Focus on Fives

Lesson Plan Overview

Unit 1: All Around the Town

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| Week 1: Welcome to Pine HillReader 1: New Friends |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 1 | 2–13 | 1–4 | v | * 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
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| 2 | 14–19 | 5–6 | v | * 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
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| 3 | 20–27 | 7–8 | vi | * 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
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| 4 | 28–33 | 9–10 | v–vi | * 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
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| 5 | 34–43 |  |  | * 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
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| Week 2: Firefighters at WorkReader 2: Surprise! |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 6 | 44–53 | 11–12 | 1–2 | * 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 Tt
* Use letter-sound association for t /t/
* Write t
 |
| 7 | 54–59 | 13–14 | 3–4 | * 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 Tt
* Use letter-sound association for t /t/
* State that names begin with upper­case letters
* Write T
 |
| 8 | 60–67 | 15–16 | 5–6 | * Explain the importance of having a home fire escape plan
* Demonstrate “Stop, Drop, and Roll”
* Create a fire escape plan
* Identify uppercase and lowercase Ii
* Use letter-sound association for i /ĭ/
* Read the word it
* Blend two phonemes into a recognizable word
* Demonstrate correct spacing when writing a word
* Write i
* Write a word
 |
| 9 | 68–73 | 17–18 | 7–8 | * Complete a creative writing activity
* Describe different kinds of fire trucks and how they are used to fight fires
* Identify uppercase and lowercase Ii
* Use letter-sound association for i /ĭ/
* Read the word I
* Write I
 |
| 10 | 74–83 |  | 9–10 | * 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
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| Week 3: Police Officers, Our FriendsReader 3: Hopscotch |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 11 | 84–93 | 19–20 | 11–12 | * 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 Ss
* Use letter-sound association for s /s/
* Read the high-frequency word is
* Read words with the phonogram \_it
* Write s
* Write a word
 |
| 12 | 94–99 | 21–22 | 13–14 | * Identify the uniforms worn by community helpers
* Complete a creative writing activity
* Identify uppercase and lowercase Ss
* Use letter-sound association for s /s/
* Read words with the phonogram \_it
* Write S
 |
| 13 | 100–109 | 23–24 | 15–16 | * 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 Nn
* Use letter-sound association for n /n/
* Read words with the phonogram \_in
* Write N
 |
| 14 | 110–17 | 25–26 | 17–18 | * 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 Nn
* Use letter-sound association for n /n/
* Read words with the phonograms \_it and \_in
* Write N
 |
| 15 | 118–27 |   | 19–20 | * Interpret details in pictures
* Identify a period
* Read a simple sentence with the aid of a rebus
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| Week 4: Pine Hill Post OfficeReader 4: Hit It! |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 16 | 128–39 | 27–28 | 21–22 | * 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 Hh
* Use letter-sound association for h /h/
* Recognize that an exclamation point is used to show excitement
* Read words with the phonogram \_it
* Read high-frequency words: here, she
* Write h
 |
| 17 | 140–47 | 29–30 | 23–24 | * Explain the history of the postal system
* Match a written name to a name tag
* Identify uppercase and lowercase Hh
* Use letter-sound association for h /h/
* Read words with final s
* Write H
 |
| 18 | 148–55 | 31–32 | 25–26 | * Identify items needed for mailing a box for delivery
* Identify uppercase and lowercase Ww
* Use letter-sound association for w /w/
* Read words with final s
* Read words with phonograms \_in and \_it
* Write w
* Write a word
 |
| 19 | 156–61 | 33–34 | 27–28 | * 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 Ww
* Use letter-sound association for w /w/
* Write W
 |
| 20 | 162–71 |  | 29–30 | * 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
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| Week 5: Healthcare WorkersReader 5: Wet! |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 21 | 172–83 | 35–36 | 31–32 | * Explain the difference between primary and permanent teeth
* Order events in a story
* Identify uppercase and lowercase Ee
* Use letter-sound association for e /ĕ/
* Read words with the phonogram \_en
* Read the high-frequency words the and what
* Write e
 |
| 22 | 184–91 | 37–38 | 33–34 | * State some ways to keep teeth healthy
* Complete a shared writing activity
* Identify uppercase and lowercase Ee
* Use letter-sound association for e /ĕ/
* Read words with the phonograms \_es and \_et
* Recognize that a question mark is used to show a question
* Write E
 |
| 23 | 192–99 | 39–40 | 35–36 | * List ways to avoid spreading colds
* Use letter-sound association for e /ĕ/ and i /ĭ/
* Read words with short vowels
* Use letter-sound association for s /z/
* Read words with the phonogram \_is
* Use correct spacing when writing a word
 |
| 24 | 200–207 | 41–42 | 37–38 | * 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
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| 25 | 208–17 |  | 39–40 | * Identify details in pictures
* Read a simple story
* Distinguish fantasy from realistic fiction
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Unit 2: Bookshelf Friends

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| Week 6: The Bible and HymnsReader 6: My Pet |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 26 | 218–31 | 43–46 | 41–42 | * 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 Bb
* Use letter-sound association for b /b/
* Read the high-frequency words love and my
* Identify the correct use of the exclamation point
* Write b
 |
| 27 | 232–39 | 47–48 | 43–44 | * 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 Bb
* Use letter-sound association for b /b/
* Read words with the phonograms \_eb and \_ib
* Read high-frequency words
* Write B
 |
| 28 | 240–47 | 49–50 | 45–46 | * State that the Bible tells one big story
* Summarize the Bible with the words Creation, Fall, and Redemption
* Explain the key aspects of Creation, the Fall, and Redemption
* Identify uppercase and lowercase Pp
* Use letter-sound association for p /p/
* Read words with the phonogram \_ip
* Write p
 |
| 29 | 248–55 | 51–52 | 47–48 | * 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 Pp
* Use letter-sound association for p /p/
* Write P
 |
| 30 | 256–65 |  | 49–50 | * Draw conclusions from picture interpretation and text
* Read orally to communicate the author’s message
* Use proper inflection when reading an exclamatory sentence
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| Week 7: The LibraryReader 7: The Bus |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 31 | 266–75 | 53–54 | 51–52 | * 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 Uu
* Use letter-sound association for u /ŭ/
* Read words with the phonograms \_un and \_up
* Read the high-frequency words pretty and says
* Identify the correct use of quotation marks
* Write u
 |
| 32 | 276–83 | 55–56 | 53–54 | * 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 Uu
* Use letter-sound association for u /ŭ/
* Read words with the phonograms \_ub, \_us, and \_ut
* Write U
 |
| 33 | 284–91 | 57–58 | 55–56 | * List things to do at the library
* Identify the purpose of a computer
* Describe the purpose of a browser
* Identify uppercase and lowercase Kk
* Use letter-sound association for k /k/
* Read words with initial k
* Write k
 |
| 34 | 292–97 | 59–60 | 57–58 | * 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 Kk
* Use letter-sound association for k /k/
* Write K
 |
| 35 | 298–307 |  | 59–60 | * Make predictions based on illustrations
* Recall the meaning of quotation marks
* Distinguish fantasy from realistic fiction
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| Week 8: Nursery RhymesReader 8: Tip |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 36 | 308–17 | 61–62 | 61–62 | * 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 Cc
* Use letter-sound association for c /k/
* Read words with initial c
* Read the high-frequency words little and new
* Identify rhyming words
* Write Cc
 |
| 37 | 318–25 | 63–64 | 63–64 | * Sequence events in a nursery rhyme
* Distinguish between different emotions
* Dictate sentences for a shared writing activity
* Use letter-sound association for ck /k/
* Read words with the phonograms \_eck, \_ick, and \_uck
* Write words that end in ck
 |
| 38 | 326–33 | 65–66 | 65–66 | * Classify objects using the sense of touch
* Recall details from a story
* Distinguish fantasy from realistic fiction
* Use letter-sound association for e /e/, i /i/, and u /u/
* Read words with short vowels
* Write a sentence with proper spacing
 |
| 39 | 334–39 | 67–68 | 67–68 | * Identify words that rhyme
* Dictate text to create a counting rhyme and complete a creative-writing activity
* Read words with the phonograms \_ess, \_iss, and \_inn
* Write a phrase with proper spacing
 |
| 40 | 340–49 |   | 69–70 | * Read simple sentences
* Interpret details in pictures
* Draw conclusions from picture interpretations and text
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| Week 9: Picture BooksReader 9: In the Tub |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 41 | 350–59 | 69–70 | 71–72 | * Explain the job of an author
* Identify God as the author of Scripture
* Identify uppercase and lowercase Dd
* Use letter-sound association for d /d/
* Read words with the phonograms \_ed and \_id
* Read words with initial d
* Read the high-frequency word come
* Write d
 |
| 42 | 360–67 | 71–72 | 73–74 | * 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 Dd
* Use letter-sound association for d /d/
* Read words with the phonogram \_ud
* Write D
 |
| 43 | 368–77 | 73–74 | 75–76 | * Explain what an author and illustrator do using an example
* State the importance of good writing and illustrations
* Identify uppercase and lowercase Aa
* Use letter-sound association for a /ă/
* Read words with the phonograms \_ad, \_as, and \_at
* Identify the vowel in a short-vowel word
* Write a
 |
| 44 | 378–85 | 75–76 | 77–78 | * Use letter-sound association to make an alphabet book
* Explain the stages of making a book
* Use letter-sound association for a /ă/
* Read words with the phonograms \_ab, \_an, and \_ann
* Read words with possessive s
* Write A
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| 45 | 386–95 |  | 79–80 | * Determine which objects sink and which float
* Distinguish fantasy from realistic fiction
* Read animal names
* Interpret details in pictures
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| Week 10: Favorite TalesReader 10: The Cats |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 46 | 396–407 | 77–78 | 81–82 | * 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 \_ack and \_ap
* Read the high-frequency words baby, father, and mother
* Write a phrase with proper spacing
 |
| 47 | 408–15 | 79–80 | 83–84 | * 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 e /e/, i /i/, and u /u/
* Read words with short vowels
* Read words with plural s
* Write a, b, c, d, and e
 |
| 48 | 416–25 | 81–82 | 85–86 | * Distinguish fantasy from realistic fiction
* Predict the outcome of a story
* Complete a creative-writing activity
* Identify uppercase and lowercase Gg
* Use letter-sound association for g /g/
* Identify plural nouns
* Read words with the phonograms \_ig and \_ug
* Write g
 |
| 49 | 426–33 | 83–84 | 87–88 | * Use puppets to act out a story
* Sort objects by size
* Complete a creative-writing activity
* Identify uppercase and lowercase Gg
* Use letter-sound association for g /g/
* Read words with the phonograms \_ag, \_eg, and \_egg
* Read sentences with short vowel words
* Write G
 |
| 50 | 434–43 |  | 89–90 | * Distinguish fanciful characters from realistic characters
* Relate one story plot to another
* Determine story setting from pictures
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| Week 11: Books That TeachReader 11: The Bed |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 51 | 444–53 | 85–86 | 91–92 | * List different types of learning books
* Explain how to use several types of learning books
* Distinguish between fiction and nonfiction
* Identify uppercase and lowercase Oo
* Use letter-sound association for o /ŏ/
* Read words with the phonograms \_ob, \_ock, \_od, \_op, and \_ot
* Read the high-frequency word good
* Write o
 |
| 52 | 454–59 | 87–88 | 93–94 | * 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 Oo
* Use letter-sound association for o /ŏ/
* Read words with the phonograms \_og, \_on, and \_oss
* Write O
 |
| 53 | 460–67 | 89–90 | 95–96 | * 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 | * 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 | * 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
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Unit 3: Ants to Elephants

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| Week 12: Bible AnimalsReader 12: Naps |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 56 | 486–99 | 93–96 | 101–2 | * 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 Ll
* Use letter-sound association for l /l/
* Read words with initial l
* Read the high-frequency words are and this
* Write the letter l
 |
| 57 | 500–507 | 97–98 | 103–4 | * Describe textures using words such as rough, smooth, soft, and hard
* 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 Ll
* Use letter-sound association for l /l/
* Read words with the phonograms \_ell and \_ill
* Write the letter L
 |
| 58 | 508–15 | 99–100 | 105–6 | * 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 Mm
* Use letter-sound association for m /m/
* Read words with the phonograms \_am and \_im
* Read words with initial m
* Read compound words
* Write the letter m
 |
| 59 | 516–23 | 101–2 | 107–8 | * 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 Mm
* Use letter-sound association for m /m/
* Read words with the phonograms \_om and \_um
* Write the letter M
 |
| 60 | 524–33 |  | 109–10 | * 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
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| Week 13: InsectsReader 13: Bell |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 61 | 534–43 | 103–4 | 111–12 | * Describe an ant
* Compare the way ants work to the way people should work
* Identify uppercase and lowercase Ff
* Use letter-sound association for f /f/
* Read a word with the phonogram \_if
* Read words with initial f
* Read the high-frequency words for and her
* Write the letter f
 |
| 62 | 544–51 | 105–6 | 113–14 | * 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 Ff
* Use letter-sound association for f /f/
* Read words with the phonograms \_off and \_uff
* Write the letter F
 |
| 63 | 552–59 | 107–8 | 115–16 | * List the characteristics of a ladybug
* Distinguish fantasy from realistic fiction
* Identify a period at the end of a sentence
* Identify uppercase and lowercase Vv
* Use letter-sound association for v /v/
* Read words with initial v
* Write the letters Vv
 |
| 64 | 560–67 | 109–10 | 117–18 | * 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 | * 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
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| Week 14: Wild AnimalsReader 14: The Jet |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 66 | 578–87 | 111–12 | 121–22 | * Describe characteristics of a zoo
* Contrast wild animals and pets
* Locate places on a zoo map
* Identify uppercase and lowercase Rr
* Use letter-sound association for r /r/
* Read words with initial r
* Read the high-frequency words of and put
* Write the letter r
 |
| 67 | 588–95 | 113–14 | 123–24 | * 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 Rr
* Use letter-sound association for r /r/
* Read words with initial r
* Write the letter R
 |
| 68 | 596–603 | 115–16 | 125–26 | * 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 Jj
* Use letter-sound association for j /j/
* Read words with initial j
* Write the letter j
 |
| 69 | 604–11 | 117–18 | 127–28 | * 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 Jj
* Use letter-sound association for j /j/
* Read words with initial j
* Write the letter J
 |
| 70 | 612–21 |   | 129–30 | * Gain factual information from photos
* Gain facts from informational text
* Draw conclusions from informational text
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| Week 15: By the PondReader 15: The Big Mess |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 71 | 622–33 | 119–20 | 131–32 | * 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 \_ax, \_ix, and \_ox
* Read the high-frequency words said and you
* Write the letters Xx
 |
| 72 | 634–41 | 121–22 | 133–34 | * 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 \_iz and \_uzz
* Write the letters Zz
 |
| 73 | 642–51 | 123–24 | 135–36 | * 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 | * 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 | * 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
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| Week 16: Farm AnimalsReader 16: Zack the Duck |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 76 | 668–77 | 127–28 | 141–42 | * Compare cows and calves
* Describe some of the jobs of a farmer
* Identify uppercase and lowercase Qq
* Use letter-sound association for qu /kw/
* Read the high-frequency word to
* Read words with initial qu
* Write the letter q
 |
| 77 | 678–85 | 129–30 | 143–44 | * 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 Qq
* Use letter-sound association for qu /kw/
* Read words with initial qu
* Write the letter Q
 |
| 78 | 686–93 | 131–32 | 145–46 | * 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 | * 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 | * 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
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Unit 4: Mountains High to Oceans Deep

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| Week 17: MountainsReader 17: Up to the Top |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 81 | 710–23 | 135–38 | 151–52 | * 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 s blends: sm, sp, and st
* Read words with the phonogram \_em
* Read the high-frequency words there and was
* Write st
* State that we learn phonics in order to learn about God
 |
| 82 | 724–31 | 139–40 | 153–54 | * Identify characteristics of volcanoes
* Make a model volcano
* Dictate sentences for a shared writing activity
* Identify words with initial r blends: br, cr, and gr
* Demonstrate the use of a period and question mark
* Read words with the phonogram \_ass
* Write gr
 |
| 83 | 732–41 | 141–42 | 155–56 | * Explain that folk music reflects culture
* Identify the kinds of instruments used to play folk music
* Read words with the phonograms \_and, \_end, \_ind, \_ond, \_ant, \_ent, and \_int
* Write nd
 |
| 84 | 742–49 | 143–44 | 157–58 | * Explain the history of gold mining
* Participate in panning for gold
* Complete a creative-writing activity
* Read words with the phonograms \_amp, \_imp, and \_ump
* Write mp
 |
| 85 | 750–59 |  | 159–60 | * Infer story setting from pictures
* Identify a describing word in a sentence
* Read a sentence with a question mark using appropriate inflection
 |

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| Week 18: The PrairieReader 18: Tim and Clip |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 86 | 760–71 | 145–46 | 161–62 | * 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 l blends bl, cl, and sl
* Read the high-frequency word want
* Write cl
 |
| 87 | 772–79 | 147–48 | 163–64 | * 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 s blends and initial w blends: sc, sk, sn, sw, and tw
* Write sn
 |
| 88 | 780–87 | 149–50 | 165–66 | * Describe prairie dogs and their habitat
* Explain that God created prairie dogs to know how to survive
* Read words with the phonograms \_ast, \_est, \_ist, \_ost, \_ust, \_ask, and \_esk
* Write sk
 |
| 89 | 788–95 | 151–52 | 167–68 | * Compare prairie life to modern life
* Complete a creative-writing activity
* Place a breve over short vowels
* Read words with the phonograms \_eld, \_elf, \_elp, \_elt, and \_ilk
* Write lk
 |
| 90 | 796–805 |  | 169–70 | * Infer action in pictures
* Predict outcomes
* Make inferences
* Read simple sentences
 |

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| Week 19: Rivers and LakesReader 19: Trucks |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 91 | 806–17 | 153–54 | 171–72 | * Describe a river
* List nearby rivers
* Explain why rivers are important
* Identify words with initial dr, fr, pr, and tr
* Read the high-frequency word where
* Review punctuation
* Write tr
* State that we learn phonics in order to learn about God’s world
 |
| 92 | 818–25 | 155–56 | 173–74 | * 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 fl, gl, and pl
* Write fl
 |
| 93 | 826–35 | 157–58 | 175–76 | * 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 \_act, \_eft, \_ept, and \_ext
* Write xt
 |
| 94 | 836–43 | 159–60 | 177–78 | * Identify features of water creatures
* Explain why these features are important
* Complete a creative-writing activity
* Identify words with initial three-letter blends: squ, scr, spl, spr, and str
* Write squ
 |
| 95 | 844–53 |   | 179–80 | * Relate story information to real life
* Predict outcomes
* Gain factual information from photographs
* Gain factual information from text
* Read simple sentences
 |

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| Week 20: OceansReader 20: Big Clam |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 96 | 856–63 | 161–62 | 181–82 | * 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 sh /sh/
* Read words with initial sh
* Read the high-frequency word give
* Write sh
 |
| 97 | 864–71 | 163–64 | 183–84 | * Identify features of seashells
* Classify objects by observable properties
* Participate in a shared writing activity
* Use letter-sound association for sh /sh/
* Read words with the phonograms \_ish, \_ash, and \_osh
* Write a sentence
 |
| 98 | 872–79 | 165–66 | 185–86 | * Demonstrate sea sounds
* Identify some features of seabirds
* List examples of seabirds
* Use letter-sound association for ch /ch/
* Read words with initial ch
* Write ch
 |
| 99 | 880–87 | 167–68 | 187–88 | * Identify features of whales
* Compose a sentence
* Use letter-sound association for ch /ch/ and tch /ch/
* Read words with the phonograms \_ich, \_uch, \_atch, and \_otch
* Practice marking the breve
* Write a sentence
 |
| 100 | 888–97 |  | 189–90 | * Distinguish fanciful characters from realistic characters
* Determine story setting from pictures
* Read orally to interpret story characters
* Interpret action in pictures
 |

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| Week 21: Taking the GospelReader 21: The Bibles |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 101 | 898–907 | 169–70 | 191–92 | * List ways that God keeps His promises
* Name a promise that God will keep for you
* Use letter-sound association for th /th/
* Read words with initial th
* Read the high-frequency words Bible and people
* Write th
 |
| 102 | 908–15 | 171–72 | 193–94 | * 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 th /th/
* Read words with the phonograms \_ath, \_eth, and \_ith
* Write a sentence
 |
| 103 | 916–23 | 173–74 | 195–96 | * Explain how God answers prayer
* Recognize that God still answers prayer today
* Use letter-sound association for wh /hw/
* Read words with initial wh
* Choose the correct punctuation for an interrogative sentence
* Write wh
 |
| 104 | 924–31 | 175–76 | 197–98 | * 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 shr and thr
* Read words with the phonogram \_inch
* Write a sentence
 |
| 105 | 932–41 |  | 199–200 | * Draw conclusions from factual information
* Relate biblical truth to life
* Explain that we learn to read in order to learn more about God
 |

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| Week 22: America the BeautifulReader 22: Camping |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 106 | 942–51 | 177–78 | 201–2 | * Identify features of Hawaii
* Locate Hawaii on a globe
* Sequence events in a story
* Use letter-sound association for ng /ng/
* Read words with the phonogram \_ing
* Write ng
 |
| 107 | 952–59 | 179–80 | 203–4 | * 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 ng /ng/
* Read words with the suffix -ing
* Write a sentence
 |
| 108 | 960–67 | 181–82 | 205–6 | * Describe caverns
* Distinguish stalactites from stalagmites
* Use letter-sound association for nk /ngk/
* Read words with the phonograms \_ank, \_ink, and \_unk
* Write nk
 |
| 109 | 968–75 | 183–84  | 207–8 | * 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 | * Read orally to communicate the author’s message
* Recall a sequence of activities
 |

Unit 5: Blue Skies and Gray

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| Week 23: Looking at the SeasonsReader 23: Jake and Scuff |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 111 | 986–99 | 185–88 | 211–12 | * State that God created day and night
* Explain what causes day and night
* Identify the Phonics Characters Miss Long and Marker e
* Compare and contrast the changes that occur in the sky from day to nightand night to day
* Use letter-sound association for a /ā/
* Identify short or long a in words
* Read words with silent e (VCe)
* Read words with the phonograms \_ake and \_ave
* Identify Miss Long as the long-vowel character
* Identify Marker e as the silent e character
* Place a macron over long vowels
* Read the high-frequency words have and purple
* Write c, d, and a
 |
| 112 | 1000–1007  | 189–90 | 213–14 | * Define what a season is
* Name the four seasons
* Explain what causes the seasons
* Use a combination of drawing, dictating, and writing to composea sentence about a season
* Read words with the phonograms \_ame, \_ape, and \_ate
* State that we learn phonics in order to read the Bible
* Write a sentence
 |
| 113 | 1008–15 | 191–92 | 215–16 | * Compare and contrast spring and summer
* Confirm understanding of a text read aloud
* Read words with the phonograms: \_ade, \_afe, and \_ale
* Demonstrate consistent slant in handwriting
* Write f, j, and k
 |
| 114 | 1016–21 | 193–94 | 217–18 | * Compare and contrast fall and winter
* Explain why leaves change color in the fall
* Use letter-sound association for e /ē/
* Read a word with the phonogram \_ese
* Identify short or long e in words
* Write e and s
 |
| 115 | 1022–31 |  | 219–20 | * Interpret the action taking place in pictures
 |

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| Week 24: Weather WatchingReader 24: The Map |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 116 | 1032–43 | 195–96 | 221–22 | * Relate that weather varies by season
* Describe the weather and make daily entries in a class weather journal
* Use letter-sound association for i /ī/
* Identify short or long i in words
* Read words with the phonograms \_ide, \_ike, \_ime, and \_ite
* Write i, l, and t
 |
| 117 | 1044–51 | 197–98 | 223–24 | * 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 \_ile, \_ine, \_ipe, \_ire, and \_ive
* 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 | * Locate the coldest areas in the world on a globe
* Describe winter weather
* Use letter-sound association for o /ō/
* Identify short or long o in words
* Read words with the phonograms \_oke, \_ole, \_ome, \_one, \_ope, and \_ose
* Write o, q, and g
 |
| 119 | 1060–67 | 201–2 | 227–28 | * 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 u /ū/
* Identify short or long u in words
* Identify the long vowel sound in a word
* Read words with the phonograms \_ude, \_une, and \_ute
* Write u, y, and w
 |
| 120 | 1068–77 |  | 229–30 | * 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
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| Week 25: Season FunReader 25: The Train Ride |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 121 | 1078–89 | 203–4 | 231–32 | * 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 vowelsare used together in a word
* Use letter-sound association for ai /ā/
* Read words with vowel digraphs (VV)
* Read words with the phonograms \_ail and \_­ain
* Place a macron over long vowels
* Read the high-frequency word they
* Write a sentence
 |
| 122 | 1090–97 | 205–6 | 233–34 | * Name some activities people enjoy in the winter
* Use letter-sound association for ay /ā/
* Identify the semivowel y
* Read words with the phonogram \_ay
* Write a phrase
 |
| 123 | 1098–1105 | 207–8 | 235–36 | * 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 ea /ē/
* Read words with the phonograms \_ea and \_eat
* Write b, p, and r
 |
| 124 | 1106–13 | 209–10 | 237–38 | * Name things that can be done for fun in the summer
* Write a sentence about a summer activity
* Use letter-sound association for ee /ē/
* Read words with the phonograms \_ee and \_eed
* Write a sentence
 |
| 125 | 1114–23 |   | 239–40 | * List some things that can be done on a train trip
* Find key details in the text
 |

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| Week 26: Dressing for the SeasonsReader 26: The Big Boat |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 126 | 1124–35 | 211–12 | 241–42 | * Demonstrate respect, honor, and obedience to one’s country by sayingand 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 oa /ō/
* Read words with the phonograms \_oad and \_oat
* Read the high-frequency words one and two
* Write a phrase
 |
| 127 | 1136–43 | 213–14 | 243–44 | * Compare and contrast clothing worn in the summer and fall
* Complete a creative-writing activity
* Use letter-sound association for ow /ō/
* Identify the semivowel w
* Read words with the phonogram \_ow
* Read two-syllable words
* Write a phrase
 |
| 128 | 1144–51 | 215–16 | 245–46 | * 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 \_e, \_i, and \_o
* Use letter-sound association for e /ē/, i /ī/, and o /ō/
* Write a sentence
 |
| 129 | 1152–57 | 217–18 | 247–48 | * 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 ie /ī/, ue /ū/, and ui /ū/
* Read words with the phonograms \_ie, \_ue, and \_uit
* Write h, m, and n
 |
| 130 | 1158–67 |  | 249–50 | * 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
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| Week 27: Animals Through the SeasonsReader 27: The Best Day |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 131 | 1168–77 | 219–20 | 251–52 | * Recognize that God provides what animals need to live
* Summarize what animals do in the spring
* Identify rhyming text
* Identify the semivowel y
* Use letter-sound association for y /ī/
* Read words with the phonogram \_y
* Read the high-frequency word orange
* Write a sentence
 |
| 132 | 1178–85 | 221–22 | 253–54 | * 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 y /ē/ in an unstressed second syllable
* Read two-syllable words that end in y
* Write a phrase
 |
| 133 | 1186–93 | 223–24 | 255–56 | * State that migration, storing food, and growing fur are ways animals adaptto cold weather
* Use letter-sound association for igh /ī/
* Read words with the phonogram \_ight
* Write a phrase
 |
| 134 | 1194–1201 | 225–26 | 257–58 | * Define hibernation and adaptation
* 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 v, x, and z
 |
| 135 | 1202–11 |  | 259–60 | * 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

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| Week 28: Where Jesus WalkedReader 28: Jesus  |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 136 | 1212–25 | 227–30 | 261–62 | * Describe the geography and seasons in the Holy Land
* Compare worship in Bible times to worship today
* Identify Bossy r as the Phonics Character for the r-influenced vowel pattern
* Use letter-sound association for ar /är/
* Read words with the phonograms \_ar, \_arn, and \_art
* Read the high-frequency words Jesus and were
* Write a phrase
 |
| 137 | 1226–33 | 231–32 | 263–64 | * Compare and contrast the dwellings in Bible times to modern dwellings
* Participate in a shared writing activity
* Use letter-sound association for ar /är/
* Read words with the phonograms \_arf, \_ark, and \_arch
* Write a phrase
 |
| 138 | 1234–43 | 233–34 | 265–66 | * Compare and contrast clothing worn in Bible times to modern clothing
* Use letter-sound association for or /ôr/ and ore /ôr/
* Read words with the phonograms \_or and \_ore
* Write a sentence
 |
| 139 | 1244–51 | 235–36 | 267–68 | * Compare and contrast transportation and technology in Bible times to today
* Review Bossy r as the Phonics Character for the r-influenced vowel pattern
* Use letter-sound association for or /ôr/
* Read words with the phonograms \_ord and \_orn
* Write a sentence
 |
| 140 | 1252–61 |  | 269–70 | * 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
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| Week 29: In the GardenReader 29: The Plan |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 141 | 1262–71 | 237–38 | 271–72 | * 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 er /ûr/
* Read words with the phonograms \_ern and \_erse
* Read the high-frequency words our and some
* Write a sentence
 |
| 142 | 1272–79 | 239–40 | 273–74 | * 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 ur /ûr/
* Read words with the phonograms \_ur, \_urn, \_urch, and \_urse
* Compare the different sounds a vowel makes in a short-vowel pattern,a long-vowel pattern, and an r-influenced vowel pattern
* Identify vowel patterns using the Phonics Characters
* Write a sentence
 |
| 143 | 1280–87 | 241–42 | 275–76 | * Compare and contrast types of flowers
* Identify vowel patterns using the Phonics Characters
* Read words with the phonograms \_ir, \_ird, \_irl, \_irt, and \_irst
* Write a phrase
 |
| 144 | 1288–95 | 243–44 | 277–78 | * Describe the steps of the life cycle of a plant
* Write a sentence about the life cycle of a plant
* Read words with r-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 | * Identify the main characters in a story
* Interpret supporting details in pictures
* List the steps of how to plant a garden
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| Week 30: Yesterday’s TrailsReader 30: God’s Man |
| Lesson | Teacher’s Edition  | Worktext  | Phonics Practice  | Objectives |
| 146 | 1306–15 | 245–46 | 281–82 | * 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 oo /oo/,
* Read words with the phonograms \_oo, \_ood, \_ool, \_oom, and \_oon
* Read the high-frequency word from
* Write a phrase
 |
| 147 | 1316–23 | 247–48 | 283–84 | * 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 liberty from a Christian perspective
* Use letter-sound association for oo /oo/
* Read words with the phonograms \_ood, \_ook, and \_oot
* Write a sentence
 |
| 148 | 1324–31 | 249–50 | 285–86 | * Identify the White House as the home of the president of the United Statesand his family
* Identify the location of the White House
* Use letter-sound association for ow /ou/
* Read words with the phonograms \_ow and \_own
* Write a phrase
 |
| 149 | 1332–37 | 251–52 | 287–88 | * Identify and describe symbols of the American idea of liberty
* Use letter-sound association for ou /ou/
* Read words with the phonograms \_out and \_ound
* Write a sentence
 |
| 150 | 1338–47 |  | 289–90 | * 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
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| Week 31: Desert PathsReader 31: Too Small |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 151 | 1348–57 | 253–54 | 291–92 | * 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 oi /oi/ and oy /oi/
* Read words with the phonograms \_oil and \_oy
* Read the high-frequency word who
* Write a phrase
 |
| 152 | 1358–65 | 255–56 | 293–94 | * Explain how God created the saguaro cactus to hold water in extreme temperatures
* Participate in a shared writing activity
* Use letter-sound association for au /ô/ and aw /ô/
* Read words with the phonograms \_aul, \_aw, and \_awn
* Write a phrase
 |
| 153 | 1366–73 | 257–58 | 295–96 | * 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 a(l) /ô/
* Read words with the phonogram \_all
* Write a question mark
* Write a sentence
 |
| 154 | 1374–81 | 259–60 | 297–98 | * 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 r-controlled vowels and special vowel pairs
* Read words with r-controlled vowels and special vowel pairs
* Practice all high-frequency words
* Write a phrase
 |
| 155 | 1382–91 |  | 299–300 | * Infer the plot of the story by the pictures
* Read simple sentences
* Predict the outcome of the story
* Identify key details in a text
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| Week 32: Vacation TravelReader 32: Raindrops and Other Poems |
| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 156 | 1392–1401 | 261–62 |  | * Identify beaches and islands as landforms
* Describe the physical characteristics of an island
* Compare and contrast dirt and sand
* Identify the long sounds of a, e, i, o, and u
* Review phonograms with long vowels
* Read compound words
* Write compound words
 |
| 157 | 1402–9 | 263–64 |  | * 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 |  | * Identify several United States National Parks, including the Smoky MountainsNational 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 |  | * 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 |  |  | * Interpret detail in pictures
* Interpret descriptive sentences
* Read simple sentences
* Identify key details in a text
* Identify rhyming words
 |

Unit 7: Review Lessons

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| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 161 | 1434–39 |  |  | * 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 |  |  | * 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 |  |  | * Define veteran
* 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 |  |  | * Explain why the Pilgrims came to America
* Identify the Mayflower 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 |  |  | * 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 |  |  | * 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
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| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 167 | 1460–63 |  |  | * 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 |  |  | * List some Christmas traditions
* Create a Christmas card
* Practice letters and sounds
* Practice high-frequency words
* Practice handwriting letters
 |
| 169 | 1468–71 |  |  | * 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 Jesus
* Practice handwriting letters
 |
| 170 | 1472–81 |  |  | * Relate biblical truth to life
* Gain a knowledge of Bible times and places
* Read aloud with expression
 |
| 171 | 1482–85 |  |  | * 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 |  |  | * 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 |  |  | * Associate the birthday of Martin Luther King Jr. with the celebrationof 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
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| Lesson | Teacher’s Edition | Worktext  | Phonics Practice | Objectives |
| 174 | 1494–97 |  |  | * 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 |  |  | * 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 |  |  | * 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 |  |  | * Identify colors
* Match color words
* Read color words
* Read simple sentences with the aid of a rebus
* Interpret descriptive sentences
 |
| 178 | 1516–19 |  |  | * 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 |  |  | * 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 |  |  | * Define memorial
* 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
 |