Garden Paths and Wandering Trails

Week 28: Where Jesus Walked				
Reader 28: <i>Jesus</i>				
Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
136	1212–25	227–30	261–62	<ul style="list-style-type: none"> ◆ Describe the geography and seasons in the Holy Land ◆ Compare worship in Bible times to worship today ◆ Identify Bossy <i>r</i> as the Phonics Character for the <i>r</i>-influenced vowel pattern ◆ Use letter-sound association for <i>ar</i> /är/ ◆ Read words with the phonograms <i>_ar</i>, <i>_arn</i>, and <i>_art</i> ◆ Read the high-frequency words <i>Jesus</i> and <i>were</i> ◆ Write a phrase
137	1226–33	231–32	263–64	<ul style="list-style-type: none"> ◆ Compare and contrast the dwellings in Bible times to modern dwellings ◆ Participate in a shared writing activity ◆ Use letter-sound association for <i>ar</i> /är/ ◆ Read words with the phonograms <i>_arf</i>, <i>_ark</i>, and <i>_arch</i> ◆ Write a phrase
138	1234–43	233–34	265–66	<ul style="list-style-type: none"> ◆ Compare and contrast clothing worn in Bible times to modern clothing ◆ Use letter-sound association for <i>or</i> /ôr/ and <i>ore</i> /ôr/ ◆ Read words with the phonograms <i>_or</i> and <i>_ore</i> ◆ Write a sentence
139	1244–51	235–36	267–68	<ul style="list-style-type: none"> ◆ Compare and contrast transportation and technology in Bible times to today ◆ Review Bossy <i>r</i> as the Phonics Character for the <i>r</i>-influenced vowel pattern ◆ Use letter-sound association for <i>or</i> /ôr/ ◆ Read words with the phonograms <i>_ord</i> and <i>_orn</i> ◆ Write a sentence
140	1252–61		269–70	<ul style="list-style-type: none"> ◆ Predict what the story will be about by discussing the cover illustration ◆ Identify the main characters in the story ◆ Read simple sentences ◆ Interpret supporting details in pictures ◆ Compare and contrast Jesus' life as a child and a child's life today

Week 29: In the Garden
Reader 29: *The Plan*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
141	1262–71	237–38	271–72	<ul style="list-style-type: none"> ◆ State that plants come from seeds ◆ Match/sort seeds to seed packets ◆ Explain where seeds come from (Genesis 1:11–12) ◆ Use letter-sound association for <i>er /ûr/</i> ◆ Read words with the phonograms <i>_ern</i> and <i>_erse</i> ◆ Read the high-frequency words <i>our</i> and <i>some</i> ◆ Write a sentence
142	1272–79	239–40	273–74	<ul style="list-style-type: none"> ◆ Identify parts of a plant ◆ Identify some parts of a plant that we eat ◆ Explain the purpose of each part of a plant ◆ Dictate or write sentences for a shared writing activity ◆ Use letter-sound association for <i>ur /ûr/</i> ◆ Read words with the phonograms <i>_ur</i>, <i>_urn</i>, <i>_urch</i>, and <i>_urse</i> ◆ Compare the different sounds a vowel makes in a short-vowel pattern, a long-vowel pattern, and an <i>r</i>-influenced vowel pattern ◆ Identify vowel patterns using the Phonics Characters ◆ Write a sentence
143	1280–87	241–42	275–76	<ul style="list-style-type: none"> ◆ Compare and contrast types of flowers ◆ Identify vowel patterns using the Phonics Characters ◆ Read words with the phonograms <i>_ir</i>, <i>_ird</i>, <i>_irl</i>, <i>_irt</i>, and <i>_irst</i> ◆ Write a phrase
144	1288–95	243–44	277–78	<ul style="list-style-type: none"> ◆ Describe the steps of the life cycle of a plant ◆ Write a sentence about the life cycle of a plant ◆ Read words with <i>r</i>-controlled vowels ◆ Identify the question mark as the punctuation for the end of a question ◆ Write a question ◆ Write a question mark
145	1296–1305		279–80	<ul style="list-style-type: none"> ◆ Identify the main characters in a story ◆ Interpret supporting details in pictures ◆ List the steps of how to plant a garden

Week 30: Yesterday's Trails
Reader 30: *God's Man*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
146	1306–15	245–46	281–82	<ul style="list-style-type: none"> ◆ Compare and contrast the world before Columbus's discovery to how the world is today ◆ Identify Christopher Columbus as the discoverer of America ◆ Locate America on a globe ◆ Affirm that God used the voyage of Columbus to change the world ◆ Use letter-sound association for <i>oo /oo/</i>, ◆ Read words with the phonograms <i>_oo, _ood, _ool, _oom, and _oon</i> ◆ Read the high-frequency word <i>from</i> ◆ Write a phrase
147	1316–23	247–48	283–84	<ul style="list-style-type: none"> ◆ Name the colors in the American flag ◆ Explain what the colors, stripes, and stars on the American flag represent ◆ Demonstrate flag etiquette ◆ Identify the flag as a symbol of the United States ◆ Define <i>liberty</i> from a Christian perspective ◆ Use letter-sound association for <i>oo /oo/</i> ◆ Read words with the phonograms <i>_ood, _ook, and _oot</i> ◆ Write a sentence
148	1324–31	249–50	285–86	<ul style="list-style-type: none"> ◆ Identify the White House as the home of the president of the United States and his family ◆ Identify the location of the White House ◆ Use letter-sound association for <i>ow /ou/</i> ◆ Read words with the phonograms <i>_ow</i> and <i>_own</i> ◆ Write a phrase
149	1332–37	251–52	287–88	<ul style="list-style-type: none"> ◆ Identify and describe symbols of the American idea of liberty ◆ Use letter-sound association for <i>ou /ou/</i> ◆ Read words with the phonograms <i>_out</i> and <i>_ound</i> ◆ Write a sentence
150	1338–47		289–90	<ul style="list-style-type: none"> ◆ Identify the main characters in a story ◆ Interpret supporting details in pictures ◆ Read to gain a knowledge of Bible times and places ◆ Compare how God cared for Elijah and how God cares for us

Week 31: Desert Paths
Reader 31: *Too Small*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
151	1348–57	253–54	291–92	<ul style="list-style-type: none"> ◆ Identify some animals and plants commonly found in the desert ◆ Compare a desert with where the student lives ◆ Infer that God gave desert animals the ability to adapt to desert conditions ◆ Use letter-sound association for <i>oi /oi/</i> and <i>oy /oi/</i> ◆ Read words with the phonograms <i>_oil</i> and <i>_oy</i> ◆ Read the high-frequency word <i>who</i> ◆ Write a phrase
152	1358–65	255–56	293–94	<ul style="list-style-type: none"> ◆ Explain how God created the saguaro cactus to hold water in extreme temperatures ◆ Participate in a shared writing activity ◆ Use letter-sound association for <i>au /ô/</i> and <i>aw /ô/</i> ◆ Read words with the phonograms <i>_aul</i>, <i>_aw</i>, and <i>_awn</i> ◆ Write a phrase
153	1366–73	257–58	295–96	<ul style="list-style-type: none"> ◆ Identify the coyote as being able to adapt to desert conditions ◆ Explain how cattle ranching can exist in the desert ◆ Use letter-sound association for <i>a(l) /ô/</i> ◆ Read words with the phonogram <i>_all</i> ◆ Write a question mark ◆ Write a sentence
154	1374–81	259–60	297–98	<ul style="list-style-type: none"> ◆ Identify the camel as an animal that is found in the desert ◆ Explain that God created camels uniquely so they can live in a desert environment ◆ Explain how the camel is used in the desert ◆ Review letter-sound association for <i>r</i>-controlled vowels and special vowel pairs ◆ Read words with <i>r</i>-controlled vowels and special vowel pairs ◆ Practice all high-frequency words ◆ Write a phrase
155	1382–91		299–300	<ul style="list-style-type: none"> ◆ Infer the plot of the story by the pictures ◆ Read simple sentences ◆ Predict the outcome of the story ◆ Identify key details in a text

Week 32: Vacation Travel
Reader 32: *Raindrops and Other Poems*

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
156	1392–1401	261–62		<ul style="list-style-type: none"> ◆ Identify beaches and islands as landforms ◆ Describe the physical characteristics of an island ◆ Compare and contrast dirt and sand ◆ Identify the long sounds of <i>a, e, i, o,</i> and <i>u</i> ◆ Review phonograms with long vowels ◆ Read compound words ◆ Write compound words
157	1402–9	263–64		<ul style="list-style-type: none"> ◆ State that Native Americans played an important part in American history ◆ Affirm that Native Americans lived in America before Columbus arrived ◆ Explain how Native American artifacts help us understand history ◆ Identify some Native American historical sites ◆ Identify the beginning sound in words ◆ Practice rhyming words ◆ Copy a poem
158	1410–17	265–66		<ul style="list-style-type: none"> ◆ Identify several United States National Parks, including the Smoky Mountains National Park ◆ Name some wild animals found in Cades Cove ◆ Identify words with /sh/, /ch/, /th/, and /wh/ ◆ Identify the two small words that make up a compound word ◆ Read compound words ◆ Write compound words
159	1418–23	267–68		<ul style="list-style-type: none"> ◆ Identify a colonial site ◆ Identify the historical significance of colonial sites ◆ State the importance of samplers in the life of young colonial girls ◆ State that the most important reason to learn to read is to read the Bible ◆ Read a Bible verse ◆ Review long- and short-vowel sounds ◆ Read long- and short-vowel words ◆ Read high-frequency words ◆ Write all the lowercase letters of the alphabet
160	1424–33			<ul style="list-style-type: none"> ◆ Interpret detail in pictures ◆ Interpret descriptive sentences ◆ Read simple sentences ◆ Identify key details in a text ◆ Identify rhyming words

Unit 7: Review Lessons

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
161	1434–39			<ul style="list-style-type: none"> ◆ State ways that people celebrate Labor Day ◆ Compose a sentence about the job a student's parent has ◆ Explain from Genesis 2 that God made us to work ◆ Associate honoring working people with the celebration of Labor Day ◆ Practice letters and sounds ◆ Practice proper pencil hold
162	1440–43			<ul style="list-style-type: none"> ◆ Summarize the voyage taken by Columbus and his crew ◆ State that Columbus's discovery of land happened in 1492 ◆ Explain why Columbus Day is important ◆ Practice letters and sounds ◆ Read short-vowel word families ◆ Practice high-frequency words ◆ Practice handwriting letters
163	1444–47			<ul style="list-style-type: none"> ◆ Define <i>veteran</i> ◆ Explain the importance of Veterans Day ◆ Compose a thank-you letter to a veteran ◆ Practice letters and sounds ◆ Read short-vowel word families ◆ Practice high-frequency words ◆ Practice handwriting letters
164	1448–51			<ul style="list-style-type: none"> ◆ Explain why the Pilgrims came to America ◆ Identify the <i>Mayflower</i> as the ship on which the Pilgrims sailed to the New World ◆ Explain why the Pilgrims held a Thanksgiving feast ◆ Practice letters and sounds ◆ Read short-vowel word families ◆ Practice high-frequency words ◆ Practice handwriting letters
165	1452–55			<ul style="list-style-type: none"> ◆ Dramatize the first Thanksgiving ◆ Dress like a Pilgrim or Native American ◆ Compose a prayer of thanksgiving to God ◆ Practice letters and sounds ◆ Review short-vowel word families ◆ Practice high-frequency words ◆ Practice handwriting letters
166	1456–59			<ul style="list-style-type: none"> ◆ State why we celebrate Christmas ◆ Use role-play to act out the Christmas story ◆ Practice letters and sounds ◆ Practice high-frequency words ◆ Practice handwriting letters

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
167	1460–63			<ul style="list-style-type: none"> ◆ Name the three gifts the wise men gave to Jesus ◆ State why people give gifts at Christmas ◆ Practice letters and sounds ◆ Practice high-frequency words ◆ Practice handwriting letters
168	1464–67			<ul style="list-style-type: none"> ◆ List some Christmas traditions ◆ Create a Christmas card ◆ Practice letters and sounds ◆ Practice high-frequency words ◆ Practice handwriting letters
169	1468–71			<ul style="list-style-type: none"> ◆ Name familiar Christmas songs and carols ◆ Sing Christmas songs and carols ◆ Participate in caroling ◆ Practice letters and sounds ◆ Read short-vowel word families ◆ Read the high-frequency word <i>Jesus</i> ◆ Practice handwriting letters
170	1472–81			<ul style="list-style-type: none"> ◆ Relate biblical truth to life ◆ Gain a knowledge of Bible times and places ◆ Read aloud with expression
171	1482–85			<ul style="list-style-type: none"> ◆ Review classroom procedures ◆ Practice reading familiar high-frequency and word family words ◆ Compose a sentence to add to a story ◆ Practice letters and sounds ◆ Read short-vowel words ◆ Practice high-frequency words ◆ Practice handwriting letters
172	1486–89			<ul style="list-style-type: none"> ◆ Explain the importance of recycling ◆ Explain recycling as a way of caring for the resources God has given us ◆ Practice recycling by disposing of trash and recyclables correctly ◆ Practice letters and sounds ◆ Practice high-frequency words ◆ Practice handwriting letters
173	1490–93			<ul style="list-style-type: none"> ◆ Associate the birthday of Martin Luther King Jr. with the celebration of Martin Luther King Jr. Day ◆ Recall the contributions of Martin Luther King Jr. to U.S. history ◆ State that God loves all people ◆ Relate the love of God for all people to how people should treat one another ◆ Practice letters and sounds ◆ Read short-vowel words ◆ Practice high-frequency words ◆ Practice handwriting letters

Lesson	Teacher's Edition	Worktext	Phonics Practice	Objectives
174	1494–97			<ul style="list-style-type: none"> ◆ State facts about groundhogs ◆ Explain why people celebrate Groundhog Day ◆ Complete a groundhog craft ◆ Practice letters and sounds ◆ Read short-vowel words ◆ Practice high-frequency words ◆ Practice handwriting letters
175	1498–1501			<ul style="list-style-type: none"> ◆ List ways God shows His love to us ◆ Celebrate Valentine's Day ◆ Practice letters and sounds ◆ Read short-vowel words ◆ Practice high-frequency words ◆ Practice handwriting letters
176	1502–5			<ul style="list-style-type: none"> ◆ Identify the Washington Monument as the tallest monument in Washington, D.C. ◆ Explain why the Washington Monument was built ◆ Associate George Washington's birthday with the celebration of Presidents' Day ◆ Practice letters and sounds ◆ Read word families ◆ Practice high-frequency words ◆ Practice handwriting letters
177	1506–15			<ul style="list-style-type: none"> ◆ Identify colors ◆ Match color words ◆ Read color words ◆ Read simple sentences with the aid of a rebus ◆ Interpret descriptive sentences
178	1516–19			<ul style="list-style-type: none"> ◆ Relate the true Easter story according to the Bible ◆ State the importance of Christ's death, burial, and resurrection ◆ Practice letters and sounds ◆ Read word families ◆ Practice high-frequency words ◆ Practice handwriting letters
179	1520–23			<ul style="list-style-type: none"> ◆ List several common Easter traditions ◆ Evaluate current Easter traditions based on the true Easter story ◆ Practice letters and sounds ◆ Read word families ◆ Practice high-frequency words ◆ Practice handwriting letters
180	1524–27			<ul style="list-style-type: none"> ◆ Define <i>memorial</i> ◆ Explain why Memorial Day is important ◆ Compare and contrast Memorial Day with Veterans Day ◆ Practice letters and sounds ◆ Read word families ◆ Practice high-frequency words ◆ Practice handwriting letters