

# Reading 2: Expeditions, 4<sup>th</sup> Edition

## Lesson Plan Overview

IA Instructional Aid   PPT Pres. PowerPoint Presentation  
TE Teacher Edition   SE Student Edition   P Phonics Visual   G/E Game/Enrichment

<b>Unit 1: Wisdom</b>			
Pages	Objectives	Resources	Assessments
<b>Lesson 1 My Book Holds Many Stories</b>			
<b>TE</b> 12–16  <b>SE</b> 1–3	<b>Phonemic Awareness and Phonics</b> PA1.1 Identify pairs of rhyming words. P1.1 Identify letter-sound correspondences. P1.2 Sequence words in alphabetical order.  <b>Reading</b> R1.1 Identify features of a book. R1.2 Read poetry as a shared reading. R1.3 Roleplay conversation etiquette. R1.4 Infer what is possible when one knows how to read. R1.5 Define <i>wisdom</i> . <b>BWS</b> Wisdom (recall) R1.6 Explain the meaning and importance of 2 Timothy 3:14–15. <b>BWS</b> Wisdom (explain)	<b>Visuals</b> <ul style="list-style-type: none"> <li>• Alphabet Cards</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• IA 1.1: <i>Wisdom Definition</i></li> <li>• IA 1.2: <i>2 Timothy 3:14–15</i></li> <li>• Video: “Features of a Book”</li> <li>• Video: “How to Teach Differentiated Phonics Lessons in Second Grade Reading”</li> <li>• Video: “Demonstration of Differentiated Phonics Lesson”</li> <li>• PPT pres.: Lesson 001</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Entire alphabet for display</li> <li>• Small sticky tabs for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 1–2</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Informal Reading Evaluation</li> <li>• Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 2 Books on the Move</b>			
<b>TE</b> 18–23  <b>SE</b> 4–9	<b>Phonemic Awareness and Phonics</b> PA2.1 Identify pairs of rhyming words. P2.1 Identify letter-sound correspondence. P2.2 Sequence words in alphabetical order.  <b>Reading</b> R2.1 Identify features of an informational text. R2.2 Recall key details in the text.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Informational Nonfiction”</li> <li>• Alphabet cards for each student</li> <li>• PPT pres.: Lesson 002</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 9)</li> <li>• Think and Discuss (p. 9)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 3–4</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Phonics Progress Monitoring Tool</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 3 Clara and the Bookwagon</b>			
<p><b>TE</b> 24–29</p> <p><b>SE</b> 10–15</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA3.1 Isolate initial phonemes.</p> <p>P3.1 Distinguish among the sounds of consonant digraphs.</p> <p>P3.2 Identify the digraph needed to complete a word.</p> <p><b>Reading</b></p> <p>R3.1 Describe the characteristics of historical fiction.</p> <p>R3.2 Explain the features of a glossary.</p> <p>R3.3 Recall key details in the text.</p> <p>R3.4 Explain the main character’s conflict or problem.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 3–4, pp. 349–50</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>IA 3.2: <i>Five-Finger Retelling</i></li> <li>Video: “How to Teach Differentiated Phonics Lessons in Second Grade Reading”</li> <li>Video: “Historical Fiction”</li> <li>Link: Using Sound Boxes</li> <li>PPT pres.: Lesson 003</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A glue stick for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 5–6</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 4 Clara and the Bookwagon</b>			
<p><b>TE</b> 30–33</p> <p><b>SE</b> 16–19</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA4.1 Isolate initial phonemes.</p> <p>P4.1 Identify digraphs within words.</p> <p>P4.2 Compile a list of words with digraphs.</p> <p><b>Reading</b></p> <p>R4.1 Summarize what it means to draw conclusions from a story.</p> <p>R4.2 Infer a character’s perspective from text and illustrations.</p> <p>R4.3 Draw conclusions about the characters.</p> <p>R4.4 Explain that Christians can learn from non-Christians.</p> <p><b>BWS</b> Wisdom (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 004</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A small plush toy</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 7–8</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 5 Clara and the Bookwagon/Look Again</b>			
<p><b>TE</b> 34–36</p> <p><b>SE</b> 20–21</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA5.1 Isolate initial phonemes. P5.1 Identify consonant-and-vowel teams in closed syllables.</p> <p><b>Reading</b></p> <p>R5.1 Evaluate a character’s actions, feelings, and responses to an event. R5.2 Read the story as a choral reading. R5.3 Analyze a Bible passage about the availability of wisdom to all people. <b>BWS</b> Wisdom (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Mrs. Short, Mr. Short, Uncle Short</li> <li>P1: <i>Vowels</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 1–2, pp. 347–48</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “A Day to Remember”</li> <li>Video: “How to Teach Differentiated Phonics Lessons in Second Grade Reading”</li> <li>PPT pres.: Lesson 005</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 21)</li> <li>Think and Discuss (p. 21)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 9–10</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 6 Look Again: Libraries</b>			
<p><b>TE</b> 38–39</p> <p><b>SE</b> 6–8</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA6.1 Isolate the final phoneme. P6.1 Identify consonant-and-vowel teams in closed syllables. P6.2 Categorize words by closed-syllable vowel teams.</p> <p><b>Reading</b></p> <p>R6.1 List different library types in the community. R6.2 Reread portions of “Books on the Move.” R6.3 Infer the negative effects of life without libraries or access to books. R6.4 Create a bookmark highlighting a library type. R6.5 Compare and contrast the informational text and the historical fiction selection.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Mrs. Short, Mr. Short, Uncle Short</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 6: <i>My Favorite Library Bookmark</i></li> <li>G/E: Library Memory Game</li> <li>PPT pres.: Lesson 006</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Ribbon or twine</li> <li>Single hole-punch</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 11–12</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 7 The Bible in English</b>			
<p><b>TE</b> 40–45</p> <p><b>SE</b> 22–27</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA7.1 Isolate final-digraph phonemes within consonant blends.</p> <p>P7.1 Identify initial and final consonant blends in words.</p> <p>P7.2 Identify the consonant blend needed to complete a word.</p> <p><b>Reading</b></p> <p>R7.1 Define <i>biography</i>.</p> <p>R7.2 Compare and contrast historical fiction and biography by using a Venn diagram.</p> <p>R7.3 Discuss dialogue in a text.</p> <p>R7.4 Analyze the consequences of God’s Word being unavailable, using Amos 8:11. <b>BWS</b> Wisdom (explain)</p> <p>R7.5 Predict what will happen next.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Alphabet Cards</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 5–6, pp. 351–52</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 7: <i>Dialogue and Thought Cards</i></li> <li>Video: “Biography”</li> <li>PPT pres.: Lesson 007</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A fantasy book, such as <i>The Wizard of Oz</i></li> <li>A realistic fiction book, such as <i>The Snowy Day</i></li> <li>A children’s biography about a US president</li> <li>Large craft sticks, two per student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 13–14</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 8 The Bible in English</b>			
<p><b>TE</b> 46–51</p> <p><b>SE</b> 28–33</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA8.1 Isolate final-consonant phonemes within consonant blends.</p> <p>P8.1 Identify initial and final consonant blends in words.</p> <p>P8.2 Identify the consonant blend needed to complete a word.</p> <p><b>Reading</b></p> <p>R8.1 Recall in order key details in a text.</p> <p>R8.2 Verify predictions.</p> <p>R8.3 Analyze features of a biography in the story.</p> <p>R8.4 Analyze Tyndale’s motives for translating the Bible. <b>BWS</b> Wisdom (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 8: <i>Interview Questions</i></li> <li>PPT pres.: Lesson 008</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 33)</li> <li>Think and Discuss (p. 33)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 15–16</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 9 The Farmer and the Donkey</b>			
<b>TE</b> 52–57  <b>SE</b> 34–39	<b>Phonemic Awareness and Phonics</b> PA9.1 Blend two syllables to make a word. P9.1 Identify the number of syllables in a word. P9.2 Define <i>syllable</i> .  <b>Reading</b> R9.1 Define <i>folktale</i> . R9.2 Identify the features of a play. R9.3 Analyze the advice given to main characters. R9.4 Predict what advice the main characters will receive.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• Video: “Folktale”</li> <li>• Video: “Drama”</li> <li>• PPT pres.: Lesson 009</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 17–18</li> </ul>
<b>Lesson 10 The Farmer and the Donkey</b>			
<b>TE</b> 58–63  <b>SE</b> 40–45	<b>Phonemic Awareness and Phonics</b> PA10.1 Blend two or three syllables to make a word. P10.1 Identify the number of syllables in a word. P10.2 Define <i>compound word</i> . P10.3 Identify compound words in a sentence.  <b>Reading</b> R10.1 Relate the cause and effect of the characters’ words and behavior. R10.2 Analyze the advice given to the main characters. R10.3 Verify predictions. R10.4 Compare the main character’s actions to biblical principles. <b>BWS</b> Wisdom (evaluate) R10.5 Modify the play’s ending to make a better outcome.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• PPT pres.: Lesson 010</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 45)</li> <li>• Think and Discuss (p. 45)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 19–20</li> </ul>
<b>Lesson 11 Look Again: Reader’s Theater</b>			
<b>TE</b> 64–65  <b>SE</b> 35–44	<b>Phonemic Awareness and Phonics</b> PA11.1 Segment two- or three-syllable words. P11.1 Identify the number of syllables in a word. P11.2 Identify multisyllabic words in a sentence. P11.3 Combine single words to make compound words.  <b>Reading</b> R11.1 Recall details from the play. R11.2 Define <i>moral</i> in a folktale. R11.3 Identify the moral in “The Farmer and the Donkey.” <b>BWS</b> Wisdom (formulate) R11.4 Perform “The Farmer and the Donkey” as reader’s theater.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “The Farmer and the Donkey”</li> <li>• PPT pres.: Lesson 011</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Eight index cards, each labeled with one of the following words: <i>rain, bow, bath, tub, pop, corn, mail, box</i></li> <li>• Video or audio recorder</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 21–22</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 12 Sabeel's Shell</b>			
<p><b>TE</b> 66–71</p> <p><b>SE</b> 46–50</p>	<p><b>Phonemic Awareness and Phonics</b>            PA12.1 Segment two- or three-syllable words.            P12.1 Explain the definition of <i>open syllable</i>.            P12.2 Identify long vowels in open syllables.</p> <p><b>Reading</b>            R12.1 Define <i>mystery</i>.            R12.2 Explain the features of a mystery.            R12.3 Predict story events.            R12.4 Read with expression to portray characters.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Character Miss Long</li> <li>P8–P14: <i>Long-Vowel Pattern Cards, ā, ē, ī, ō, and ū</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 7–8, pp. 353–54</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “What Miss Long Wanted”</li> <li>Video: “Mystery”</li> <li>PPT pres.: Lesson 012</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 23–24</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 13 Sabeel's Shell</b>			
<p><b>TE</b> 72–75</p> <p><b>SE</b> 34–39</p>	<p><b>Phonemic Awareness and Phonics</b>            PA13.1 Segment two- or three-syllable words.            P13.1 Distinguish between open and closed syllables.            P13.2 Decode single-syllable and multisyllabic words with aligned open syllables.</p> <p><b>Reading</b>            R13.1 Verify predictions.            R13.2 Determine important details in a story.            R13.3 Read with expression to portray characters.            R13.4 Predict story events.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Mrs. Short, Mr. Short, Uncle Short, Miss Long</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 013</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Sixteen index cards, each labeled with one of the following words: <i>glum, shed, slam, fast, pond, sand, ship, best, shy, fly, try, he, so, be, go, she</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 25–26</li> </ul>
<b>Lesson 14 Sabeel's Shell</b>			
<p><b>TE</b> 76–81</p> <p><b>SE</b> 54–59</p>	<p><b>Phonemic Awareness and Phonics</b>            PA14.1 Add a syllable to the end of a word to make a new word.            P14.1 Identify words with a VCe pattern.            P14.2 Decode words with a VCe pattern.</p> <p><b>Reading</b>            R14.1 Verify outcomes.            R14.2 Read with expression to portray characters.            R14.3 Analyze features of mystery in the story.            R14.4 Connect text to self.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Miss Long, Marker e</li> <li>P8–P14: <i>Long-Vowel Pattern Cards, ā, ē, ī, ō, and ū</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 9–10, pp. 355–56</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Miss Long’s Friends”</li> <li>Link: Hermit Crabs</li> <li>PPT pres.: Lesson 014</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 59)</li> <li>Think and Discuss (p. 59)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 27–28</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 15 A King for Brass Cobweb</b>			
<p><b>TE</b> 82–89</p> <p><b>SE</b> 60–67</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA15.1 Add a syllable to the end of a word to make a new word.</p> <p>P15.1 Explain how Marker <i>e</i> affects the vowel sound.</p> <p>P15.2 Decode words with a VCe pattern.</p> <p>P15.3 Distinguish words with a VCe pattern from words with other vowel patterns.</p> <p><b>Reading</b></p> <p>R15.1 Identify features of a play.</p> <p>R15.2 Define <i>fantasy</i>.</p> <p>R15.3 Identify the problem and solution.</p> <p>R15.4 Predict story events based on pictures.</p> <p>R15.5 Recall the definition of wisdom.</p> <p><b>BWS</b> Wisdom (recall)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Miss Long, Marker <i>e</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 1.1: <i>Wisdom Definition</i></li> <li>Video: “Fantasy”</li> <li>PPT pres.: Lesson 015</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Dog food bowl (or a similar-sized bowl)</li> <li>Twelve index cards each labeled with a VCe word, such as <i>cake</i> or <i>bite</i></li> <li>Eight index cards, each labeled with a single-syllable word with a non-VCe vowel pattern, such as <i>boat</i> or <i>play</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 29–30</li> </ul>
<b>Lesson 16 A King for Brass Cobweb</b>			
<p><b>TE</b> 90–93</p> <p><b>SE</b> 68–71</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA16.1 Add a syllable to the beginning of a word to make a new word.</p> <p>P16.1 Identify words with /är/ and /or/ vowel patterns.</p> <p>P16.2 Explain how <i>r</i> affects the vowel sound.</p> <p>P16.3 Decode words with /är/ and /or/ vowel patterns.</p> <p><b>Reading</b></p> <p>R16.1 Identify character traits.</p> <p>R16.2 Verify outcomes.</p> <p>R16.3 Predict story events.</p> <p>R16.4 Read with expression to portray characters in a play.</p> <p>R16.5 Summarize events in the story.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Character Bossy <i>r</i></li> <li>P2–P3: <i>R</i>-influenced Vowel: <i>ar</i>; <i>R</i>-influenced Vowel: <i>or</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson 11–12, pp. 357–58</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 16: <i>Possible Kings</i></li> <li>Video: “Someone in Charge”</li> <li>PPT pres.: Lesson 016</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 31–32</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 17 A King for Brass Cobweb</b>			
<p><b>TE</b> 94–97</p> <p><b>SE</b> 72–75</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA17.1 Delete a syllable at the end of a word to make a new word.</p> <p>P17.1 Identify words with <i>er</i>, <i>ir</i>, and <i>ur</i> as /ûr/.</p> <p>P17.2 Decode words with <i>er</i>, <i>ir</i>, and <i>ur</i> as /ûr/.</p> <p><b>Reading</b></p> <p>R17.1 Identify character traits.</p> <p>R17.2 Verify outcomes.</p> <p>R17.3 Predict story events.</p> <p>R17.4 Read with expression to portray characters in a play.</p> <p>R17.5 Summarize events in the story.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Character Bossy <i>r</i></li> <li>P4–P6: <i>R</i>-influenced Vowel: <i>er</i>; <i>R</i>-influenced Vowel: <i>ur</i>; <i>R</i>-influenced Vowel: <i>ir</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 16: <i>Possible Kings</i></li> <li>Video: “Someone in Charge”</li> <li>PPT pres.: Lesson 017</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 33–34</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 18 A King for Brass Cobweb</b>			
<p><b>TE</b> 98–101</p> <p><b>SE</b> 76–78</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA18.1 Delete a syllable at the end of a word to make a new word.</p> <p>P18.1 Identify words with the <i>C/e</i> pattern.</p> <p>P18.2 Explain how to divide a syllable containing <i>C/e</i> after a closed syllable.</p> <p>P18.3 Decode words containing <i>C/e</i> after a closed syllable.</p> <p><b>Reading</b></p> <p>R18.1 Identify character traits.</p> <p>R18.2 Verify outcomes.</p> <p>R18.3 Predict story events.</p> <p>R18.4 Read with expression to portray characters in a play.</p> <p>R18.5 Summarize events in the story.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P7: <i>Syllables with le</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 13–14, pp. 359–60</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 16: <i>Possible Kings</i></li> <li>PPT pres.: Lesson 018</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 35–36</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 19 A King for Brass Cobweb</b>			
<p><b>TE</b> 102–7</p> <p><b>SE</b> 79–83</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA19.1 Delete a syllable at the beginning of a word to make a new word.</p> <p>P19.1 Explain how to divide a syllable containing <i>C/e</i> after an open syllable.</p> <p>P19.2 Decode words containing <i>C/e</i> after an open syllable.</p> <p>P19.3 Distinguish between words containing <i>C/e</i> after open and closed syllables.</p> <p><b>Reading</b></p> <p>R19.1 Identify character traits.</p> <p>R19.2 Verify outcomes.</p> <p>R19.3 Read with expression to portray characters in a play.</p> <p>R19.4 Compare and contrast story characters.</p> <p>R19.5 Summarize events in the story.</p> <p>R19.6 Describe qualities of a good leader.</p> <p><b>BWS Wisdom</b> (explain)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P7: <i>Syllables with le</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four Square Vocabulary Organizer</i></li> <li>IA 16: <i>Possible Kings</i></li> <li>PPT pres.: Lesson 019</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A glue stick for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 83)</li> <li>Think and Discuss (p. 83)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 37–38</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 20 Look Again: Play Performance</b>			
<b>TE</b> 108–9  <b>SE</b> 62–82	<b>Phonemic Awareness and Phonics</b> PA20.1 Substitute a syllable to make a new word. P20.1 Identify open syllables in two- and three-syllable words. P20.2 Decode two- and three-syllable words with open syllables.  <b>Reading</b> R20.1 Retell a story. R20.2 Perform “A King for Brass Cobweb” as a play. R20.3 Create an audio or visual recording of a play.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 3.2: <i>Five-Finger Retelling</i></li> <li>• Video: “A King for Brass Cobweb”</li> <li>• PPT pres.: Lesson 020</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Video or audio recorder</li> <li>• Props for play performance (optional): cane, stick, backpack, three small rocks, plastic ear of corn, king’s crown, two stools</li> <li>• Nametags for characters (optional)</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 39–40</li> </ul>
<b>Lesson 21 The Keeper of Wild Words</b>			
<b>TE</b> 110–15  <b>SE</b> 84–90	<b>Phonemic Awareness and Phonics</b> PA21.1 Substitute a syllable to make a new word. P21.1 Identify open syllables in two- and three-syllable words. P21.2 Decode two- and three-syllable words with open syllables.  <b>Reading</b> R21.1 Make predictions about the plot based on the title. R21.2 Infer from where words are disappearing. R21.3 Summarize the setting, characters, and events in the story.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 21: <i>Exit Interview Questions</i></li> <li>• PPT pres.: Lesson 021</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Six children’s trade books with easy identification of author’s purpose, such as:                (to entertain): <i>The Very Hungry Caterpillar</i>; “Stand Back,” <i>Said the Elephant</i>, “I’m Going to Sneeze!”                (to inform): <i>National Geographic Kids Animals</i>; <i>The Magic School Bus: Lost in the Solar System</i>                (to persuade): <i>Miss Rumphius</i>; <i>The Perfect Pet</i>; <i>Can I Be Your Dog?</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 41–42</li> </ul>
<b>Lesson 22 The Keeper of Wild Words</b>			
<b>TE</b> 116–21  <b>SE</b> 91–96	<b>Phonemic Awareness and Phonics</b> PA22.1 Substitute a syllable to make a new word. P22.1 Identify Marker e in two- and three-syllable words. P22.2 Decode two- and three-syllable words with Marker e.  <b>Reading</b> R22.1 Retell events in the story in order. R22.2 Predict what other things the characters will find.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 22.1: <i>Wild Word Cards</i></li> <li>• IA 22.2: <i>Story Cards</i></li> <li>• PPT pres.: Lesson 022</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Images of acorns, an apricot, a beaver, blackberries, a potted fern, mint leaves, lavender stalks, and a wren</li> <li>• Index cards with vocabulary words from Lessons 21–22: <i>cinder</i>, <i>distract</i>, <i>hover</i>, <i>weave</i>, and <i>perfume</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 43–44</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 23 The Keeper of Wild Words</b>			
<p><b>TE</b> 122–26</p> <p><b>SE</b> 97–101</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA23.1 Produce words that rhyme.</p> <p>P23.1 Identify Marker <i>e</i> in two- and three-syllable words.</p> <p>P23.2 Decode two- and three-syllable words with Marker <i>e</i>.</p> <p><b>Reading</b></p> <p>R23.1 Verify predictions.</p> <p>R23.2 Relate the characters’ activities to personal experiences.</p> <p>R23.3 Categorize sensory words using a graphic organizer.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 023</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A bird stuffed animal</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 45–46</li> </ul>
<b>Lesson 24 The Keeper of Wild Words</b>			
<p><b>TE</b> 128–35</p> <p><b>SE</b> 102–9</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA24.1 Produce words that rhyme with nonsense words.</p> <p>P24.1 Identify the Bossy <i>r</i> vowel pattern in multisyllabic words.</p> <p>P24.2 Decode multisyllabic words with the Bossy <i>r</i> vowel pattern.</p> <p><b>Reading</b></p> <p>R24.1 Discuss the story problem and solution.</p> <p>R24.2 Identify wild words on a nature walk.</p> <p>R24.3 Write a prayer of thanks for wild words discovered on a walk.</p> <p style="padding-left: 20px;"><b>BWS</b> Wisdom (formulate)</p> <p>R24.4 Relate the problem and solution to the Big Question.</p> <p style="padding-left: 20px;"><b>BWS</b> Wisdom (evaluate)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• Phonics Character Bossy <i>r</i></li> <li>• P2–P6: <i>R</i>-influenced Vowel: <i>ar</i>; <i>R</i>-influenced Vowel: <i>or</i>; <i>R</i>-influenced Vowel: <i>er</i>; <i>R</i>-influenced Vowel: <i>ur</i>; <i>R</i>-influenced Vowel: <i>ir</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 24: <i>My Wild Words</i></li> <li>• Link: Virtual Nature Walk</li> <li>• PPT pres.: Lesson 024</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 109)</li> <li>• Think and Discuss (p. 109)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 47–48</li> </ul>
<b>Lesson 25 The Monkeys and the Crocodile; In All Your Ways: Proverbs 3:5–8</b>			
<p><b>TE</b> 136–39</p> <p><b>SE</b> 110–13</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA25.1 Isolate initial digraphs.</p> <p>P25.1 Identify the Bossy <i>r</i> vowel pattern in multisyllabic words.</p> <p>P25.2 Decode multisyllabic words with the Bossy <i>r</i> vowel pattern.</p> <p><b>Reading</b></p> <p>R25.1 Identify behaviors of monkeys and crocodiles.</p> <p>R25.2 Identify the cause-and-effect relationship in the characters’ behaviors.</p> <p>R25.3 Read the poem as shared reading.</p> <p>R25.4 Apply the principles of the Bible passage to “The Monkeys and the Crocodile.”</p> <p style="padding-left: 20px;"><b>BWS</b> Wisdom (formulate)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• P2–P6: <i>R</i>-influenced Vowel: <i>ar</i>; <i>R</i>-influenced Vowel: <i>or</i>; <i>R</i>-influenced Vowel: <i>er</i>; <i>R</i>-influenced Vowel: <i>ur</i>; <i>R</i>-influenced Vowel: <i>ir</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>• Video: “The Monkeys and the Crocodile”</li> <li>• PPT pres.: Lesson 025</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A glue stick for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 113)</li> <li>• Think and Discuss (p. 113)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 49–50</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 26 Look Again: Rereading</b>			
<p><b>TE</b> 140–41</p> <p><b>SE</b> 36–39, 111–12</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA26.1 Isolate initial phonemes in words with initial blends.</p> <p>P26.1 Identify the <i>C/e</i> pattern in multisyllabic words.</p> <p>P26.2 Decode multisyllabic words with the <i>C/e</i> pattern.</p> <p><b>Reading</b></p> <p>R26.1 Reread selected passages from “The Farmer and the Donkey” and “The Monkeys and the Crocodile” for fluency.</p> <p>R26.2 Reread a text to find answers to a question.</p> <p>R26.3 Compare and contrast elements of the play and the poem.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: <i>The Word Collector</i></li> <li>• PPT pres.: Lesson 026</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 51–52</li> </ul>
<b>Lesson 27 Avocados for Sale</b>			
<p><b>TE</b> 142–47</p> <p><b>SE</b> 114–19</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA27.1 Blend consonants and vowels to produce words.</p> <p>P27.1 Classify <i>C/e</i> words by number of syllables.</p> <p>P27.2 Decode multisyllabic words with the <i>C/e</i> pattern.</p> <p><b>Reading</b></p> <p>R27.1 Identify the problem in the story.</p> <p>R27.2 Predict what will happen next.</p> <p>R27.3 Recall details from the story.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 027</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Three bags or buckets for sorting word cards, labeled <i>2 syllables</i>, <i>3 syllables</i>, and <i>4 syllables</i></li> <li>• Fifteen index cards each labeled with one of the following words: <i>incredible</i>, <i>remarkable</i>, <i>motorcycle</i>, <i>triangle</i>, <i>possible</i>, <i>horrible</i>, <i>washable</i>, <i>syllable</i>, <i>recycle</i>, <i>stumble</i>, <i>giggle</i>, <i>turtle</i>, <i>chuckle</i>, <i>scribble</i>, <i>marble</i></li> <li>• Three index cards labeled with a problem: A) “Your pencil broke when you started to work on your activity sheet.”; B) “You left your homework folder at school.”; C) “You spilled your juice on the living room floor.”</li> <li>• Colored plastic chain links</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 53–54</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 28 Avocados for Sale</b>			
<p><b>TE</b> 148–51</p> <p><b>SE</b> 120–23</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA28.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P28.1 Identify closed syllables with long vowels.</p> <p>P28.2 Classify words with long vowels in closed syllables by word families.</p> <p>P28.3 Decode words with long vowels in closed syllables.</p> <p><b>Reading</b></p> <p>R28.1 Recall details from the story.</p> <p>R28.2 Identify the solution in the story.</p> <p>R28.3 Verify predictions.</p> <p>R28.4 Evaluate the main character's actions. <b>BWS</b> Wisdom (evaluate)</p> <p>R28.5 Formulate an answer to the Unit Essential Question.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Mr. Short, Mrs. Short, Uncle Short</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>PPT pres.: Lesson 028</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Four index cards labeled with one of the following word families: <i>_ild</i>, <i>_ind</i>, <i>_old</i>, and <i>_olt</i></li> <li>A glue stick for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p.123)</li> <li>Think and Discuss (p. 123)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 55–56</li> </ul>
<b>Lesson 29 Unit 1 Assessment/Introduce Book Activity 1</b>			
<p><b>TE</b> 152</p>	<p><b>Reading</b></p> <p>R29.1 Demonstrate mastery of fluency and comprehension skills presented in Lessons 1–29.</p> <p>R29.2 Read independently a student-selected fiction book.</p> <p>R29.3 Create a graphic organizer containing elements of plot.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 29.1: <i>Beginning-Middle-End</i></li> <li>IA 29.2: <i>Book Activity Rubric</i></li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Unit 1 Test</li> </ul>

<b>Unit 2: Hard Work</b>			
<b>Pages</b>	<b>Objectives</b>	<b>Resources</b>	<b>Assessments</b>
<b>Lesson 30 The Little Red Hen</b>			
<b>TE</b> 166–71  <b>SE</b> 124–31	<b>Phonemic Awareness and Phonics</b> PA30.1 Isolate medial-vowel phonemes. P30.1 Identify vowel teams <i>ee</i> and <i>ea</i> as /ē/. P30.2 Decode words with <i>ee</i> and <i>ea</i> as /ē/.  <b>Reading</b> R30.1 Evaluate text for features of a fable. R30.2 Recall events of a story in order. R30.3 Determine the moral of a story. <b>BWS</b> Hard work (formulate) R30.4 Relate hard work to biblical principles. <b>BWS</b> Hard work (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <b>Visuals</b> <ul style="list-style-type: none"> <li>Phonics Characters Miss Long, Miss Silent</li> <li>P8–P14: <i>Long-Vowel Pattern Cards</i>, <i>ā</i>, <i>ē</i>, <i>ī</i>, <i>ō</i>, and <i>ū</i></li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 19, 28, pp. 365, 374</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>Video: “Miss Long’s Friends”</li> <li>Video: “Fable”</li> <li>PPT pres.: Lesson 030</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 131)</li> <li>Think and Discuss (p. 131)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 57–58</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 31 The Boy and the Dike</b>			
<b>TE</b> 172–75  <b>SE</b> 132–36	<b>Phonemic Awareness and Phonics</b> PA31.1 Isolate medial-vowel phonemes. P31.1 Identify special vowels <i>ey</i> and <i>y</i> as /ē/. P31.2 Decode words with <i>ey</i> and <i>y</i> as /ē/.  <b>Reading</b> R31.1 Identify the problem and solution. R31.2 Retell a story by using sequence of events. R31.3 Predict what will happen next.	<b>Visuals</b> <ul style="list-style-type: none"> <li>P8–P14: <i>Long-Vowel Pattern Cards</i>, <i>ā</i>, <i>ē</i>, <i>ī</i>, <i>ō</i>, and <i>ū</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 31: <i>Sequencing Charades Prompt Cards</i></li> <li>PPT pres.: Lesson 031</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 59–60</li> </ul>
<b>Lesson 32 The Boy and the Dike</b>			
<b>TE</b> 176–81  <b>SE</b> 137–41	<b>Phonemic Awareness and Phonics</b> PA32.1 Isolate medial-vowel phonemes. P32.1 Identify special vowel <i>ie</i> as /ē/ in closed syllables. P32.2 Decode words with <i>ie</i> as /ē/ in closed syllables.  <b>Reading</b> R32.1 Recall events of a story in order. R32.2 Identify the problem and solution. R32.3 Identify character traits. R32.4 Verify predictions. R32.5 Relate perseverance to hard work. <b>BWS</b> Hard work (explain)	<b>Visuals</b> <ul style="list-style-type: none"> <li>P10–P14: <i>ā</i>, <i>ē</i>, <i>ī</i>, <i>ō</i>, and <i>ū</i> (optional)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 032</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Small card labeled <i>ie</i> in <i>piece</i> to add to Long Vowel chart <i>ē</i> (optional)</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 141)</li> <li>Think and Discuss (p. 141)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 61–62</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 33 Look Again: Story Elements</b>			
<p><b>TE</b> 182–83</p> <p><b>SE</b> 136, 139–40</p>	<p><b>Phonemic Awareness and Phonics</b> PA33.1 Segment words. P33.1 Classify words with /ē/ vowel teams. P33.2 Decode words with /ē/ vowel teams.</p> <p><b>Reading</b> R33.1 Reread portions of a selection. R33.2 Categorize elements of a story.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 33: <i>Story Map</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Three bags or buckets for sorting word cards, labeled <i>ea/ee</i>, <i>ey/y</i>, and <i>ie</i></li> <li>Sixteen index cards, each labeled with one of the following words: <i>feet</i>, <i>indeed</i>, <i>cheese</i>, <i>dream</i>, <i>speaker</i>, <i>please</i>, <i>turkey</i>, <i>valley</i>, <i>honey</i>, <i>puppy</i>, <i>story</i>, <i>only</i>, <i>thief</i>, <i>priest</i>, <i>field</i>, <i>believe</i></li> <li>Any recipe</li> <li>Posterboard or section of bulletin board paper for each small group</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 63–64</li> </ul>
<b>Lesson 34 Kate Kangaroo</b>			
<p><b>TE</b> 184–89</p> <p><b>SE</b> 142–48</p>	<p><b>Phonemic Awareness and Phonics</b> PA34.1 Segment words with consonant digraphs. P34.1 Identify vowel teams <i>ai</i> and <i>ay</i> as /ā/. P34.2 Decode words with <i>ai</i> and <i>ay</i> as /ā/.</p> <p><b>Reading</b> R34.1 Identify the beginning, middle, and end of a story. R34.2 Recall events of a story in order. R34.3 Identify the problem and solution.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Miss Long, Miss Silent</li> <li>P8–P14: <i>Long-Vowel Pattern Cards</i>, ā, ē, ī, ō, and ū</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 15–16, pp. 361–62</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 034</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A coloring page that is only partially colored in</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 65–66</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 35 Kate Kangaroo</b>			
<p><b>TE</b> 190–95</p> <p><b>SE</b> 149–55</p>	<p><b>Phonemic Awareness and Phonics</b> PA35.1 Segment words with consonant digraphs. P35.1 Identify vowel teams <i>ei</i>, <i>eigh</i>, and <i>ey</i> as /ā/. P35.2 Decode words with <i>ei</i>, <i>eigh</i>, and <i>ey</i> as /ā/.</p> <p><b>Reading</b> R35.1 Connect text to self. R35.2 Identify the beginning, middle, and end of a story. R35.3 Recall events of a story in order. R35.4 Identify the problem and solution. R35.5 Explain why laziness destroys while hard work builds up. <b>BWS</b> Hard work (explain)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P10–P14: ā, ē, ī, ō, and ū (optional)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 035</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Index cards labeled <i>ei</i> in <i>rein</i>, <i>eigh</i> in <i>eight</i>, and <i>ey</i> in <i>they</i> (optional)</li> <li>One index card labeled with a question mark, one index card labeled with a sad face, one index card labeled with a smiley face</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 155)</li> <li>Think and Discuss (p. 155)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 67–68</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 36 Susannah's Books</b>			
<b>TE</b> 196–99  <b>SE</b> 156–60	<b>Phonemic Awareness and Phonics</b> PA36.1 Add initial consonants to make new words. P36.1 Identify vowel teams <i>ei</i> , <i>igh</i> , and <i>ey</i> as /ā/. P36.2 Decode words with <i>ei</i> , <i>igh</i> , and <i>ey</i> as /ā/. P36.3 Classify words with /ā/ vowel teams. <b>Reading</b> R36.1 Describe characters and events in a story. R36.2 Identify external and internal traits of a character. R36.3 Summarize information in a story.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Character Traits”</li> <li>• PPT pres.: Lesson 036</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Three signs, labeled <i>ei</i>, <i>igh</i>, or <i>ey</i></li> <li>• One index card for each student, labeled with <i>ei</i>, <i>igh</i>, or <i>ey</i> words, such as <i>rein</i>, <i>vein</i>, <i>veil</i>, <i>reindeer</i>, <i>beige</i>, <i>eight</i>, <i>eighty</i>, <i>weigh</i>, <i>neigh</i>, <i>sleigh</i>, <i>they</i>, <i>prey</i>, <i>disobey</i>, <i>hey</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 69–70</li> </ul>
<b>Lesson 37 Susannah's Books</b>			
<b>TE</b> 200–203  <b>SE</b> 161–65	<b>Phonemic Awareness and Phonics</b> PA37.1 Add initial consonants to make new words. P37.1 Decode words with /ā/ vowel teams. P37.2 Classify words with /ā/ vowel teams. <b>Reading</b> R37.1 Identify external and internal traits of a character. R37.2 Summarize information in a story. R37.3 Defend the premise that people with weaknesses can serve God. <b>BWS</b> Hard work (formulate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>• PPT pres.: Lesson 037</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Index cards with <i>ei</i>, <i>igh</i>, and <i>ey</i> words from Lesson 36</li> <li>• Twelve index cards, each labeled with one of the following words: <i>wait</i>, <i>afraid</i>, <i>raise</i>, <i>brain</i>, <i>faith</i>, <i>contain</i>, <i>today</i>, <i>play</i>, <i>spray</i>, <i>subway</i>, <i>relay</i>, <i>maybe</i></li> <li>• A glue stick for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 165)</li> <li>• Think and Discuss (p. 165)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 71–72</li> </ul>
<b>Lesson 38 Book Activity Presentation 1</b>			
<b>TE</b> 204–205	<b>Phonemic Awareness and Phonics</b> PA38.1 Add initial consonants to make new words. P38.1 Identify vowel teams <i>igh</i> and <i>y</i> as /ī/. P38.2 Decode words with vowel teams <i>igh</i> and <i>y</i> as /ī/. <b>Reading</b> R38.1 Report orally on a student-selected text. R38.2 Respond to an oral presentation.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Differentiated Phonics Skills Lesson Plan Template</li> </ul> <b>Visuals</b> <ul style="list-style-type: none"> <li>• P8–P14: <i>Long-Vowel Pattern Cards</i>, ā, ē, ī, ō, and ū</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Differentiated Phonics Skills Lessons 20–21, pp. 366–67</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 29.2: <i>Book Activity Rubric</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 73–74</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Phonics Progress Monitoring Tool</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 39 The Tortoise and the Hare</b>			
<p><b>TE</b> 206–11</p> <p><b>SE</b> 166–72</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA39.1 Delete initial phonemes in words. P39.1 Identify special vowel team <i>ie</i> as /i/. P39.2 Decode words with special vowel team <i>ie</i> as /i/.</p> <p><b>Reading</b></p> <p>R39.1 Predict and verify story events. R39.2 Analyze idioms. R39.3 Recall events of a story in order.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P8–P14: Long-Vowel Pattern Cards, <i>ā</i>, <i>ē</i>, <i>ī</i>, <i>ō</i>, and <i>ū</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson 32, p. 378</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Idioms”</li> <li>PPT pres.: 039</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Index cards labeled with one of the following actions: <i>tie your shoe</i>, <i>eat a pie</i>, <i>pretend to die</i>, <i>lie down for a nap</i>, <i>cry</i>, <i>play an I Spy game</i>, <i>dry the dishes</i>, <i>eat french fries</i></li> <li>Several rubber ducks</li> <li>Index cards for a matching game (optional)</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 75–76</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 40 Proverbs 6 and 24</b>			
<p><b>TE</b> 212–15</p> <p><b>SE</b> 173–75</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA40.1 Delete initial phonemes in words. P40.1 Classify words with /i/ vowel teams. P40.2 Decode words with /i/ vowel teams.</p> <p><b>Reading</b></p> <p>R40.1 Determine the meaning of selected proverbs. R40.2 Relate perseverance to success in hard work. <b>BWS</b> Hard work (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 040</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Three bags or buckets for sorting word cards, labeled <i>igh</i>, <i>y</i>, and <i>ie</i></li> <li>Fifteen index cards, each labeled with one of the following words: <i>light</i>, <i>flight</i>, <i>high</i>, <i>delight</i>, <i>sigh</i>, <i>sky</i>, <i>dying</i>, <i>shy</i>, <i>reply</i>, <i>thy</i>, <i>lie</i>, <i>tie</i>, <i>died</i>, <i>cries</i>, <i>fried</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 175)</li> <li>Think and Discuss (p. 175)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 77–78</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 41 The Wright Brothers; Spinning Blimp</b>			
<p><b>TE</b> 216–25</p> <p><b>SE</b> 176–85</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA41.1 Delete initial phonemes in words.</p> <p>P41.1 Identify vowel teams <i>ei</i>, <i>igh</i>, and <i>ey</i> as /ā/.</p> <p>P41.2 Classify words with /ā/ vowel teams.</p> <p>P41.3 Decode words with /ā/ vowel teams.</p> <p><b>Reading</b></p> <p>R41.1 Identify the main topic of the informational text.</p> <p>R41.2 Describe a procedural text.</p> <p>R41.3 Construct a paper blimp using a procedural text.</p> <p>R41.4 Differentiate between an informational text and a procedural text.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• IA 41: <i>Spinning Blimp Template</i></li> <li>• Video: “Procedural Text”</li> <li>• PPT pres.: Lesson 041</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A timer</li> <li>• Three signs, labeled <i>ei</i>, <i>igh</i>, or <i>ey</i></li> <li>• One index card for each student labeled with <i>ei</i>, <i>igh</i>, or <i>ey</i> words, such as <i>rein</i>, <i>vein</i>, <i>veil</i>, <i>reindeer</i>, <i>beige</i>, <i>eight</i>, <i>eighty</i>, <i>weigh</i>, <i>neigh</i>, <i>sleigh</i>, <i>they</i>, <i>prey</i>, <i>disobey</i>, <i>hey</i></li> <li>• 8.5 × 11-inch copy paper or colored construction paper, one for each student</li> <li>• Scissors for each student</li> <li>• Various procedural and informational texts, such as <ul style="list-style-type: none"> <li>Directions to a board game</li> <li>A book about how to paint with watercolors</li> <li>A children’s book about a famous painter, such as Monet</li> <li>A family recipe card or a cookbook</li> <li>A children’s biography about a chef</li> </ul> </li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 185)</li> <li>• Think and Discuss (p. 185)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 79–80</li> </ul>
<b>Lesson 42 First Flight: The Story of Tom Tate and the Wright Brothers</b>			
<p><b>TE</b> 226–31</p> <p><b>SE</b> 186–92</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA42.1 Substitute initial phonemes to make new words.</p> <p>P42.1 Identify the vowel team <i>oa</i> as /ō/.</p> <p>P42.2 Decode words with vowel team <i>oa</i> as /ō/.</p> <p><b>Reading</b></p> <p>R42.1 Analyze the use of hyperbole in the text.</p> <p>R42.2 Recall facts and details of the story.</p> <p>R42.3 Predict what will happen next.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• Differentiated Phonics Skills Lesson Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• Phonics Characters Miss Long, Miss Silent</li> <li>• P8–P14: <i>Long-Vowel Pattern Cards</i>, <i>ā</i>, <i>ē</i>, <i>ī</i>, <i>ō</i>, and <i>ū</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Differentiated Phonics Skills Lessons 17–18, pp. 363–64</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 42: Hyperbole Match-Up Cards</li> <li>• Video: “Hyperbole”</li> <li>• PPT pres.: Lesson 042</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Small dry-erase boards for each student in the reading group</li> <li>• Dry-erase markers for each student in the reading group</li> <li>• Children’s books that contain hyperbole (optional)</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 81–82</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Phonics Progress Monitoring Tool</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 43 First Flight: The Story of Tom Tate and the Wright Brothers</b>			
<p><b>TE</b> 232–35</p> <p><b>SE</b> 193–95</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA43.1 Substitute initial phonemes to make new words.</p> <p>P43.1 Identify vowel teams <i>ow</i> and <i>oe</i> as /ō/. P43.2 Decode words with vowel teams <i>oa</i>, <i>ow</i>, and <i>oe</i> as /ō/.</p> <p><b>Reading</b></p> <p>R43.1 Evaluate a character’s decision. R43.2 Verify predictions. R43.3 Recall facts and details from the story.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Miss Long, Miss Silent</li> <li>P8–P14: <i>Long-Vowel Pattern Cards</i>, <i>ā</i>, <i>ē</i>, <i>ī</i>, <i>ō</i>, and <i>ū</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 42, 45, pp. 388, 391</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>PPT pres.: Lesson 043</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Small dry-erase boards for each student in the reading group</li> <li>Dry-erase markers for each student in the reading group</li> <li>A glue stick for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 83–84</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 44 First Flight: The Story of Tom Tate and the Wright Brothers</b>			
<p><b>TE</b> 236–38</p> <p><b>SE</b> 196–98</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA44.1 Substitute initial phonemes to make new words.</p> <p>P44.1 Identify special vowel teams <i>oi</i> and <i>oy</i>. P44.2 Decode words with special vowel teams <i>oi</i> and <i>oy</i>.</p> <p><b>Reading</b></p> <p>R44.1 Infer characters’ feelings based on the text. R44.2 Sequence events in chronological order. R44.3 Predict what will happen next.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 22–23, pp. 368–69</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 044</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Four index cards, each labeled with one of the following words: <i>dawn</i>, <i>howl</i>, <i>propeller</i>, and <i>spot</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 85–86</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 45 First Flight: The Story of Tom Tate and the Wright Brothers</b>			
<p><b>TE</b> 240–43</p> <p><b>SE</b> 199–203</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA45.1 Substitute initial phonemes to make new words.</p> <p>P45.1 Identify special vowel teams <i>oo</i> as /ū/ and <i>oo</i> as /ü/.</p> <p>P45.2 Decode words with special vowel teams <i>oi</i>, <i>oy</i>, and <i>oo</i>.</p> <p>P45.3 Classify words with special vowel teams <i>oi</i>, <i>oy</i>, and <i>oo</i>.</p> <p><b>Reading</b></p> <p>R45.1 Verify predictions.</p> <p>R45.2 Compare and contrast the selection with an informational text.</p> <p>R45.3 Examine the connection between hard work and creativity.</p> <p><b>BWS</b> Hard work (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P15–P16: Long <i>oo</i>, Short <i>oo</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 35–37, pp. 381–83</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>PPT pres.: Lesson 045</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Fourteen index cards, each labeled with one of the following words: <i>joy</i>, <i>toy</i>, <i>royal</i>, <i>voice</i>, <i>noise</i>, <i>soil</i>, <i>void</i>, <i>cook</i>, <i>look</i>, <i>good</i>, <i>pool</i>, <i>hoop</i>, <i>soon</i>, <i>loop</i></li> <li>A plush toy or ball</li> <li>A glue stick for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 203)</li> <li>Think and Discuss (p. 203)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 87–88</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 46 Dulcimers</b>			
<p><b>TE</b> 244–49</p> <p><b>SE</b> 204–9</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA46.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P46.1 Identify vowel teams <i>ew</i> and <i>ue</i> as /ū/.</p> <p>P46.2 Decode words with vowel teams <i>ew</i> and <i>ue</i> as /ū/.</p> <p><b>Reading</b></p> <p>R46.1 Explain how facts in sidebars help enhance and clarify information in the main text.</p> <p>R46.2 Identify facts contained in sidebars.</p> <p>R46.3 Compose a sidebar from a photo.</p> <p>R46.4 Recall facts and details in a text.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Miss Long, Miss Silent</li> <li>P8–P14: <i>Long-Vowel Pattern Cards</i>, <i>ā</i>, <i>ē</i>, <i>ī</i>, <i>ō</i>, and <i>ū</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 26–27, pp. 372–73</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 46: <i>Sidebar Practice</i></li> <li>Link: “Dulcimer Craftsman in Tennessee”</li> <li>PPT pres.: Lesson 046</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Index card labeled <i>ew</i> in <i>flew</i> to add to the <i>ū</i> chart (optional)</li> <li>Five index cards labeled with the vocabulary words <i>duet</i>, <i>dulcimer</i>, <i>hollow</i>, <i>metal</i>, <i>vibrate</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 209)</li> <li>Think and Discuss (p. 209)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 89–90</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 47 Granny Nell’s Dulcimer</b>			
<p><b>TE</b> 250–55</p> <p><b>SE</b> 210–16</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA47.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P47.1 Identify special vowel teams <i>ui</i> and <i>o</i> as /ū/.</p> <p>P47.2 Decode words with special vowel teams <i>ui</i> and <i>o</i> as /ū/.</p> <p><b>Reading</b></p> <p>R47.1 Define <i>realistic fiction</i>.</p> <p>R47.2 Identify elements of place and time in plot.</p> <p>R47.3 Summarize facts and details in a text.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• P10–P14: <i>ā, ē, ī, ō, and ū</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 3.2: <i>Five-Finger Retelling</i></li> <li>• Video: “Realistic Fiction”</li> <li>• PPT pres.: Lesson 047</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Index card labeled <i>ui</i> in <i>suit</i> to add to the <i>ū</i> chart (optional)</li> <li>• A small box or shoebox containing the following materials: Dried chicken bone Stuffed animal bluebird Bird feather Toy stethoscope Sheet music for “Amazing Grace”</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 91–92</li> </ul>
<b>Lesson 48 Granny Nell’s Dulcimer</b>			
<p><b>TE</b> 256–59</p> <p><b>SE</b> 217–21</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA48.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P48.1 Classify words with <i>ew, ue, ui, and o</i> as /ū/.</p> <p>P48.2 Decode words with <i>ew, ue, ui, and o</i> as /ū/.</p> <p><b>Reading</b></p> <p>R48.1 Infer the emotions of the characters.</p> <p>R48.2 Draw conclusions based on clues.</p> <p>R48.3 Predict what will happen next.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• G/E: Lesson 48 Review Questions</li> <li>• PPT pres.: Lesson 048</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A timer</li> <li>• Three signs labeled <i>ew, ue, or ui</i></li> <li>• One index card for each student, labeled with <i>ew, ue, o, or ui</i> words, such as <i>knew, drew, threw, brew, renew, chew, who, to, do, true, clue, issue, statue, fruit, juice, suit, bruise</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 93–94</li> </ul>
<b>Lesson 49 Granny Nell’s Dulcimer</b>			
<p><b>TE</b> 260–63</p> <p><b>SE</b> 222–26</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA49.1 Isolate medial-vowel phonemes.</p> <p>P49.1 Classify words with <i>ew, ue, ui, and o</i> as /ū/.</p> <p>P49.2 Decode words with <i>ew, ue, ui, and o</i> as /ū/.</p> <p><b>Reading</b></p> <p>R49.1 Relate story events to real life.</p> <p>R49.2 Explain the main character’s motive for working hard. <b>BWS</b> Hard work (explain)</p> <p>R49.3 Propose other ways the main character could work hard to help. <b>BWS</b> Hard work (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• G/E: Lesson 49 Review Questions</li> <li>• PPT pres.: Lesson 049</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Four bags or buckets for sorting word cards, labeled <i>ew, ue, ui, or o</i></li> <li>• Index cards with <i>ew, ue, ui, or o</i> words from Lesson 48</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 95–96</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 50 Granny Nell’s Dulcimer</b>			
<p><b>TE</b> 264–67</p> <p><b>SE</b> 227–31</p>	<p><b>Phonics</b></p> <p>PA50.1 Isolate medial-vowel phonemes.</p> <p>P50.1 Identify vowel teams <i>au</i>, <i>aw</i>, and <i>a(l)</i> as /ô/.</p> <p>P50.2 Decode words with vowel teams <i>au</i>, <i>aw</i>, and <i>a(l)</i> as /ô/.</p> <p><b>Reading</b></p> <p>R50.1 Apply the biblical principle of hard work to loving others. <b>BWS</b> Hard work (apply)</p> <p>R50.2 Relate the main character’s hard work and confidence to real life.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 24–25, pp. 370–71</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 050</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Mason jar, decorated and labeled with the title “Helping Is Hard Work Jar”</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 231)</li> <li>Think and Discuss (p. 231)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 97–98</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 51 Look Again: Comparing Texts</b>			
<p><b>TE</b> 268–69</p> <p><b>SE</b> 193–94, 225–26, 230</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA51.1 Isolate medial-vowel phonemes.</p> <p>P51.1 Identify special vowel team <i>ea</i> as /ě/.</p> <p>P51.2 Decode words with special vowel team <i>ea</i> as /ě/.</p> <p><b>Reading</b></p> <p>R51.1 Reread portions of a text for understanding.</p> <p>R51.2 Connect text to text.</p> <p>R51.3 Compare characters’ actions.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Characters Mrs. Short, Miss Silent</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson 29, p. 375</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 051</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 99–100</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 52 The Little Red Lighthouse</b>			
<p><b>TE</b> 270–73</p> <p><b>SE</b> 232–35</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA52.1 Segment words with consonant digraphs.</p> <p>P52.1 Decode words with the special vowel team <i>ea</i> as /ě/.</p> <p><b>Reading</b></p> <p>R52.1 Identify the setting of a story.</p> <p>R52.2 Recognize personification in a story.</p> <p>R52.3 Identify the beginning of a story.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Personification”</li> <li>PPT pres.: Lesson 052</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Fifteen pairs of index cards, each pair labeled with one of the following words: <i>breath</i>, <i>thread</i>, <i>head</i>, <i>spread</i>, <i>heaven</i>, <i>measure</i>, <i>treasure</i>, <i>health</i>, <i>sweat</i>, <i>wealthy</i>, <i>ready</i>, <i>instead</i>, <i>feather</i>, <i>sweater</i>, <i>pleasant</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 101–2</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 53 The Little Red Lighthouse</b>			
<p><b>TE</b> 274–77</p> <p><b>SE</b> 236–39</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA53.1 Segment words.</p> <p>P53.1 Identify special vowel teams <i>ou</i> and <i>ow</i> as /ow/.</p> <p>P53.2 Decode words with special vowel teams <i>ou</i> and <i>ow</i> as /ow/.</p> <p><b>Reading</b></p> <p>R53.1 Recognize personification in a story.</p> <p>R53.2 Identify the beginning and middle of a story.</p> <p>R53.3 Predict what will happen next in a story.</p> <p>R53.4 Explain how God-honoring work helps others.</p> <p><b>BWS</b> Hard work (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lesson Plan Template</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Differentiated Phonics Skills Lessons 38, 41, and 43–44, pp. 384, 387, 389–90</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 53: “<i>Hey Diddle Diddle</i>”</li> <li>PPT pres.: Lesson 053</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 103–4</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 54 The Little Red Lighthouse</b>			
<p><b>TE</b> 278–81</p> <p><b>SE</b> 240–43</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA54.1 Segment words.</p> <p>P54.1 Decode words with special vowel teams <i>ou</i> and <i>ow</i> as /ow/.</p> <p>P54.2 Classify words with special vowel teams <i>ou</i> and <i>ow</i> as /ow/.</p> <p><b>Reading</b></p> <p>R54.1 Verify predictions.</p> <p>R54.2 Recognize personification in a story.</p> <p>R54.3 Identify the beginning, middle, and end of a story.</p> <p>R54.4 Predict what will happen next in a story.</p> <p>R54.5 Determine how story events affect a character.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>PPT pres.: Lesson 054</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Two bags or buckets for sorting word cards, labeled <i>ou</i> and <i>ow</i></li> <li>Twenty-four index cards each labeled with one of the following words: <i>count, loud, shout, about, house, found, hound, flour, without, hour, sour, spout, cow, how, down, shower, flower, frown, crowd, town, chow, wow, owl, growl</i></li> <li>Lighthouse word web from Lesson 52</li> <li>A glue stick for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 105–6</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 55 The Little Red Lighthouse</b>			
<b>TE</b> 282–85  <b>SE</b> 244–47	<b>Phonemic Awareness and Phonics</b> PA55.1 Add initial consonants to make new words. P55.1 Identify special vowel teams <i>ui</i> and <i>o</i> as /ū/. P55.2 Decode words with special vowel teams <i>ui</i> and <i>o</i> as /ū/.  <b>Reading</b> R55.1 Verify predictions. R55.2 Recognize personification in a story and poem. R55.3 Identify the beginning, middle, and end of a story. R55.4 Identify rhyming words in a poem. R55.5 Determine how story events affect a character. R55.6 Connect text to text. R55.7 Create a plan to help with tasks to meet a need. <b>BWS</b> Hard work (apply)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 55: <i>Lighthouse Story Events</i></li> <li>Link: Lighthouse</li> <li>PPT pres.: Lesson 055</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>All index cards with <i>ui</i> and <i>o</i> words from Lesson 48</li> <li>A few index cards with <i>ea</i> as short <i>e</i> words from Lesson 52</li> <li>Index cards with <i>ou</i> or <i>ow</i> as /ow/ words from Lesson 54</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 247)</li> <li>Think and Discuss (p. 247)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 107–8</li> </ul>
<b>Lesson 56 Look Again: Personification</b>			
<b>TE</b> 286–87  <b>SE</b> 144, 241	<b>Phonemic Awareness and Phonics</b> PA56.1 Add initial consonants to make new words. P56.1 Distinguish between hard and soft <i>c</i> and <i>g</i> sounds. P56.2 Decode words with hard and soft <i>c</i> and <i>g</i> sounds.  <b>Reading</b> R56.1 Reread portions of a story for understanding. R56.2 Identify personification in a story. R56.3 Create sentences with personification. R56.4 Illustrate sentences containing personification.	<b>Visuals</b> <ul style="list-style-type: none"> <li>P17–P20: Hard <i>c</i> /k/, Soft <i>c</i> /s/, Hard <i>g</i> /g/, Soft <i>g</i> /j/</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 056</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A stuffed animal</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 109–10</li> </ul>
<b>Lesson 57 Katy and the Big Snow</b>			
<b>TE</b> 288–99  <b>SE</b> 248–60	<b>Phonemic Awareness and Phonics</b> PA57.1 Add initial consonants to make new words. P57.1 Identify <i>gu</i> as /g/. P57.2 Decode words with <i>gu</i> as /g/.  <b>Reading</b> R57.1 Identify cause and effect in a story. R57.2 Interpret the author’s use of punctuation for story emphasis.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Cause and Effect”</li> <li>G/E: <i>Cause-and-Effect Puzzles</i></li> <li>PPT pres.: Lesson 057</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Several yardsticks or measuring tapes, enough for student pairs</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 111–12</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 58 Katy and the Big Snow</b>			
<b>TE</b> 300–315  <b>SE</b> 261–76	<b>Phonemic Awareness and Phonics</b> PA58.1 Add initial consonants to make new words. P58.1 Classify words with <i>g</i> and <i>gu</i> as /g/. P58.2 Decode words with <i>g</i> and <i>gu</i> as /g/. <b>Reading</b> R58.1 Identify cause and effect in a story. R58.2 Connect text to self. R58.3 Interpret the author’s use of punctuation for story emphasis.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 058</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Two bags or buckets for sorting word cards, labeled <i>g</i> and <i>gu</i></li> <li>Fourteen index cards, each labeled with one of the following words: <i>guide, guitar, guard, guess, guilt, guest, gum, gull, gutter, guppy, gulp, gust, gems, gym</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 113–14</li> </ul>
<b>Lesson 59 Katy and the Big Snow; Stopping by Woods on a Snowy Evening</b>			
<b>TE</b> 316–23  <b>SE</b> 277–83	<b>Phonemic Awareness and Phonics</b> PA59.1 Delete initial phonemes in words. P59.1 Identify consonant digraphs <i>ch, tch, and ph</i> . P59.2 Decode words with consonant digraphs <i>ch, tch, and ph</i> . <b>Reading</b> R59.1 Identify cause and effect in a story. R59.2 Identify rhyming words in a poem. R59.3 Connect text to text. R59.4 Explain that a hard worker will finish a job even when faced with difficulties. <b>BWS</b> Hard work (explain) R59.5 Explain that God wants people to rest and enjoy His creation after working hard. <b>BWS</b> Hard work (explain) R59.6 Formulate an answer to the unit essential question.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Snowplow</li> <li>PPT pres.: Lesson 059</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 283)</li> <li>Think and Discuss (p. 283)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 115–16</li> </ul>
<b>Lesson 60 Unit 2 Assessment; Introduce Book Activity 2</b>			
<b>TE</b> 324	<b>Reading</b> R60.1 Demonstrate mastery of reading skills presented in Lessons 30–59. R60.2 Read independently a student-selected biography or historical fiction book. R60.3 Create a graphic organizer containing character traits.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 29.2: <i>Book Activity Rubric</i></li> <li>IA 60: <i>Character Traits</i></li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>Unit 2 Test</li> </ul>

<b>Unit 3: Kindness</b>			
<b>Pages</b>	<b>Objectives</b>	<b>Resources</b>	<b>Assessments</b>
<b>Lesson 61 The Ugly Duckling</b>			
<b>TE</b> 336–41  <b>SE</b> 284–91	<b>Phonemic Awareness and Phonics</b> PA61.1 Delete initial phonemes in words. P61.1 Identify silent consonants in words. P61.2 Classify words with <i>dge</i> and <i>ge</i> as /j/. P61.3 Decode words with <i>dge</i> and <i>ge</i> as /j/.  <b>Reading</b> R61.1 Define <i>kindness</i> . <b>BWS</b> Kindness (explain) R61.2 Identify the cause and effect. R61.3 Infer characters' emotions using text evidence. R61.4 Identify time-order words. R61.5 Predict what will happen next.	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Video: "Time-Order Words"</li> <li>• Link: <i>I Walk with Vanessa</i></li> <li>• PPT pres.: Lesson 061</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Four small sticky tabs for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 117–18</li> </ul>
<b>Lesson 62 The Ugly Duckling</b>			
<b>TE</b> 342–43  <b>SE</b> 292–97	<b>Phonemic Awareness and Phonics</b> PA62.1 Delete initial phonemes in words. P62.1 Identify silent consonants in words. P62.2 Decode words with silent consonants.  <b>Reading</b> R62.1 Summarize story events. R62.2 Analyze the unkindness of characters' words based on lack of knowledge. <b>BWS</b> Kindness (evaluate) R62.3 Relate biblical principles to personal experiences of unkindness. <b>BWS</b> Kindness (apply)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 3.2: <i>Five-Finger Retelling</i></li> <li>• IA 62: <i>A Wrinkled Heart</i></li> <li>• Video: "The Ugly Duckling"</li> <li>• PPT pres.: Lesson 062</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A red crayon for each student</li> <li>• Scissors for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 297)</li> <li>• Think and Discuss (p. 297)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 119–20</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 63 Plants in the Desert</b>			
<p><b>TE</b> 344–55</p> <p><b>SE</b> 298–305</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA63.1 Delete initial phonemes in words.</p> <p>P63.1 Classify words with silent consonants.</p> <p>P63.2 Decode words with silent consonants.</p> <p><b>Reading</b></p> <p>R63.1 Examine texts for captions and headings.</p> <p>R63.2 Distinguish cactuses from other plants.</p> <p>R63.3 Recall facts and details.</p> <p>R63.4 Explain how a diagram helps clarify information.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 63: <i>Saguaro Diagram</i></li> <li>Link: Text Features in Informational Texts</li> <li>Link: Saguaro Boots</li> <li>PPT pres.: Lesson 063</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Twenty-four index cards, each labeled with one of the following words: <i>wring, wrist, write, wrinkle, wrong, wrapper, know, knee, knock, knit, knot, knife, bomb, limb, comb, lamb, climb, thumb, folk, talk, balk, stalk, chalk, yolk</i></li> <li><i>Nobody Hugs a Cactus</i> by Carter Goodrich (optional)</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 305)</li> <li>Think and Discuss (p. 305)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 121–22</li> </ul>
<b>Lesson 64 The Giving Tree of the Desert</b>			
<p><b>TE</b> 356–61</p> <p><b>SE</b> 306–12</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA64.1 Substitute initial phonemes to make new words.</p> <p>P64.1 Identify words with <i>er, ir, and ur</i> as /ûr/.</p> <p>P64.2 Decode words with <i>er, ir, and ur</i> as /ûr/.</p> <p><b>Reading</b></p> <p>R64.1 Distinguish elements of fantasy and reality in a story.</p> <p>R64.2 Describe the relationship between the story characters.</p> <p>R64.3 Relate the characters' relationship to how people should respond to those who have shown them kindness. <b>BWS</b> Kindness (apply)</p> <p>R64.4 Recall story events.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Phonics Character Bossy <i>r</i></li> <li>P4–6: <i>R</i>-influenced Vowel: <i>er</i>; <i>R</i>-influenced Vowel: <i>ur</i>; <i>R</i>-influenced Vowel: <i>ir</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 64: <i>Small Acts of Kindness</i></li> <li>PPT pres.: Lesson 064</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Twenty-four index cards, each labeled with one of the following words: <i>jerky, serve, clerk, stern, serve, fern, herd, germ, spur, church, hurt, turn, nurse, curl, blur, surf, shirt, girl, dirt, skirt, bird, chirp, twirl, stir</i></li> <li>A set of dominos, enough for each student to have one</li> <li>3 × 5 cards with an “R” written on one side and an “F” written on the other, enough for each student to have one</li> <li>Fantasy and Reality images such as a knight fighting a dragon; a firefighter putting out a fire; a child sitting on a flying carpet; a child walking into a storybook; a child riding a unicorn across the night sky; a child riding a horse in a pasture; a bear dressed in a suit; a bear riding a scooter in a circus; a child hugging a goat</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 123–24</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 65 The Giving Tree of the Desert</b>			
<p><b>TE</b> 362–67</p> <p><b>SE</b> 313–17</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA65.1 Substitute initial phonemes to make new words.</p> <p>P65.1 Identify <i>air, are,</i> and <i>ear</i> as /â/r/ in words.</p> <p>P65.2 Decode words with <i>air, are,</i> and <i>ear</i> as /â/r/.</p> <p><b>Reading</b></p> <p>R65.1 Summarize key details from the story.</p> <p>R65.2 Compare and contrast the informational text to the story.</p> <p>R65.3 Document ways companionship is important.</p> <p><b>BWS</b> Kindness (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 65: <i>R-Influenced Vowel:</i> air, are, ear</li> <li>PPT pres.: Lesson 065</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Image of a javelina</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 317)</li> <li>Think and Discuss (p. 317)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 125–26</li> </ul>
<b>Lesson 66 Book Activity 2 Presentation</b>			
<p><b>TE</b> 368–69</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA66.1 Substitute initial phonemes to make new words.</p> <p>P66.1 Classify words with <i>air, are,</i> and <i>ear</i> as /â/r/.</p> <p>P66.2 Decode words with <i>air, are,</i> and <i>ear</i> as /â/r/.</p> <p><b>Reading</b></p> <p>R66.1 Report orally on a student-selected text.</p> <p>R66.2 Respond to an oral presentation.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 65: <i>R-Influenced Vowel:</i> air, are, ear</li> <li>PPT. pres.: Lesson 066</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Three signs labeled <i>air, are,</i> or <i>ear</i></li> <li>Sixteen index cards, each labeled with one of the following words: <i>bear, wear, pear, tear, care, square, share, flare, hare, stare, air, fair, chair, stair, hair, pair</i></li> </ul>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Instructional Aid 29.2: <i>Book Activity Rubric</i></li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 127–28</li> </ul>
<b>Lesson 67 Abigail’s Kindness</b>			
<p><b>TE</b> 370–75</p> <p><b>SE</b> 318–24</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA67.1 Substitute initial phonemes to make new words.</p> <p>P67.1 Classify words with <i>ar</i> as /â/r/ and <i>air, are,</i> and <i>ear</i> as /â/r/.</p> <p>P67.2 Decode words with <i>ar</i> as /â/r/ and <i>air, are,</i> and <i>ear</i> as /â/r/.</p> <p><b>Reading</b></p> <p>R67.1 Describe the genre of a Bible account.</p> <p>R67.2 Compare the retelling to the Bible account.</p> <p>R67.3 Investigate text details through clarifying questions.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 65: <i>R-Influenced Vowel:</i> air, are, ear</li> <li>Video: “Bible Account”</li> <li>Link: Sheep Shearing</li> <li>PPT pres.: Lesson 067</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><i>air, are,</i> and <i>ear</i> word cards from Lesson 66</li> <li>Five index cards, each labeled with one of the following words: <i>star, farm, card, mark, harp</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 129–30</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 68 Abigail's Kindness</b>			
<p><b>TE</b> 376–81</p> <p><b>SE</b> 325–29</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA68.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P68.1 Identify words with the <i>C/e</i> pattern.</p> <p>P68.2 Decode words containing <i>C/e</i>.</p> <p><b>Reading</b></p> <p>R68.1 Compare the retelling to the Bible account.</p> <p>R68.2 Illustrate a scene from the Bible account.</p> <p>R68.3 Produce an animated retelling of the Bible account.</p> <p>R68.4 Analyze the main character's behavior to answer the Big Question.</p> <p><b>BWS</b> Kindness (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: "Abigail's Kindness"</li> <li>• PPT pres.: Lesson 068</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Twenty index cards each labeled with one of the following words: <i>fable, table, eagle, beagle, ample, sample, puzzle, guzzle, battle, cattle, humble, stumble, saddle, paddle, rubble, bubble, fiddle, middle, puddle, muddle</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 329)</li> <li>• Think and Discuss (p. 329)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 131–32</li> </ul>
<b>Lesson 69 Dogs at Work</b>			
<p><b>TE</b> 382–89</p> <p><b>SE</b> 330–37</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA69.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P69.1 Classify words with the <i>C/e</i> pattern in open and closed syllables.</p> <p>P69.2 Decode words containing <i>C/e</i>.</p> <p><b>Reading</b></p> <p>R69.1 Explain the purpose for asking guiding questions.</p> <p>R69.2 Identify the main idea and supporting details of a text.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• P7: <i>Syllables with le</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: "Main Idea and Supporting Details"</li> <li>• PPT pres.: Lesson 069</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Ten index cards, each labeled with one of the following words: <i>little, bridle, grumble, apple, beagle, cycle, maple, candle, title, pebble</i></li> <li>• One birthday party hat</li> <li>• Confetti</li> <li>• One balloon filled with air</li> <li>• One cupcake with a candle on it</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 337)</li> <li>• Think and Discuss (p. 337)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 133–34</li> </ul>
<b>Lesson 70 Shyla, the Seeing Eye Puppy</b>			
<p><b>TE</b> 390–95</p> <p><b>SE</b> 338–44</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA70.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P70.1 Identify three-letter consonant blends in words.</p> <p>P70.2 Decode words with three-letter consonant blends.</p> <p><b>Reading</b></p> <p>R70.1 Connect text to text.</p> <p>R70.2 Connect text to self.</p> <p>R70.3 Explain ways we can show kindness to all people.</p> <p><b>BWS</b> Kindness (explain)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• Alphabet Cards for display</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Guide Dogs</li> <li>• PPT pres.: Lesson 070</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 135–36</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 71 Shyla, the Seeing Eye Puppy / A Great Gray Elephant</b>			
<p><b>TE</b> 396–403</p> <p><b>SE</b> 345–51</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA71.1 Isolate medial phonemes.</p> <p>P71.1 Decode words with three-letter consonant blends.</p> <p>P71.2 Identify the correct blends to complete words.</p> <p><b>Reading</b></p> <p>R71.1 Connect text to text.</p> <p>R71.2 Identify rhyming words in a poem.</p> <p>R71.3 Compile a list of the ways God has been kind to us.</p> <p><b>BWS</b> Kindness (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>PPT pres.: Lesson 071</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Fourteen index cards, each labeled with one of the following words: <i>screen, scrap, shrink, shrug, splash, split, sprint, spring, squish, squat, street, stripe, thrill, threw</i></li> <li>A glue stick for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 351)</li> <li>Think and Discuss (p. 351)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 137–38</li> </ul>
<b>Lesson 72 Look Again: Comparing and Contrasting Texts</b>			
<p><b>TE</b> 404–5</p> <p><b>SE</b> 334–35, 340</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA72.1 Isolate medial-vowel phonemes.</p> <p>P72.1 Identify <i>air, are,</i> and <i>ear</i> as /âr/ in words.</p> <p>P72.2 Decode words with <i>air, are,</i> and <i>ear</i> as /âr/.</p> <p><b>Reading</b></p> <p>R72.1 Reread portions of a text for understanding.</p> <p>R72.2 Compare and contrast two texts.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 72: <i>Story Cards</i></li> <li>PPT pres.: Lesson 072</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Three signs labeled <i>air, are,</i> or <i>ear</i></li> <li><i>air, are,</i> and <i>ear</i> word cards from Lesson 66</li> <li>A paper bag with a pencil, a piece of paper, and an envelope</li> <li>A paper bag with a toothbrush, toothpaste, and floss</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 139–40</li> </ul>
<b>Lesson 73 Two Coins for the Carousel</b>			
<p><b>TE</b> 406–11</p> <p><b>SE</b> 352–57</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA73.1 Isolate medial-vowel phonemes.</p> <p>P73.1 Identify compound words.</p> <p>P73.2 Divide compound words.</p> <p>P73.3 Decode compound words.</p> <p><b>Reading</b></p> <p>R73.1 Identify a character’s thoughts, actions, and feelings.</p> <p>R73.2 Determine how a character’s thoughts, actions, and feelings affect a story’s sequence of events.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 073</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Three sticky notes for each student</li> <li>One large poster</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 141–42</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 74 Two Coins for the Carousel</b>			
<b>TE</b> 412–15  <b>SE</b> 358–62	<b>Phonemic Awareness and Phonics</b> PA74.1 Segment words. P74.1 Combine words to form compound words. P74.2 Decode compound words.  <b>Reading</b> R74.1 Identify a character’s thoughts, actions, and feelings. R74.2 Determine how a character’s thoughts, actions, and feelings affect a story’s sequence of events.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Carousel Ring Dispenser</li> <li>• PPT pres.: Lesson 074</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Word card set from Lesson 11</li> <li>• Twelve index cards, each labeled with one of the following words: <i>no, body, foot, ball, skate, board, birth, day, grand, mother, sun, set</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 143–44</li> </ul>
<b>Lesson 75 Two Coins for the Carousel</b>			
<b>TE</b> 416–19  <b>SE</b> 362–65	<b>Phonemic Awareness and Phonics</b> PA75.1 Segment words. P75.1 Decode words with digraph /sh/. P75.2 Identify /sh/ spelled <i>ti(on)</i> and <i>si(on)</i> . P75.3 Decode words with /sh/ spelled <i>ti(on)</i> and <i>si(on)</i> .  <b>Reading</b> R75.1 Determine how a character’s thoughts, actions, and feelings affect a story’s sequence of events. R75.2 Explain why showing kindness can bring more joy than getting things. <b>BWS</b> Kindness (explain)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 75: <i>Character Matching</i></li> <li>• PPT pres.: Lesson 075</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 365)</li> <li>• Think and Discuss (p. 365)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 145–46</li> </ul>
<b>Lesson 76 Look Again: Alternate Endings</b>			
<b>TE</b> 420–21  <b>SE</b> 358, 362, 364	<b>Phonemic Awareness and Phonics</b> PA76.1 Segment words. P76.1 Identify /sh/ spelled <i>ti(on)</i> and <i>si(on)</i> . P76.2 Decode words with /sh/ spelled <i>ti(on)</i> and <i>si(on)</i> .  <b>Reading</b> R76.1 Reread portions of a text for understanding. R76.2 Compose an alternate ending to a story based on a character’s change in thoughts, actions, and feelings. R76.3 Dramatize an alternate ending to a story. R76.4 Determine how a character’s thoughts, actions, and feelings affect a story’s sequence of events.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 076</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Fourteen index cards, each labeled with one of the following words: <i>flashing, washed, sharing, bishop, fiction, motion, expedition, action, attention, fraction, version, permission, mansion, division</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 147–48</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 77 Dangerous Kindness: The Irena Sendler Story</b>			
<p><b>TE</b> 422–25</p> <p><b>SE</b> 366–70</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA77.1 Segment words. P77.1 Identify contractions.</p> <p>P77.2 Explain how contractions are formed. P77.3 Decode contractions.</p> <p><b>Reading</b></p> <p>R77.1 Identify character traits. R77.2 Determine a character’s motives.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Alphabet Cards (optional)</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.2: <i>Five-Finger Retelling</i></li> <li>IA 77: <i>Contractions</i></li> <li>PPT pres.: Lesson 077</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 149–50</li> </ul>
<b>Lesson 78 Dangerous Kindness: The Irena Sendler Story</b>			
<p><b>TE</b> 426–31</p> <p><b>SE</b> 371–75</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA78.1 Add phonemes to form words with initial blends.</p> <p>P78.1 Identify the words that make contractions. P78.2 Decode contractions.</p> <p><b>Reading</b></p> <p>R78.1 Identify character traits. R78.2 Determine a character’s motives. R78.3 Evaluate a character’s response to evil. <b>BWS</b> Kindness (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 77: <i>Contractions</i></li> <li>IA 78: <i>Motive Matching</i></li> <li>PPT pres.: Lesson 078</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 375)</li> <li>Think and Discuss (p. 375)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 151–52</li> </ul>
<b>Lesson 79 Sunflowers in Skagway</b>			
<p><b>TE</b> 432–37</p> <p><b>SE</b> 376–81</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA79.1 Add phonemes to form words with initial blends.</p> <p>P79.1 Identify the words that make contractions. P79.2 Decode contractions.</p> <p><b>Reading</b></p> <p>R79.1 Define <i>symbolism</i>. R79.2 Infer a character’s feelings based on her words and actions. R79.3 Predict what will happen next.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>IA 77: <i>Contractions</i></li> <li>Video: “Symbolism”</li> <li>PPT pres.: Lesson 079</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Images of symbols: recycling symbol; person throwing trash away; a heart; stop sign (without the word printed); a smiley face emoji; a sad face emoji; lightbulb; treble clef; house key; gas pump</li> <li>A glue stick for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 153–54</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 80 Sunflowers in Skagway</b>			
<b>TE</b> 438–40  <b>SE</b> 382–84	<b>Phonemic Awareness and Phonics</b> PA80.1 Add phonemes to form words with initial blends. P80.1 Identify contractions in sentences. P80.2 Decode contractions in sentences.  <b>Reading</b> R80.1 Verify predictions. R80.2 Analyze sunflowers as symbolism in the story. R80.3 Infer a character’s emotions from the text. R80.4 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 77: <i>Contractions</i></li> <li>PPT pres.: Lesson 080</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Twenty-four index cards, each labeled with one of the following words or phrases: <i>I am, I’m, I will, I’ll, I have, I’ve, does not, doesn’t, is not, isn’t, do not, don’t, was not, wasn’t, he is, he’s, it is, it’s, we are, we’re, you are, you’re, she will, she’ll</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 155–56</li> </ul>
<b>Lesson 81 Sunflowers in Skagway</b>			
<b>TE</b> 442–47  <b>SE</b> 385–89	<b>Phonemic Awareness and Phonics</b> PA81.1 Add phonemes to form words with initial blends. P81.1 Identify /sh/ spelled <i>ti(on)</i> and <i>si(on)</i> . P81.2 Decode words with /sh/ spelled <i>ti(on)</i> and <i>si(on)</i> .  <b>Reading</b> R81.1 Verify predictions. R81.2 Evaluate characters’ traits. R81.3 Trace a character’s development from the beginning of the story to the end. R81.4 Infer the greater act of kindness in the story. <b>BWS</b> Kindness (formulate) R81.5 Relate kindness in the story to real-life situations. <b>BWS</b> Kindness (apply)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 081</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Set of word cards from Lesson 76</li> <li>Five index cards, each labeled with one of the following words: <i>vision, decision, confusion, station, lotion</i></li> <li>Three outlines of a shoeprint (two child-sized and one adult-sized)</li> <li>A marker or pencil</li> <li>A packet of sunflower seeds (optional)</li> <li>Empty plastic 2-liter soda bottles, cut in half (discard the tops), enough for each reading group (optional)</li> <li>Bag of potting soil (optional)</li> <li>A spray bottle filled with water (optional)</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 389)</li> <li>Think and Discuss (p. 389)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 157–58</li> </ul>
<b>Lesson 82 Look Again: Showing Kindness</b>			
<b>TE</b> 448–49  <b>SE</b> 378, 381, 384	<b>Phonemic Awareness and Phonics</b> PA82.1 Delete phonemes from initial blends to form new words. P82.1 Identify <i>y</i> as /i/. P82.2 Decode words with <i>y</i> as /i/.  <b>Reading</b> R82.1 Reread sections of a text. R82.2 Create a gift to show kindness.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 82.1: <i>The Sounds of y</i></li> <li>IA 82.2: <i>Center Quilt Square</i></li> <li>IA 82.3: <i>Quilt Squares</i></li> <li>Link: History of Quilt-Making in America</li> <li>PPT pres.: Lesson 082</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Crayons</li> <li>Scissors</li> <li>Glue dots</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 159–60</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 83 The Whispering Town</b>			
<b>TE</b> 450–56  <b>SE</b> 390–98	<b>Phonemic Awareness and Phonics</b> PA83.1 Delete phonemes from initial blends to form new words. P83.1 Decode words with <i>y</i> as /ī/. <b>Reading</b> R83.1 Recall details from the story. R83.2 Discuss setting in children’s literature. R83.3 Connect text to self.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 82.1: <i>The Sounds of y</i></li> <li>PPT pres.: Lesson 083</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Twelve index cards, each labeled with one of the following words: <i>crystal, cygnet, cymbals, gym, hymn, mystery, oxygen, symbol, system, flying, happy, curly</i></li> <li>Images of a real World War II child’s ration book</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 161–62</li> </ul>
<b>Lesson 84 The Whispering Town</b>			
<b>TE</b> 458–69  <b>SE</b> 399–409	<b>Phonemic Awareness and Phonics</b> PA84.1 Delete phonemes from initial blends to form new words. P84.1 Decode words with <i>y</i> as /ī/. P84.2 Identify words with <i>y</i> as /ī/ to complete sentences. <b>Reading</b> R84.1 Identify repetitive statements that support the story’s title. R84.2 Analyze the development of the events in a story. R84.3 Evaluate the kindness of the main character to answer the Big Question. <b>BWS Kindness (evaluate)</b>	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 82.1: <i>The Sounds of y</i></li> <li>PPT pres.: Lesson 084</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Word cards from Lesson 83, with <i>flying, happy, and curly</i> removed</li> <li>Small plush toy</li> <li>Sticky tabs</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 409)</li> <li>Think and Discuss (p. 409)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 163–64</li> </ul>
<b>Lesson 85 A Day at Liberty Bay</b>			
<b>TE</b> 470–75  <b>SE</b> 410–15	<b>Phonemic Awareness and Phonics</b> PA85.1 Delete phonemes from initial blends to form new words. P85.1 Identify <i>a</i> as /ō/ in words. P85.2 Decode words with <i>a</i> as /ō/. <b>Reading</b> R85.1 Describe the setting based on illustrations and text. R85.2 Illustrate nouns and the adjectives that describe them. R85.3 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 9: <i>Glossary Activity Cards</i></li> <li>IA 85: <i>Special Vowel Sounds /ō/ and /ū/</i></li> <li>Link: Talk About Adjectives</li> <li>PPT pres.: Lesson 085</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A medium-sized cloth bag filled with the following items: colored bar of soap, coin (such as a quarter with ridges), cotton ball, an orange, uncooked corkscrew pasta piece, washcloth, stick</li> <li>Images of the items for display if actual objects cannot be used</li> <li>A glue stick for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 165–66</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 86 A Day at Liberty Bay</b>			
<b>TE</b> 476–81  <b>SE</b> 416–21	<b>Phonemic Awareness and Phonics</b> PA86.1 Substitute initial phonemes to make new words. P86.1 Identify <i>a</i> as / <i>ō</i> / in words. P86.2 Decode words with <i>a</i> as / <i>ō</i> /.  <b>Reading</b> R86.1 Verify predictions. R86.2 Identify adjectives also used as nouns. R86.3 Summarize the story.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• IA 86: <i>Adjective Scavenger Hunt</i></li> <li>• Link: Tidal Pools</li> <li>• PPT pres.: Lesson 086</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A glue stick for each student</li> <li>• Images for display: a horse standing, a horse and rider running a race</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 421)</li> <li>• Think and Discuss (p. 421)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 167–68</li> </ul>
<b>Lesson 87 Look Again: Rereading</b>			
<b>TE</b> 482–83  <b>SE</b> 48, 55–57, 412–13, 416–18	<b>Phonemic Awareness and Phonics</b> PA87.1 Substitute initial phonemes to make new words. P87.1 Decode words with <i>a</i> as / <i>ō</i> /. P87.2 Identify words with <i>a</i> as / <i>ō</i> / to complete sentences.  <b>Reading</b> R87.1 Reread parts of “A Day at Liberty Bay” and “Sabeel’s Shell” for fluency. R87.2 Compare and contrast two stories. R87.3 Formulate an answer to the Unit Essential Question.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 87.1: <i>Sabeel’s Shell</i></li> <li>• IA 87.2: <i>A Day at Liberty Bay</i></li> <li>• PPT pres.: Lesson 087</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 169–70</li> </ul>
<b>Lesson 88 Unit 3 Assessment</b>			
<b>TE</b> 483	R88.1 Demonstrate mastery of fluency and comprehension skills presented in Lessons 61–87.		<b>Assessments</b> <ul style="list-style-type: none"> <li>• Unit 3 Test</li> </ul>

<b>Unit 4: Obedience</b>			
<b>Pages</b>	<b>Objectives</b>	<b>Resources</b>	<b>Assessments</b>
<b>Lesson 89 Little Bear’s Big Adventure</b>			
<b>TE</b> 494–505  <b>SE</b> 1–15	<b>Phonemic Awareness and Phonics</b> PA89.1 Substitute initial phonemes to make new words. P89.1 Identify <i>y</i> as /ī/ and <i>a</i> as /ō/ in words. P89.2 Decode words with <i>y</i> as /ī/ and <i>a</i> as /ō/. P89.3 Identify words with <i>y</i> as /ī/ and <i>a</i> as /ō/ to complete sentences.  <b>Reading</b> R89.1 Define <i>obedience</i> . <b>BWS</b> Obedience (recall) R89.2 Connect text to self. R89.3 Determine the author’s purpose. R89.4 Determine a character’s motives. <b>BWS</b> Obedience (evaluate)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>• Video: “Author’s Purpose”</li> <li>• PPT pres.: Lesson 089</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Word cards from Lesson 83 with <i>flying, happy, and curly</i> removed</li> <li>• Nine index cards, each labeled with one of the following words: <i>wand, wash, wallet, swallow, swan, swamp, quad, squash, squat</i></li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 15)</li> <li>• Think and Discuss (p. 15)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 171–72</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Phonics Progress Monitoring Tool</li> </ul>
<b>Lesson 90 The Tabernacle</b>			
<b>TE</b> 506–13  <b>SE</b> 16–23	<b>Phonemic Awareness and Phonics</b> PA90.1 Substitute initial phonemes to make new words. P90.1 Identify <i>ou</i> and <i>o</i> as /ū/. P90.2 Decode words with <i>ou</i> and <i>o</i> as /ū/.  <b>Reading</b> R90.1 Reread a text using close-reading skills. R90.2 Determine the author’s purpose.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Differentiated Phonics Skills Lesson Plan Template</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Differentiated Phonics Skills Lessons 40–41, pp. 380–83</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 85: <i>Special Vowel Sounds /ō/ and /ū/</i></li> <li>• PPT pres.: Lesson 090</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Small cookies, two for each student, or any other small food item, such as grapes, apple slices, crackers, or pretzels</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 23)</li> <li>• Think and Discuss (p. 23)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 173–74</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Phonics Progress Monitoring Tool</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 91 Samuel Obeyed</b>			
<p><b>TE</b> 514–18</p> <p><b>SE</b> 24–28</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA91.1 Blend phonemes to make words with initial blends.</p> <p>P91.1 Identify <i>ou</i> and <i>o</i> as /ū/. P91.2 Decode words with <i>ou</i> and <i>o</i> as /ū/.</p> <p><b>Reading</b></p> <p>R91.1 Determine the author’s purpose. R91.2 Summarize a story.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>• IA 85: <i>Special Vowel Sounds Iō/ and Iū/</i></li> <li>• IA 91: <i>Story Die</i></li> <li>• PPT pres.: Lesson 091</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Seventeen index cards, each labeled with one of the following words: <i>double, trouble, couple, country, enough, touch, young, love, some, month, honey, other, cover, shovel, bugs, sung, muddy</i></li> <li>• Image of people in a scene</li> <li>• A glue stick for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 175–76</li> </ul>
<b>Lesson 92 Samuel Obeyed</b>			
<p><b>TE</b> 520–23</p> <p><b>SE</b> 29–31</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA92.1 Blend phonemes to make words with initial blends.</p> <p>P92.1 Decode words with <i>ou</i> and <i>o</i> as /ū/. P92.2 Identify words with <i>ou</i> and <i>o</i> as /ū/ to complete sentences.</p> <p><b>Reading</b></p> <p>R92.1 Determine the author’s purpose. R92.2 Summarize a story. R92.3 Explain how God speaks to people today. R92.4 Justify the importance of obeying God even when it is difficult.</p> <p><b>BWS</b> Obedience (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 91: <i>Story Die</i></li> <li>• PPT pres.: Lesson 092</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two bags or buckets for sorting word cards, labeled <i>ou</i> and <i>o</i></li> <li>• Set of word cards from Lesson 91 with <i>bugs, sung, and muddy</i> removed</li> <li>• Six index cards, each labeled with one of the following words: <i>come, cousin, tough, another, dozen, gloves</i></li> <li>• An object for a Quick Pass game</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 31)</li> <li>• Think and Discuss (p. 31)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 177–78</li> </ul>
<b>Lesson 93 Look Again: Compare and Contrast Texts</b>			
<p><b>TE</b> 524–25</p> <p><b>SE</b> 32–37</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA93.1 Blend phonemes to make words with initial blends.</p> <p>P93.1 Decode words with <i>ou</i> and <i>o</i> as /ū/. P93.2 Identify words with <i>ou</i> and <i>o</i> as /ū/ to complete sentences.</p> <p><b>Reading</b></p> <p>R93.1 Reread sections of a text for understanding. R93.2 Summarize a story. R93.3 Connect text to text. R93.4 Compare and contrast Bible accounts using a graphic organizer.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 91: <i>Story Die</i></li> <li>• PPT pres.: Lesson 093</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two signs, one labeled <i>ou</i> and one labeled <i>o</i></li> <li>• Both sets of word cards from Lesson 92</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 179–80</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 94 Going West</b>			
<p><b>TE</b> 526–31</p> <p><b>SE</b> 32–37</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA94.1 Blend phonemes to make words with initial blends.</p> <p>P94.1 Identify the prefixes <i>un-</i> and <i>re-</i>.</p> <p>P94.2 Decode words with the prefixes <i>un-</i> and <i>re-</i>.</p> <p><b>Reading</b></p> <p>R94.1 Identify the parts of a text table.</p> <p>R94.2 Explain the use of tables in texts.</p> <p>R94.3 Construct a table with information from a text.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 94: <i>Prefixes</i></li> <li>• PPT pres.: Lesson 094</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 10–15 small toys or trinkets in a box</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 37)</li> <li>• Think and Discuss (p. 37)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 181–82</li> </ul>
<b>Lesson 95 Wagon Wheels</b>			
<p><b>TE</b> 532–37</p> <p><b>SE</b> 38–43</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA95.1 Isolate <i>r</i>-controlled vowels.</p> <p>P95.1 Identify the suffixes <i>-ing</i>, <i>-s</i>, and <i>-es</i>.</p> <p>P95.2 Decode words with the suffixes <i>-ing</i>, <i>-s</i>, and <i>-es</i>.</p> <p><b>Reading</b></p> <p>R95.1 Define <i>mood</i>.</p> <p>R95.2 Describe the mood of a text.</p> <p>R95.3 Describe how events in a story affect the mood.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 95: <i>Adding Suffixes</i></li> <li>• Video: “The Shorts and the Alley Cat”</li> <li>• Video: “Marker e Runs Away”</li> <li>• PPT pres.: Lesson 095</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 183–84</li> </ul>
<b>Lesson 96 Wagon Wheels</b>			
<p><b>TE</b> 538–41</p> <p><b>SE</b> 44–47</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA96.1 Isolate <i>r</i>-controlled vowels.</p> <p>P96.1 Identify <i>ou</i> and <i>o</i> as /<i>ū</i>/.</p> <p>P96.2 Decode words with <i>ou</i> and <i>o</i> as /<i>ū</i>/.</p> <p><b>Reading</b></p> <p>R96.1 Describe the mood of a text.</p> <p>R96.2 Describe how events in a story affect the mood.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 096</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Both sets of word cards from Lesson 92 (Retain the words <i>bugs</i>, <i>sung</i>, and <i>muddy</i>.)</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 185–86</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 97 Wagon Wheels</b>			
<p><b>TE</b> 542–47</p> <p><b>SE</b> 48–53</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA97.1 Isolate <i>r</i>-controlled vowels. P97.1 Identify <i>or</i> and <i>our</i> as /ûr/.</p> <p>P97.2 Decode words with <i>or</i> and <i>our</i> as /ûr/.</p> <p><b>Reading</b></p> <p>R97.1 Recall the sequence of events in a story. R97.2 Describe the mood of a text. R97.3 Describe how events in a story affect the mood. R97.4 Compare outcomes when children obey or disobey those in authority. <b>BWS</b> Obedience (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 97: <i>Special Vowel Sounds /ûr/</i></li> <li>PPT pres.: Lesson 097</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 53)</li> <li>Think and Discuss (p. 53)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 187–88</li> </ul>
<b>Lesson 98 Look Again: Mood</b>			
<p><b>TE</b> 548–49</p> <p><b>SE</b> 358, 364, 400–401 (volume 1); 40, 44, 52 (volume 2)</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA98.1 Isolate <i>r</i>-controlled vowels. P98.1 Identify <i>or</i> and <i>our</i> as /ûr/.</p> <p>P98.2 Decode words with <i>or</i> and <i>our</i> as /ûr/.</p> <p>P98.3 Identify words with <i>or</i> and <i>our</i> as /ûr/ to complete sentences.</p> <p><b>Reading</b></p> <p>R98.1 Reread sections of a text for understanding. R98.2 Compare the moods of different stories. R98.3 Provide evidence to support the mood of a story.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 97: <i>Special Vowel Sounds /ûr/</i></li> <li>IA 98: <i>Mood Faces</i></li> <li>PPT pres.: Lesson 098</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Nine index cards, each labeled with one of the following words: <i>work, world, worse, words, worry, journal, courage, courtesy, journey</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 189–90</li> </ul>
<b>Lesson 99 Little Fred, The Whole Duty of Children, and Trust and Obey</b>			
<p><b>TE</b> 550–53</p> <p><b>SE</b> 54–57</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA99.1 Segment words with initial consonant blends. P99.1 Identify <i>ear</i> as /ûr/.</p> <p>P99.2 Decode words with <i>ear</i> as /ûr/.</p> <p><b>Reading</b></p> <p>R99.1 Identify features of a poem. R99.2 Illustrate a poem. R99.3 Create a recording of a poem. R99.4 Evaluate reasons why Christians obey. <b>BWS</b> Obedience (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 97: <i>Special Vowel Sounds /ûr/</i></li> <li>IA 99: <i>Clap the Rhythm</i></li> <li>Video: “Poetry”</li> <li>PPT pres.: Lesson 09</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 57)</li> <li>Think and Discuss (p. 57)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 191–92</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 100 Busy Beavers</b>			
<p><b>TE</b> 554–61</p> <p><b>SE</b> 58–67</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA100.1 Segment words with initial consonant blends.</p> <p>P100.1 Decode words with <i>ear</i> as /ûr/.</p> <p>P100.2 Identify words with <i>ear</i> as /ûr/ to complete sentences.</p> <p><b>Reading</b></p> <p>R100.1 Discuss instinct in wild animals.</p> <p>R100.2 Contrast animals' instinctual behavior and human obedient behavior. <b>BWS</b> Obedience (explain)</p> <p>R100.3 Summarize beavers' dam-building process.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Visuals P4–P6: <i>R-influenced Vowel er</i>; <i>R-influenced Vowel ur</i>; <i>R-influenced Vowel ir</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>IA 97: <i>Special Vowel Sounds /ûr/</i></li> <li>Link: Beavers</li> <li>PPT pres.: Lesson 100</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Set of word cards from Lesson 64 (choose ten cards from the set)</li> <li>Eight index cards, each labeled with one of the following words: <i>earl</i>, <i>early</i>, <i>earn</i>, <i>earth</i>, <i>heard</i>, <i>search</i>, <i>learn</i>, <i>pearl</i></li> <li>Image of a flock of storks flying together</li> <li>Images of other instinctual animal behaviors, such as a baby sea turtle running to the ocean, a dog shaking off water after getting wet, a bird building a nest</li> <li>Index cards with <i>First</i>, <i>Then</i>, <i>Finally</i> written on each card, enough for each student to have a card</li> <li>A glue stick for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 67)</li> <li>Think and Discuss (p. 67)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 193–94</li> </ul>
<b>Lesson 101 Little Twigs</b>			
<p><b>TE</b> 562–69</p> <p><b>SE</b> 68–74</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA101.1 Segment words with initial consonant blends.</p> <p>P101.1 Identify <i>ear</i>, <i>or</i>, and <i>our</i> as /ûr/.</p> <p>P101.2 Decode words with <i>ear</i>, <i>or</i>, and <i>our</i> as /ûr/.</p> <p><b>Reading</b></p> <p>R101.1 Compare and contrast reader's theater and the play.</p> <p>R101.2 Interpret characters' moods using varied vocal expressions.</p> <p>R101.3 Evaluate the influence of friends. <b>BWS</b> Obedience (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Reader's Theater"</li> <li>Link: Reader's Theater Observed</li> <li>PPT pres.: Lesson 101</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Three bags or buckets for sorting word cards, labeled <i>ear</i>, (<i>w</i>)<i>or</i>, and <i>our</i></li> <li>Word cards from Lesson 98 and Lesson 100</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 195–96</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 102 Little Twigs</b>			
<p><b>TE</b> 570–73</p> <p><b>SE</b> 75–79</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA102.1 Segment words with initial consonant blends.</p> <p>P102.1 Identify <i>oar</i> as /ôr/.</p> <p>P102.2 Decode words with <i>oar</i> as /ôr/.</p> <p><b>Reading</b></p> <p>R102.1 Summarize the events from the first act.</p> <p>R102.2 Identify traits of the characters.</p> <p>R102.3 Identify the moral of the play.</p> <p>R102.4 Relate the moral to the Big Question.</p> <p><b>BWS</b> Obedience (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 102.1: <i>Special Vowel Sounds /ôr/ and /îr/</i></li> <li>• IA 102.2: <i>Character Trait Charade Cards</i></li> <li>• PPT pres.: Lesson 102</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 79)</li> <li>• Think and Discuss (p. 79)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 197–98</li> </ul>
<b>Lesson 103 Look Again: Reader’s Theater</b>			
<p><b>TE</b> 574–75</p> <p><b>SE</b> 68–79</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA103.1 Add final phonemes to make new words.</p> <p>P103.1 Identify <i>oar</i> as /ôr/.</p> <p>P103.2 Decode words with <i>oar</i> as /ôr/.</p> <p>P103.3 Identify words with <i>oar</i> as /ôr/ to complete sentences.</p> <p><b>Reading</b></p> <p>R103.1 Summarize the plot of the play.</p> <p>R103.2 Propose the proper response to disobedience.</p> <p><b>BWS</b> Obedience (formulate)</p> <p>R103.3 Perform the play as reader’s theater.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 3.2: <i>Five-finger Retelling</i></li> <li>• IA 102.1: <i>Special Vowel Sounds /ôr/ and /îr/</i></li> <li>• Video: “Little Twigs”</li> <li>• PPT pres.: Lesson 103</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Seven index cards, each labeled with one of the following words: <i>board, coarse, aboard, roar, soar, oars, hoarse</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 199–200</li> </ul>
<b>Lesson 104 Mumsi Meets a Lion</b>			
<p><b>TE</b> 576–81</p> <p><b>SE</b> 80–85</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA104.1 Add final phonemes to make new words.</p> <p>P104.1 Identify words with <i>ou</i> and <i>o</i> as /û/ and <i>ear</i> as /ûr/.</p> <p>P104.2 Decode words with <i>ou</i> and <i>o</i> as /û/ and <i>ear</i> as /ûr/.</p> <p><b>Reading</b></p> <p>R104.1 Summarize connecting text to self.</p> <p>R104.2 Recall details from the story.</p> <p>R104.3 Relate the setting to the mood.</p> <p>R104.4 Evaluate the main character’s behavior.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: <i>Wildlife in Kenya</i></li> <li>• PPT pres.: Lesson 104</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Set of word cards from Lesson 91 (remove <i>bugs, sung, and muddy</i>)</li> <li>• Set of word cards from Lesson 100</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 201–2</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 105 Mumsi Meets a Lion</b>			
<b>TE</b> 582–85  <b>SE</b> 86–89	<b>Phonemic Awareness and Phonics</b> PA105.1 Add final phonemes to make new words. P105.1 Identify <i>eer</i> and <i>ear</i> as /îr/. P105.2 Decode words with <i>eer</i> and <i>ear</i> as /îr/. <b>Reading</b> R105.1 Analyze the main character’s decisions relating to the Big Question. R105.2 Infer the main character’s feelings based on the text. R105.3 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 102.1: <i>Special Vowel Sounds /ôr/ and /îr/</i></li> <li>• PPT pres.: Lesson 105</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 203–4</li> </ul>
<b>Lesson 106 Mumsi Meets a Lion</b>			
<b>TE</b> 586–91  <b>SE</b> 90–95	<b>Phonemic Awareness and Phonics</b> PA106.1 Delete final phonemes to make new words. P106.1 Decode words with <i>eer</i> and <i>ear</i> as /îr/. P106.2 Identify words with <i>eer</i> and <i>ear</i> as /îr/ to complete sentences. <b>Reading</b> R106.1 Verify predictions. R106.2 Propose an alternate ending to the story. R106.3 Propose a moral for the story. R106.4 Relate the story’s moral to a Bible passage. <b>BWS</b> Obedience (evaluate) R106.5 Apply the Bible passage to personal situations. <b>BWS</b> Obedience (apply)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 102.1: <i>Special Vowel Sounds /ôr/ and /îr/</i></li> <li>• PPT pres.: Lesson 106</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Fifteen index cards, each labeled with one of the following words: <i>cheer, steer, sheer, deer, peer, eerie, appear, dear, near, fear, spear, year, street, sleep, feet</i></li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 95)</li> <li>• Think and Discuss (p. 95)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 205–6</li> </ul>
<b>Lesson 107 Icarus: A Cautionary Tale of Disobedience</b>			
<b>TE</b> 592–97  <b>SE</b> 96–102	<b>Phonemic Awareness and Phonics</b> PA107.1 Delete final phonemes to make new words. P107.1 Decode words with <i>oar</i> as /ôr/. P107.2 Identify words with <i>oar</i> as /ôr/ to complete sentences. <b>Reading</b> R107.1 Define <i>myth</i> . R107.2 Compare and contrast myths to fables. R107.3 Distinguish fantasy from reality. R107.4 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 107: <i>Labyrinth Pattern</i></li> <li>• Video: “Greek Myth”</li> <li>• PPT pres.: Lesson 107</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Set of word cards from Lesson 103</li> <li>• A marker for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 207–8</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 108 Icarus: A Cautionary Tale of Disobedience</b>			
<p><b>TE</b> 598–603</p> <p><b>SE</b> 103–9</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA108.1 Delete final phonemes to make new words.</p> <p>P108.1 Decode words with <i>eer</i> and <i>ear</i> as /îr/.</p> <p>P108.2 Classify words with <i>eer</i> and <i>ear</i> as /îr/ and <i>oar</i> as /ôr/.</p> <p><b>Reading</b></p> <p>R108.1 Verify predictions.</p> <p>R108.2 Infer what happened to the main character by using the text.</p> <p>R108.3 Infer what happened to the other characters because of the main character’s disobedience.</p> <p>R108.4 Compose a warning for the main character using biblical principles.</p> <p><b>BWS</b> Obedience (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Icarus: A Cautionary Tale of Disobedience”</li> <li>• PPT pres.: Lesson 108</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Sets of word cards from Lesson 103 and Lesson 106 (remove <i>street</i>, <i>sleep</i>, and <i>feet</i>)</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 109)</li> <li>• Think and Discuss (p. 109)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 209–10</li> </ul>
<b>Lesson 109 Look Again: Comparing Characters</b>			
<p><b>TE</b> 604–5</p> <p><b>SE</b> 83, 85–86, 88–89, 93–94, 97–99, 104–8</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA109.1 Substitute initial-blend phonemes to make new words.</p> <p>P109.1 Identify schwa sounds in words.</p> <p>P109.2 Decode schwa sounds in words.</p> <p><b>Reading</b></p> <p>R109.1 Reread sections of selected texts.</p> <p>R109.2 Compare the two main characters’ behaviors and outcomes to biblical principles.</p> <p><b>BWS</b> Obedience (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 109: <i>Schwa</i></li> <li>• PPT pres.: Lesson 109</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 211–12</li> </ul>
<b>Lesson 110 The Bears on Hemlock Mountain</b>			
<p><b>TE</b> 606–11</p> <p><b>SE</b> 110–16</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA110.1 Substitute initial-blend phonemes to make new words.</p> <p>P110.1 Decode words with <i>a-</i> and <i>al-</i> prefixes.</p> <p>P110.2 Identify words with prefixes to complete sentences.</p> <p><b>Reading</b></p> <p>R110.1 Define <i>onomatopoeia</i>.</p> <p>R110.2 Identify onomatopoeia in a text.</p> <p>R110.3 Predict what will happen next.</p> <p>R110.4 Cite text evidence that supports predictions.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 94: <i>Prefixes</i></li> <li>• Link: Sound Words</li> <li>• PPT pres.: Lesson 110</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 213–14</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 111 The Bears on Hemlock Mountain</b>			
<b>TE</b> 612–15  <b>SE</b> 117–21	<b>Phonemic Awareness and Phonics</b> PA111.1 Substitute initial-blend phonemes to make new words. P111.1 Identify schwa sounds in suffixes. P111.2 Decode schwa sounds in suffixes.  <b>Reading</b> R111.1 Verify predictions. R111.2 Predict what will happen next. R111.3 Cite text evidence that supports predictions. R111.4 Identify onomatopoeia in a text.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 111: <i>Suffixes</i></li> <li>• PPT pres.: Lesson 111</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 215–16</li> </ul>
<b>Lesson 112 The Bears on Hemlock Mountain</b>			
<b>TE</b> 616–19  <b>SE</b> 122–26	<b>Phonemic Awareness and Phonics</b> PA112.1 Substitute initial-blend phonemes to make new words. P112.1 Identify schwa sounds in word endings. P112.2 Decode words with schwa sounds in word endings.  <b>Reading</b> R112.1 Verify predictions. R112.2 Predict what will happen next. R112.3 Cite text evidence that supports predictions. R112.4 Identify onomatopoeia in a text.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 109: <i>Schwa</i></li> <li>• PPT pres.: Lesson 112</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 217–18</li> </ul>
<b>Lesson 113 The Bears on Hemlock Mountain</b>			
<b>TE</b> 620–25  <b>SE</b> 127–33	<b>Phonemic Awareness and Phonics</b> PA113.1 Blend phonemes to make words with initial blends. P113.1 Identify schwa sounds in prefixes and suffixes. P113.2 Decode words with schwa sounds in prefixes and suffixes.  <b>Reading</b> R113.1 Verify predictions. R113.2 Predict what will happen next. R113.3 Cite text evidence that supports predictions. R113.4 Infer meaning from a character's dialogue. R113.5 Identify onomatopoeia in a text.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 113</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 133)</li> <li>• Think and Discuss (p. 133)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 219–20</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 114 Look Again: Onomatopoeia</b>			
<b>TE</b> 626–27  <b>SE</b> 112, 125	<b>Phonemic Awareness and Phonics</b> PA114.1 Blend phonemes to make words with initial blends. P114.1 Identify VCCV patterns in words. P114.2 Divide words with VCCV patterns.  <b>Reading</b> R114.1 Reread sections of a text for understanding. R114.2 Illustrate part of a story by using onomatopoeic words. R114.3 Create an animated version of illustrations to portray onomatopoeia.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 114: <i>Syllable Division</i></li> <li>PPT pres.: Lesson 114</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Images of items that make sounds, such as a balloon popping, bee, cat, car horn, clock, duck, person eating, train, or water dripping</li> <li>Several comic strip examples</li> <li>Digital tool for animation creation, such as ChatterPix Kids or Blabberize</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 221–22</li> </ul>
<b>Lesson 115 Beatrix Potter: The Tale of a Girl Who Loved Rabbits and Painting</b>			
<b>TE</b> 628–37  <b>SE</b> 134–43	<b>Phonemic Awareness and Phonics</b> PA115.1 Blend phonemes to make words with initial blends. P115.1 Identify VCCV and VCV patterns in words. P115.2 Divide words with VCCV and VCV patterns. P115.3 Decode words with VCCV and VCV patterns.  <b>Reading</b> R115.1 Recall key events in a story. R115.2 Describe how life events affect a character. R115.3 Create a timeline based on a person’s life.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four Square Vocabulary Organizer</i></li> <li>IA 114: <i>Syllable Division</i></li> <li>PPT pres.: Lesson 115</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A sticky note for each student</li> <li>Banner paper or ticker tape for creating a class timeline</li> <li>A glue stick for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 143)</li> <li>Think and Discuss (p. 143)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 223–24</li> </ul>
<b>Lesson 116 The Tale of Peter Rabbit</b>			
<b>TE</b> 638–41  <b>SE</b> 144–48	<b>Phonemic Awareness and Phonics</b> PA116.1 Blend phonemes to make words with initial blends. P116.1 Identify <i>r</i> -influenced vowel teams in words. P116.2 Classify words with <i>r</i> -influenced vowel teams. P116.3 Decode words with <i>r</i> -influenced vowel teams.  <b>Reading</b> R116.1 Describe the characters’ traits. R116.2 Draw conclusions based on information in a text. R116.3 Explain the purpose of rules. <b>BWS</b> Obedience (explain)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 116</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Fifteen index cards, each labeled with one of the following words: <i>stair, hair, bare, scare, wear, pear, oars, board, born, learn, bird, church, world, verse, heard</i></li> <li>Small, partially-completed puzzle with several missing pieces</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 225–26</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 117 The Tale of Peter Rabbit</b>			
<b>TE</b> 642–45  <b>SE</b> 149–51	<b>Phonemic Awareness and Phonics</b> PA117.1 Segment words with initial consonant blends. P117.1 Classify words with <i>r</i> -influenced vowel teams. P117.2 Decode words with <i>r</i> -influenced vowel teams.  <b>Reading</b> R117.1 Describe the main character’s traits. R117.2 Draw conclusions based on information in a text.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 117</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Tote bag filled with several beach items, such as sunglasses, sunscreen, beach hat, sand toys, beach towel, or swim goggles</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 227–28</li> </ul>
<b>Lesson 118 The Tale of Peter Rabbit</b>			
<b>TE</b> 646–49  <b>SE</b> 152–55	<b>Phonemic Awareness and Phonics</b> PA118.1 Segment words with initial consonant blends. P118.1 Classify words with the suffix <i>-ed</i> . P118.2 Decode words with the suffix <i>-ed</i> .  <b>Reading</b> R118.1 Describe the main character’s traits. R118.2 Draw conclusions based on information in a text. R118.3 Defend the principle that disobedience has consequences. <b>BWS</b> Obedience (evaluate) R118.4 Formulate an answer to the Unit Essential Question.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 118: <i>Three Sounds of -ed</i></li> <li>• PPT pres.: Lesson 118</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 155)</li> <li>• Think and Discuss (p. 155)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 229–30</li> </ul>
<b>Lesson 119 Unit 4 Assessment/Introduce Book Activity 3</b>			
<b>TE</b> 650	<b>Reading</b> R119.1 Demonstrate mastery of reading skills presented in Lessons 89–118. R119.2 Read independently a student-selected informational text. R119.3 Create a graphic organizer containing the main idea and details of an informational text.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 29.2: <i>Book Activity Rubric</i></li> <li>• IA 119: <i>Main Idea and Supporting Details</i></li> <li>• PPT pres.: Lesson 119</li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Unit 4 Test</li> </ul>

<h1>Unit 5: Creation</h1>			
Pages	Objectives	Resources	Assessments
<b>Lesson 120 The Best Nest</b>			
<p><b>TE</b> 662–69</p> <p><b>SE</b> 156–65</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA120.1 Segment words with initial consonant blends.</p> <p>P120.1 Identify comparative and superlative suffixes in words.</p> <p>P120.2 Classify words with comparative and superlative suffixes.</p> <p>P120.3 Decode words with comparative and superlative suffixes.</p> <p><b>Reading</b></p> <p>R120.1 Identify facts and details in the text.</p> <p>R120.2 Relate the text to the world.</p> <p>R120.3 Write a sentence about nests to share with others about God’s creation.</p> <p><b>BWS</b> God’s creation (formulate)</p>	<p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• IA 111: <i>Suffixes</i></li> <li>• IA 120: <i>Comparative and Superlative</i></li> <li>• Link: Singing Birds</li> <li>• PPT pres.: Lesson 120</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 165)</li> <li>• Think and Discuss (p. 165)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 231–32</li> </ul>
<b>Lesson 121 The Building Season</b>			
<p><b>TE</b> 670–77</p> <p><b>SE</b> 166–73</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA121.1 Add phonemes to make consonant blends in words.</p> <p>P121.1 Classify words with comparative and superlative suffixes.</p> <p>P121.2 Decode words with comparative and superlative suffixes.</p> <p><b>Reading</b></p> <p>R121.1 Identify dialogue tags.</p> <p>R121.2 Rewrite dialogue tags.</p> <p>R121.3 Relate the Creation Mandate to the Big Question.</p> <p><b>BWS</b> God’s creation (explain)</p> <p>R121.4 Propose ways to help care for God’s creation.</p> <p><b>BWS</b> God’s creation (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• IA 120: <i>Comparative and Superlative</i></li> <li>• IA 121: <i>Dialogue Tags</i></li> <li>• G/E: “How Can I Help?” Digital Word and Picture Sort</li> <li>• PPT pres.: Lesson 121</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two bags or buckets for sorting word cards, labeled <i>comparative -er</i> and <i>superlative -est</i></li> <li>• Fourteen index cards, each labeled with one of the following words: <i>hotter, stronger, meaner, louder, funnier, younger, faster, coldest, weakest, kindest, softest, saddest, oldest, slowest</i></li> <li>• Small sticky tabs</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 173)</li> <li>• Think and Discuss (p. 173)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 233–34</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 122 I Can Hear Spring</b>			
<p><b>TE</b> 678–85</p> <p><b>SE</b> 174–81</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA122.1 Add phonemes to make consonant blends in words.</p> <p>P122.1 Identify suffixes in words.</p> <p>P122.2 Classify words with suffixes.</p> <p>P122.3 Decode words with suffixes.</p> <p><b>Reading</b></p> <p>R122.1 Relate the title to personal experience.</p> <p>R122.2 Imply the story’s mood using illustrations and text.</p> <p>R122.3 Compare and contrast “Nesting,” “The Building Season,” and “I Can Hear Spring” with a graphic organizer.</p> <p>R122.4 Relate a Bible verse to the Big Question. <b>BWS</b> God’s creation (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>IA 111: <i>Suffixes</i></li> <li>Link: The Canada Goose</li> <li>PPT pres.: Lesson 122</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 181)</li> <li>Think and Discuss (p. 181)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 235–36</li> </ul>
<b>Lesson 123 One Thing That I Wonder; All Things Bright and Beautiful</b>			
<p><b>TE</b> 686–95</p> <p><b>SE</b> 182–93</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA123.1 Add phonemes to make consonant blends in words.</p> <p>P123.1 Classify words with suffixes.</p> <p>P123.2 Decode words with suffixes.</p> <p><b>Reading</b></p> <p>R123.1 Describe the mood of the poems based on the illustrations.</p> <p>R123.2 Identify examples of visualization in the text.</p> <p>R123.3 Create an illustration from the poem using visualization.</p> <p>R123.4 Propose ways to glorify God while visualizing His creation. <b>BWS</b> God’s creation (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Visualization in Reading”</li> <li>Link: Visualizing Through Instruments</li> <li>PPT pres.: Lesson 123</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Fifteen index cards, each labeled with one of the following words or suffixes: <i>-able, -ful, -ly, -less, care, fear, thank, help, read, count, fix, glad, quick, play, kind</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 193)</li> <li>Think and Discuss (p. 193)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 237–38</li> </ul>
<b>Lesson 124 Book Activity Presentation 3</b>			
<p><b>TE</b> 696–97</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA124.1 Add phonemes to make consonant blends in words.</p> <p>P124.1 Classify words with suffixes.</p> <p>P124.2 Decode words with suffixes.</p> <p><b>Reading</b></p> <p>R124.1 Report orally on a student-selected text.</p> <p>R124.2 Respond to an oral presentation.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 29.2: <i>Book Activity Rubric</i></li> <li>IA 111: <i>Suffixes</i></li> <li>PPT pres.: Lesson 124</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Suffix cards from Lesson 123</li> <li>Seven index cards, each labeled with one of the following suffixes: <i>-ed, -en, -er/-or, -er, -est, -ing, -s/-es</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 239–40</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 125 Be Wise about Owls</b>			
<b>TE</b> 698–707  <b>SE</b> 194–203	<b>Phonemic Awareness and Phonics</b> PA125.1 Add phonemes to make consonant blends in words. P125.1 Classify words with suffixes. P125.2 Decode words with suffixes.  <b>Reading</b> R125.1 Organize prior knowledge, learning goals, and new information on a graphic organizer. R125.2 Define <i>infographic</i> . R125.3 Interpret an infographic. R125.4 Demonstrate infographic information in real life. R125.5 Explain how owls show God’s marvelous design in nature. <b>BWS</b> God’s creation (explain)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>• IA 111: <i>Suffixes</i></li> <li>• IA 125.1: <i>See-Think-Wonder</i></li> <li>• IA 125.2: <i>Create an Infographic</i></li> <li>• Link: Dissecting an Owl Pellet (optional)</li> <li>• PPT pres.: Lesson 125</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Owl pellet dissection kit (optional)</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 203)</li> <li>• Think and Discuss (p. 203)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 241–42</li> </ul>
<b>Lesson 126 Owl Face</b>			
<b>TE</b> 708–13  <b>SE</b> 204–9	<b>Phonemic Awareness and Phonics</b> PA126.1 Delete phonemes to make new words. P126.1 Identify prefixes in words. P126.2 Decode words with prefixes.  <b>Reading</b> R126.1 Connect text to self. R126.2 Identify the problem and the solution. R126.3 Explain why we should care for God’s creation. <b>BWS</b> God’s creation (explain)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 94: <i>Prefixes</i></li> <li>• IA 126: <i>Real-Life Problem Scenarios</i></li> <li>• PPT pres.: Lesson 126</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A bowl or bag</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 243–44</li> </ul>
<b>Lesson 127 Owl Face</b>			
<b>TE</b> 714–21  <b>SE</b> 210–17	<b>Phonemic Awareness and Phonics</b> PA127.1 Delete phonemes to make new words. P127.1 Identify prefixes in words. P127.2 Decode words with prefixes.  <b>Reading</b> R127.1 Identify the problem and the solution. R127.2 Connect the text to self. R127.3 Compare a character’s solution to biblical principles. <b>BWS</b> Kindness (evaluate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 127</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 217)</li> <li>• Think and Discuss (p. 217)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 245–46</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 128 Look Again: Problem and Solution</b>			
<b>TE</b> 722–23  <b>SE</b> 204, 209–11	<b>Phonemic Awareness and Phonics</b> PA128.1 Delete phonemes to make new words. P128.1 Identify prefixes in words. P128.2 Decode words with prefixes.  <b>Reading</b> R128.1 Reread sections of a text for understanding. R128.2 Formulate a solution to a problem in a story.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 94: <i>Prefixes</i></li> <li>PPT pres.: Lesson 128</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 247–48</li> </ul>
<b>Lesson 129 Southwest Sunrise</b>			
<b>TE</b> 724–29  <b>SE</b> 218–23	<b>Phonemic Awareness and Phonics</b> PA129.1 Delete phonemes to make new words. P129.1 Identify prefixes in words. P129.2 Decode words with prefixes. P129.3 Classify words with prefixes.  <b>Reading</b> R129.1 Summarize the value of vibrant verbs in reading and writing. R129.2 Read a story as a shared reading. R129.3 Illustrate vibrant-verb examples in the story.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 94: <i>Prefixes</i></li> <li>PPT pres.: Lesson 129</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Fifteen index cards, each labeled with one of the following words: <i>preview, pretest, preschool, precooked, prepaid, distrust, dislike, disorder, disappear, disabled, mistake, miscount, mismatched, misplaced, misbehave</i></li> <li>Five sticky tabs for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 249–50</li> </ul>
<b>Lesson 130 Southwest Sunrise</b>			
<b>TE</b> 730–35  <b>SE</b> 224–29	<b>Phonemic Awareness and Phonics</b> PA130.1 Delete phonemes to make new words. P130.1 Identify prefixes in words. P130.2 Decode words with prefixes.  <b>Reading</b> R130.1 Read a story as a shared reading. R130.2 Summarize the value of vibrant verbs in reading and writing. R130.3 Illustrate vibrant-verb examples in the story. R130.4 Compare and contrast the main character’s attitude with personal experiences. <b>BWS</b> God’s creation (evaluate) R130.5 Propose ideas for finding good in undesirable situations.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 3.1 <i>Four-Square Vocabulary Organizer</i></li> <li>IA 94: <i>Prefixes</i></li> <li>PPT pres.: Lesson 130</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Five sticky tabs for each student</li> <li>A glue stick for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 229)</li> <li>Think and Discuss (p. 229)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 251–52</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 131 A Volcano Erupts</b>			
<p><b>TE</b> 736–43</p> <p><b>SE</b> 230–37</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA131.1 Substitute final phonemes to make new words.</p> <p>P131.1 Identify prefixes in words.</p> <p>P131.2 Decode words with prefixes.</p> <p>P131.3 Classify words with prefixes.</p> <p><b>Reading</b></p> <p>R131.1 Define <i>diagram</i>.</p> <p>R131.2 Label the parts of a volcano on a <i>diagram</i>.</p> <p>R131.3 Use time-order words to sequence events in a text.</p> <p>R131.4 Relate modern evidence to the Flood.</p> <p><b>BWS</b> God's creation (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 94: <i>Prefixes</i></li> <li>Link: Mount St. Helens</li> <li>PPT pres.: Lesson 131</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Two bags or buckets for sorting word cards, labeled <i>ex-</i> and <i>non-</i></li> <li>Twelve index cards, each labeled with one of the following words: <i>exclaim, exclude, exhale, exit, export, extend, nonsense, nontoxic, nonstop, nonslip, nonstick, nonfat</i></li> <li>Four small sticky tabs for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 237)</li> <li>Think and Discuss (p. 237)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 253–54</li> </ul>
<b>Lesson 132 Hill of Fire</b>			
<p><b>TE</b> 744–49</p> <p><b>SE</b> 238–43</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA132.1 Substitute final phonemes to make new words.</p> <p>P132.1 Identify prefixes in words.</p> <p>P132.2 Decode words with prefixes.</p> <p>P132.3 Identify prefixes to form correct words in sentences.</p> <p><b>Reading</b></p> <p>R132.1 Identify the elements of plot in a story.</p> <p>R132.2 Predict what will happen next.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 94: <i>Prefixes</i></li> <li>IA 132: <i>Story Plot Line</i></li> <li>Link: Roller Coaster</li> <li>PPT pres.: Lesson 132</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Four signs, each labeled with one of the following words: <i>before, wrong, not, out</i></li> <li>Sets of word cards from Lessons 129 and 131</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 255–56</li> </ul>
<b>Lesson 133 Hill of Fire</b>			
<p><b>TE</b> 750–55</p> <p><b>SE</b> 244–49</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA133.1 Substitute final phonemes to make new words.</p> <p>P133.1 Identify prefixes in words.</p> <p>P133.2 Decode words with prefixes.</p> <p>P133.3 Identify prefixes to form correct words in sentences.</p> <p><b>Reading</b></p> <p>R133.1 Verify predictions.</p> <p>R133.2 Identify the elements of plot in a story.</p> <p>R133.3 Explain the consequences of Adam's Fall for the world.</p> <p><b>BWS</b> God's creation (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 94: <i>Prefixes</i></li> <li>IA 132: <i>Story Plot Line</i></li> <li>PPT pres.: Lesson 133</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 249)</li> <li>Think and Discuss (p. 249)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 257–58</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 134 Look Again: News Report</b>			
<p><b>TE</b> 756–57</p> <p><b>SE</b> 243–44</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA134.1 Substitute final phonemes to make new words.</p> <p>P134.1 Identify base words and suffixes.</p> <p>P134.2 Identify syllable division in words with suffixes.</p> <p><b>Reading</b></p> <p>R134.1 Reread sections of a text for understanding.</p> <p>R134.2 Create a news report summarizing the events of the story.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 111: <i>Suffixes</i></li> <li>• IA 118: <i>Three Sounds of -ed</i></li> <li>• Video: “Unusual Farms”</li> <li>• PPT pres.: Lesson 134</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 259–60</li> </ul>
<b>Lesson 135 Plant a Seed</b>			
<p><b>TE</b> 758–65</p> <p><b>SE</b> 250–57</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA135.1 Substitute final phonemes to make new words.</p> <p>P135.1 Identify base words and suffixes.</p> <p>P135.2 Identify syllable division in words with suffixes.</p> <p><b>Reading</b></p> <p>R135.1 Follow a set of directions in order.</p> <p>R135.2 Arrange a set of directions in the correct order.</p> <p>R135.3 Explain how the order in God’s creation helps people learn to garden. <b>BWS</b> God’s creation (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 135</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Blank piece of paper for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 257)</li> <li>• Think and Discuss (p. 257)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 261–62</li> </ul>
<b>Lesson 136 Up in the Garden and Down in the Dirt</b>			
<p><b>TE</b> 766–71</p> <p><b>SE</b> 258–63</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA136.1 Blend phonemes to make words with initial blends.</p> <p>P136.1 Identify base words and prefixes.</p> <p>P136.2 Identify syllable division in words with prefixes.</p> <p><b>Reading</b></p> <p>R136.1 Activate prior knowledge.</p> <p>R136.2 Ask clarifying questions before, during, and after reading.</p> <p>R136.3 Determine answers to questions, using text evidence.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 94: <i>Prefixes</i></li> <li>• PPT pres.: Lesson 136</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 263–64</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 137 Up in the Garden and Down in the Dirt</b>			
<p><b>TE</b> 772–75</p> <p><b>SE</b> 264–67</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA137.1 Blend phonemes to make words with initial blends.</p> <p>P137.1 Identify base words and prefixes.</p> <p>P137.2 Identify syllable division in words with prefixes.</p> <p><b>Reading</b></p> <p>R137.1 Ask clarifying questions before, during, and after reading.</p> <p>R137.2 Determine answers to questions, using text evidence.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 137</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Twelve index cards, each labeled with one of the following words: <i>prepay, resend, recall, undo, untie, mislead, awake, almost, dislike, disown, nonsense, exclaim</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 265–66</li> </ul>
<b>Lesson 138 Up in the Garden and Down in the Dirt</b>			
<p><b>TE</b> 776–79</p> <p><b>SE</b> 268–71</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA138.1 Blend phonemes to make words with initial blends.</p> <p>P138.1 Identify words in alphabetical order.</p> <p>P138.2 Alphabetize words with the same initial letter.</p> <p><b>Reading</b></p> <p>R138.1 Ask clarifying questions before, during, and after reading.</p> <p>R138.2 Determine answers to questions, using text evidence.</p> <p>R138.3 Identify personification in a text.</p> <p>R138.4 Explain Adam’s responsibilities in the Garden of Eden and how they relate to us today.</p> <p><b>BWS</b> God’s creation (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 138: <i>Alphabetical Order</i></li> <li>PPT pres.: Lesson 138</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 271)</li> <li>Think and Discuss (p. 271)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 267–68</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 139 Psalm 8; Foreign Lands</b>			
<p><b>TE</b> 780–83</p> <p><b>SE</b> 272–75</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA139.1 Blend phonemes to make words with initial blends.</p> <p>P139.1 Identify words in alphabetical order.</p> <p>P139.2 Alphabetize words with the same initial letter.</p> <p><b>Reading</b></p> <p>R139.1 Read Psalm 8:1–6 as a shared reading.</p> <p>R139.2 Formulate an answer to the Big Question, based on biblical teaching. <b>BWS</b> God’s creation (formulate)</p> <p>R139.3 Read poetry as a shared reading.</p> <p>R139.4 Identify the rhyme scheme in “Foreign Lands.”</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 138: <i>Alphabetical Order</i></li> <li>Video: “Rhyme Scheme”</li> <li>PPT pres.: Lesson 139</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Twenty-five index cards divided into five sets, each labeled with one of the following words: <i>beast, blue, boat, bright, bus; date, dime, doors, draft, dues; gate, germ, glue, grapes, gum; oars, often, oil, open, over; seat, snake, space, star, sweep</i></li> <li>Images of a child’s shadow, a swing, a child thinking with a thought bubble overhead, a child’s bed, a spade on the beach, rain, and the moon</li> <li><i>A Child’s Garden of Verses</i> by Robert Louis Stevenson</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 275)</li> <li>Think and Discuss (p. 275)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 269–70</li> </ul>
<b>Lesson 140 Look Again: Relating Stories to the Bible</b>			
<p><b>TE</b> 784–85</p> <p><b>SE</b> 166, 169–71, 262–66, 272, 274–75</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA140.1 Blend phonemes to make words with initial blends.</p> <p>P140.1 Identify words in alphabetical order.</p> <p>P140.2 Alphabetize words with the same initial letter.</p> <p><b>Reading</b></p> <p>R140.1 Reread sections from “The Building Season,” <i>Up in the Garden and Down in the Dirt</i>, and Psalm 8.</p> <p>R140.2 Relate the stories to the Bible passage.</p> <p>R140.3 Apply the biblical principles to students’ actions. <b>BWS</b> God’s creation (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 138: <i>Alphabetical Order</i></li> <li>PPT pres.: Lesson 140</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Word card sets from Lesson 139</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 271–72</li> </ul>
<b>Lesson 141 The Raft</b>			
<p><b>TE</b> 786–91</p> <p><b>SE</b> 276–81</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA141.1 Blend phonemes to make words with initial blends.</p> <p>P141.1 Define <i>synonyms</i>.</p> <p>P141.2 Identify synonyms.</p> <p><b>Reading</b></p> <p>R141.1 Define <i>point of view</i>.</p> <p>R141.2 Describe point of view in the beginning of the story.</p> <p>R141.3 Consider how the main character’s attitude affected his experience at the beginning of the story.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>IA 141.1: <i>Synonyms, Antonyms, and Homophones</i></li> <li>IA 141.2: <i>In Someone Else’s Shoes</i></li> <li>Video: “Point of View”</li> <li>PPT pres.: Lesson 141</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 273–74</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 142 The Raft</b>			
<b>TE</b> 792–95  <b>SE</b> 282–85	<b>Phonemic Awareness and Phonics</b> PA142.1 Segment words with initial and final consonant blends. P142.1 Define <i>antonyms</i> . P142.2 Identify antonyms.  <b>Reading</b> R142.1 Summarize the first part of the story. R142.2 Explain how the main character’s attitude changes. R142.3 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 141.1: <i>Synonyms, Antonyms, and Homophones</i></li> <li>PPT pres.: Lesson 142</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 275–76</li> </ul>
<b>Lesson 143 The Raft</b>			
<b>TE</b> 796–99  <b>SE</b> 286–89	<b>Phonemic Awareness and Phonics</b> PA143.1 Segment words with initial and final consonant blends. P143.1 Classify words as synonyms and antonyms. P143.2 Identify synonyms and antonyms to complete sentences.  <b>Reading</b> R143.1 Verify predictions. R143.2 Relate story events to personal experiences. R143.3 Predict how the story will end.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 141.1: <i>Synonyms, Antonyms, and Homophones</i></li> <li>PPT pres.: Lesson 143</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 277–78</li> </ul>
<b>Lesson 144 The Raft</b>			
<b>TE</b> 800–805  <b>SE</b> 290–95	<b>Phonemic Awareness and Phonics</b> PA144.1 Segment words with initial and final consonant blends. P144.1 Identify antonyms to complete sentences.  <b>Reading</b> R144.1 Verify predictions. R144.2 Evaluate the main character’s change of attitude from the beginning of the story to the end of the story. R144.3 Evaluate nature’s effect on the main character’s attitude, based on biblical principles. <b>BWS</b> God’s creation (explain) R144.4 Formulate an answer to the Unit Essential Question. <b>BWS</b> God’s creation (evaluate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 141: <i>Synonyms, Antonyms, and Homophones</i></li> <li>Link: All Things Bright and Beautiful</li> <li>PPT pres.: Lesson 144</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>An index card for each student, each labeled with one of a pair of antonyms, such as <i>big, small; outside, inside; wet, dry; cold, hot; thin, thick; dirty, clean; early, late; loud, quiet; hard, easy; high, low; fast, slow</i></li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 295)</li> <li>Think and Discuss (p. 295)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 279–80</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 145 Unit 5 Assessment</b>			
<b>TE</b> 806	<b>Reading</b> R145.1 Demonstrate mastery of fluency and comprehension skills presented in Lessons 120–44. R145.2 Read independently a student-selected fiction book. R145.3 Create character cards for two or three main characters.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 29.2: <i>Book Activity Rubric</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• 4 × 6 cards, three for each student</li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Unit 5 Test</li> </ul>

<b>Unit 6: Contentment</b>			
<b>Pages</b>	<b>Objectives</b>	<b>Resources</b>	<b>Assessments</b>
<b>Lesson 146 Mole Had Everything</b>			
<b>TE</b> 818–27  <b>SE</b> 298–307	<b>Phonemic Awareness and Phonics</b> PA146.1 Segment words with initial and final consonant blends. P146.1 Define <i>homophones</i> . P146.2 Identify homophones to complete sentences.  <b>Reading</b> R146.1 Define <i>contentment</i> . <b>BWS</b> Contentment (explain) R146.2 Identify character roles in a story. R146.3 Determine a character’s motive. R146.4 Compare a character’s motives with biblical principles. <b>BWS</b> Contentment (evaluate) R146.5 Compare a character’s conflict to Scripture. <b>BWS</b> Contentment (evaluate)	<b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>IA 141: <i>Synonyms, Antonyms, and Homophones</i></li> <li>PPT pres.: Lesson 146</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 307)</li> <li>Think and Discuss (p. 307)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 281–82</li> </ul>
<b>Lesson 147 The World’s Music</b>			
<b>TE</b> 828–33  <b>SE</b> 308–13	<b>Phonemic Awareness and Phonics</b> PA147.1 Segment words with initial and final consonant blends. P147.1 Identify homophones to complete sentences.  <b>Reading</b> R147.1 Explain <i>imagery</i> . R147.2 Analyze a poet’s use of imagery as it relates to the five senses. R147.3 Use imagery to describe an experience. R147.4 Evaluate the worldview of the poem. <b>BWS</b> Contentment (evaluate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 141: <i>Synonyms, Antonyms, and Homophones</i></li> <li>PPT pres.: Lesson 147</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Five small sticky tabs for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 313)</li> <li>Think and Discuss (p. 313)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 283–84</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 148 God's Grumbling Children</b>			
<b>TE</b> 834–39  <b>SE</b> 314–19	<b>Phonemic Awareness and Phonics</b> PA148.1 Substitute vowels to make new words. P148.1 Identify homophones to complete sentences.  <b>Reading</b> R148.1 Reread a text, using close-reading skills. R148.2 Analyze ways God provides for His people. R148.3 Predict the proper response to God's provision. <b>BWS</b> Contentment (formulate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• PPT pres.: Lesson 148</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• One index card for each student</li> <li>• Small magnifying glasses, one for each student, or one for each small group of students</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 285–86</li> </ul>
<b>Lesson 149 God's Grumbling Children</b>			
<b>TE</b> 840–45  <b>SE</b> 320–25	<b>Phonemic Awareness and Phonics</b> PA149.1 Substitute vowels to make new words. P149.1 Identify schwa sounds in prefixes and suffixes. P149.2 Decode words with schwa sounds in prefixes and suffixes.  <b>Reading</b> R149.1 Reread a text, using close-reading skills. R149.2 Verify predictions. R149.3 Formulate a biblical viewpoint on grumbling. <b>BWS</b> Contentment (formulate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• IA 109: <i>Schwa</i></li> <li>• Video: "God's Grumbling Children"</li> <li>• PPT pres.: Lesson 149</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 325)</li> <li>• Think and Discuss (p. 325)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 287–88</li> </ul>
<b>Lesson 150 Look Again: Contentment</b>			
<b>TE</b> 846–47  <b>SE</b> 305–6, 310, 313, 323–24	<b>Phonemic Awareness and Phonics</b> PA150.1 Substitute vowels to make new words. P150.1 Define <i>morpheme</i> . P150.2 Identify prefixes, suffixes, and base words.  <b>Reading</b> R150.1 Reread portions of a text for understanding. R150.2 Compare and contrast the theme of contentment in three texts.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 150: <i>Morphemes</i></li> <li>• PPT pres.: Lesson 150</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 289–90</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 151 Book Activity Presentation 4</b>			
<b>TE</b> 848–49	<b>Phonemic Awareness and Phonics</b> PA151.1 Substitute vowels to make new words. P151.1 Identify the number of morphemes in words. P151.2 Decode words with prefixes and suffixes.  <b>Reading</b> R151.1 Report orally on a student-selected text. R151.2 Respond to an oral presentation.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 29.2: <i>Book Activity Rubric</i></li> <li>• IA 150: <i>Morphemes</i></li> <li>• PPT pres.: Lesson 151</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Eight index cards, each labeled with a different word on front and back from the following list: <i>smallest, reading, previewing, returning, disagree, pointed, miscounted, boxes, untruthful, unsafe, dislike, unbreakable, nonsense, awake, teacher, replaying</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 291–92</li> </ul>
<b>Lesson 152 Let Me Sing</b>			
<b>TE</b> 850–55  <b>SE</b> 326–31	<b>Phonemic Awareness and Phonics</b> PA152.1 Substitute vowels to make new words. P152.1 Identify the number of morphemes in words. P152.2 Explain the meanings of common prefixes.  <b>Reading</b> R152.1 Identify suffixes in a text. R152.2 Identify facts about a character's life. R152.3 Determine the mood of a story.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 94: <i>Prefixes</i></li> <li>• PPT pres.: Lesson 152</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A/B response cards from Lesson 148</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 293–94</li> </ul>
<b>Lesson 153 Let Me Sing</b>			
<b>TE</b> 856–59  <b>SE</b> 332–34	<b>Phonemic Awareness and Phonics</b> PA153.1 Substitute vowels to make new words. P153.1 Predict the meaning of words by using morphemes. P153.2 Build words by using prefixes, base words, and suffixes.  <b>Reading</b> R153.1 Identify facts about a character's life. R153.2 Determine the mood of a story. R153.3 Connect a story event to the change in the mood of the story.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• IA 153: <i>Example Word Matrix</i></li> <li>• PPT pres.: Lesson 153</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 295–96</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 154 Let Me Sing</b>			
<p><b>TE</b> 860–65</p> <p><b>SE</b> 335–39</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA154.1 Substitute vowels to make new words. P154.1 Predict the meaning of words by using morphemes.</p> <p>P154.2 Build words by using prefixes, base words, and suffixes.</p> <p><b>Reading</b></p> <p>R154.1 Identify facts about a character’s life. R154.2 Determine the mood of a story. R154.3 Relate showing love for God to contentment. <b>BWS</b> Contentment (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 154</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 339)</li> <li>• Think and Discuss (p. 339)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 297–98</li> </ul>
<b>Lesson 155 Thanksgiving Day</b>			
<p><b>TE</b> 866–73</p> <p><b>SE</b> 340–47</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA155.1 Substitute vowels to make new words. P155.1 Build adjectives by using prefixes, base words, and suffixes. P155.2 Form sentences containing adjectives.</p> <p><b>Reading</b></p> <p>R155.1 Compare and contrast historical Thanksgiving traditions to today’s traditions. R155.2 Identify and make text connections. R155.3 List reasons to be thankful. <b>BWS</b> Contentment (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>• Link: Thanksgiving</li> <li>• PPT pres.: Lesson 155</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A glue stick for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 347)</li> <li>• Think and Discuss (p. 347)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 299–300</li> </ul>
<b>Lesson 156 The First Thanksgiving of All/The Lord Is My Shepherd</b>			
<p><b>TE</b> 874–881</p> <p><b>SE</b> 348–55</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA156.1 Substitute vowels to make new words. P156.1 Predict the meaning of words by using morphemes.</p> <p>P156.2 Build words by using prefixes, base words, and suffixes.</p> <p><b>Reading</b></p> <p>R156.1 Identify the theme of a text. R156.2 Compose a poem of thanksgiving. R156.3 Explain the biblical principles represented in the two texts. <b>BWS</b> Contentment (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 156.1: <i>Story Labels and Theme Strips</i></li> <li>• IA 156.2: <i>Thankfulness Poem Writing Template</i></li> <li>• Video: “The Lord Is My Shepherd”</li> <li>• PPT pres.: Lesson 156</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Four brown paper bags</li> <li>• A sheet of white card stock paper for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 355)</li> <li>• Think and Discuss (p. 355)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 301–2</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 157 Look Again: Compare and Contrast</b>			
<p><b>TE</b> 882–83</p> <p><b>SE</b> 344–46, 349–54</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA157.1 Substitute vowels to make new words.</p> <p>P157.1 Predict the meaning of words by using morphemes.</p> <p>P157.2 Build words by using prefixes, base words, and suffixes.</p> <p><b>Reading</b></p> <p>R157.1 Reread sections of a text for understanding and fluency.</p> <p>R157.2 Compare and contrast three texts by using a graphic organizer.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 153: <i>Example Word Matrix</i></li> <li>• G/E: Thanksgiving Digital Escape Room</li> <li>• PPT pres.: Lesson 157</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Three index cards, one labeled with the base word help, one labeled with prefix un-, one labeled with suffixes <i>-ful, -less, -ed, -ing</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 303–4</li> </ul>
<b>Lesson 158 Goldilocks and the Three Bears</b>			
<p><b>TE</b> 884–93</p> <p><b>SE</b> 356–65</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA158.1 Substitute the second phoneme in blends to make new words.</p> <p>P158.1 Explain formation of possessive nouns</p> <p>P158.2 Identify possessive phrases and nouns in sentences.</p> <p><b>Reading</b></p> <p>R158.1 Compare and contrast puppetry to stage plays and reader’s theater.</p> <p>R158.2 Locate events in the text.</p> <p>R158.3 Relate respect to contentment.</p> <p>R158.4 Construct puppets to prepare for a performance.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 158: <i>Goldilocks and the Three Bears Puppets</i></li> <li>• Video: “Puppetry”</li> <li>• Link: The Gingerbread Man Puppet Show</li> <li>• PPT pres.: Lesson 158</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Large craft sticks, four for each student</li> <li>• Crayons</li> <li>• Glue</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 305–6</li> </ul>
<b>Lesson 159 Goldilocks and the Three Bears</b>			
<p><b>TE</b> 894–901</p> <p><b>SE</b> 366–73</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA159.1 Substitute the second phoneme in blends to make new words.</p> <p>P159.1 Identify possessive phrases and nouns in sentences.</p> <p>P159.2 Identify possessive nouns to complete sentences.</p> <p><b>Reading</b></p> <p>R159.1 Compose an extension to a fairytale.</p> <p>R159.2 Construct puppet play setting elements.</p> <p>R159.3 Relate the Big Question to real life.</p> <p><b>BWS</b> Contentment (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 159: <i>A Bowl and Three Beds</i></li> <li>• PPT pres.: Lesson 159</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Twenty index cards, each labeled with one of the following phrases: <i>the hat of Olivia, Olivia’s hat, the book of Liam, Liam’s book, the shoes of my mom, my mom’s shoes, the leaves of the tree, the tree’s leaves, the wings of the plane, the plane’s wings, the song of the bird, the bird’s song, the coat of Noah, Noah’s coat, the brother of Emma, Emma’s brother, the fur of the cat, the cat’s fur, the legs of the table, the table’s legs</i></li> <li>• Silver spoon</li> <li>• Large craft sticks, four for each student</li> <li>• Crayons</li> <li>• Glue</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 373)</li> <li>• Think and Discuss (p. 373)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 307–8</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 160 Look Again: Puppet Play</b>			
<p><b>TE</b> 902–3</p> <p><b>SE</b> 358–59, 362–72</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA160.1 Substitute the second phoneme in blends to make new words.</p> <p>P160.1 Explain how contractions are formed.</p> <p>P160.2 Identify the words that make contractions.</p> <p><b>Reading</b></p> <p>R160.1 Reread portions of a text for understanding.</p> <p>R160.2 Perform the puppet play for an audience.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 77: <i>Contractions</i></li> <li>• IA 160: <i>Three Chairs</i></li> <li>• Link: Stick Puppet Theater: Three Billy Goats Gruff</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Large craft sticks, three for each student</li> <li>• Crayons</li> <li>• Glue</li> <li>• An image of a meadow with some flowers</li> <li>• An image of a cabin in a forest</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 309–10</li> </ul>
<b>Lesson 161 The Crow and the Peacock</b>			
<p><b>TE</b> 904–19</p> <p><b>SE</b> 374–89</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA161.1 Substitute the second phoneme in blends to make new words.</p> <p>P161.1 Identify the words that make contractions.</p> <p>P161.2 Identify contractions to complete sentences.</p> <p><b>Reading</b></p> <p>R161.1 Compare and contrast <i>moral</i> and <i>theme</i>.</p> <p>R161.2 Match the characters to their discontentedness.</p> <p>R161.4 Summarize the fable by using a SWBST graphic organizer.</p> <p>R161.5 Apply the biblical teaching on envy to real-life situations.</p> <p><b>BWS</b> Contentment (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 77: <i>Contractions</i></li> <li>• IA 161: <i>SWBST Chart</i></li> <li>• PPT pres.: Lesson 161</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Set of word cards from Lesson 80 (use only the cards with contractions)</li> <li>• Eight index cards, each labeled with one of the following words: <i>I'd, she's, he'll, you'll, it'll, hasn't, can't, they're</i></li> <li>• Measuring stick or measuring tape</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 389)</li> <li>• Think and Discuss (p. 389)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 311–12</li> </ul>
<b>Lesson 162 The Fisherman and His Wife</b>			
<p><b>TE</b> 920–29</p> <p><b>SE</b> 390–400</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA162.1 Substitute the second phoneme in blends to make new words.</p> <p>P162.1 Identify the words that make contractions.</p> <p>P162.2 Identify contractions to complete sentences.</p> <p><b>Reading</b></p> <p>R162.1 Analyze the title and illustrations to predict story events.</p> <p>R162.2 Examine character names in connection to their behaviors or personalities.</p> <p>R162.3 Predict what will happen next.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• PPT pres.: Lesson 162</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Both sets of cards (contractions only) from Lesson 161</li> <li>• Images of classic book characters from <i>Goldilocks</i>, <i>Thumbelina</i>, Ebenezer Scrooge (<i>The Christmas Carol</i>), and <i>A Bear Called Paddington</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 313–14</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 163 The Fisherman and His Wife</b>			
<p><b>TE</b> 930–39</p> <p><b>SE</b> 401–9</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA163.1 Substitute the second phoneme in blends to make new words.</p> <p>P163.1 Predict the meaning of words by using morphemes.</p> <p>P163.2 Build words by using prefixes, base words, and suffixes.</p> <p>P163.3 Write sentences containing words with prefixes and suffixes.</p> <p><b>Reading</b></p> <p>R163.1 Verify predictions.</p> <p>R163.2 Evaluate a character’s change of heart from the beginning to the end of the story.</p> <p>R163.3 Evaluate the effects of greed on oneself and others.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 9: <i>Glossary Activity Cards</i></li> <li>• IA 153: <i>Example Word Matrix</i></li> <li>• Video: “The Fisherman and His Wife”</li> <li>• PPT pres.: Lesson 163</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• One sticky note</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 409)</li> <li>• Think and Discuss (p. 409)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 315–16</li> </ul>
<b>Lesson 164 Look Again: Graphic Organizers</b>			
<p><b>TE</b> 940–41</p> <p><b>SE</b> 376–79, 384–88, 393–93, 397, 407–8</p>	<p><b>Phonemic Awareness and Phonics</b></p> <p>PA164.1 Substitute the second phoneme in blends to make new words.</p> <p>P164.1 Predict the meaning of words by using morphemes.</p> <p>P164.2 Build words by using prefixes, base words, and suffixes.</p> <p>P164.3 Write sentences containing words with prefixes and suffixes.</p> <p><b>Reading</b></p> <p>R164.1 Reread sections of “The Crow and the Peacock” and “The Fisherman and His Wife” for fluency and understanding.</p> <p>R164.2 Compare and contrast the stories by using a graphic organizer.</p> <p>R164.3 Plot the characters and events in “The Fisherman and His Wife” using a story map.</p> <p>R164.4 Formulate an answer to the Unit Essential Question.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 153: <i>Example Word Matrix</i></li> <li>• IA 164: <i>Story Map</i></li> <li>• PPT pres.: Lesson 164</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• One sticky note</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 317–18</li> </ul>
<b>Lesson 165 Unit 6 Assessment</b>			
<p><b>TE</b> 941</p>	<p><b>Reading</b></p> <p>R165.1 Demonstrate mastery of comprehension skills presented in Lessons 146–64.</p>		<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit 6 Test</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 166 <i>The Sword in the Tree</i>: Chapter 1</b>			
<p><b>TE</b> 942–43</p> <p>Novel Chapter 1</p>	<p><b>Reading</b></p> <p>R166.1 Identify the characteristics of historical fiction.</p> <p>R166.2 Identify the setting of a story.</p> <p>R166.3 Analyze character traits.</p> <p>R166.4 Make predictions.</p> <p>R166.5 Describe how a character shows kindness.</p> <p><b>BWS</b> Kindness (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 166</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 319–20</li> </ul>
<b>Lesson 167 <i>The Sword in the Tree</i>: Chapter 2</b>			
<p><b>TE</b> 944</p> <p>Novel Chapter 2</p>	<p><b>Reading</b></p> <p>R167.1 Verify predictions.</p> <p>R167.2 Analyze character traits.</p> <p>R167.3 Describe the effects of being unkind.</p> <p>R167.4 Explain why we should obey our parents.</p> <p><b>BWS</b> Obedience (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Castles</li> <li>• PPT pres.: Lesson 167</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 321–22</li> </ul>
<b>Lesson 168 <i>The Sword in the Tree</i>: Chapter 3</b>			
<p><b>TE</b> 945–46</p> <p>Novel Chapter 3</p>	<p><b>Reading</b></p> <p>R168.1 Identify foreshadowing in a text.</p> <p>R168.2 Make predictions based on foreshadowing.</p> <p>R168.3 Compare and contrast characters' beliefs.</p> <p><b>BWS</b> Wisdom (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 168</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 323–24</li> </ul>
<b>Lesson 169 <i>The Sword in the Tree</i>: Chapter 4</b>			
<p><b>TE</b> 947</p> <p>Novel Chapter 4</p>	<p><b>Reading</b></p> <p>R169.1 Verify predictions.</p> <p>R169.2 Make inferences based on a text.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 169</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 325–26</li> </ul>
<b>Lesson 170 <i>The Sword in the Tree</i>: Chapter 5</b>			
<p><b>TE</b> 948–49</p> <p>Novel Chapter 5</p>	<p><b>Reading</b></p> <p>R170.1 Identify the problem and solution in a story.</p> <p>R170.2 Describe the conflict in a story.</p> <p>R170.3 Evaluate a character's response to conflict.</p> <p><b>BWS</b> Wisdom (evaluate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>• PPT pres.: Lesson 170</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A glue stick for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 327–28</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 171 <i>The Sword in the Tree</i>: Chapter 6</b>			
<b>TE</b> 950–51  Novel Chapter 6	<b>Reading</b> R171.1 Identify the problem and solution in a story. R171.2 Determine a character’s motive. R171.3 Relate a character’s actions to wisdom. <b>BWS</b> Wisdom (formulate)	<b>BJU Press Trove</b> • PPT pres.: Lesson 171	<b>Activities</b> • pp. 329–30
<b>Lesson 172 <i>The Sword in the Tree</i>: Chapter 7</b>			
<b>TE</b> 952  Novel Chapter 7	<b>Reading</b> R172.1 Identify the problem and solution in a story. R172.2 Describe story events that display hard work. <b>BWS</b> Hard work (explain) R172.3 Relate a character’s actions to kindness and wisdom. <b>BWS</b> Wisdom (evaluate)	<b>BJU Press Trove</b> • PPT pres.: Lesson 172	<b>Activities</b> • pp. 331–32
<b>Lesson 173 <i>The Sword in the Tree</i>: Chapter 8</b>			
<b>TE</b> 953–54  Novel Chapter 8	<b>Reading</b> R173.1 Summarize the problem in the previous chapter. R173.2 List words that describe the setting. R173.3 Give examples of kindness. <b>BWS</b> Kindness (explain) R173.4 Differentiate luck from the biblical teaching of God’s will.	<b>BJU Press Trove</b> • PPT pres.: Lesson 173  <b>Materials</b> • Sticky notes, one for each student	<b>Activities</b> • pp. 333–34
<b>Lesson 174 <i>The Sword in the Tree</i>: Chapter 9</b>			
<b>TE</b> 955–56  Novel Chapter 9	<b>Reading</b> R174.1 Explain the passage-of-time element at the beginning of the chapter. R174.2 Relate the characters’ hard work to Big Questions from Unit 2. <b>BWS</b> Hard work (formulate) R174.3 Analyze the character’s motives. R174.4 Relate the characters’ obedience to Big Questions from Unit 4. <b>BWS</b> Obedience (formulate)	<b>BJU Press Trove</b> • PPT pres.: Lesson 174	<b>Activities</b> • pp. 335–36

Pages	Objectives	Resources	Assessments
<b>Lesson 175 <i>The Sword in the Tree</i>: Chapter 10</b>			
<b>TE</b> 957–58  Novel Chapter 10	<b>Reading</b> R175.1 Compare and contrast setting changes. R175.2 Infer the characters’ feelings toward the setting from a Christian’s worldview using Big Questions from Unit 5 <b>BWS</b> God’s creation (explain) R175.3 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 175: <i>Compound Word Practice</i></li> <li>PPT pres.: Lesson 175</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky notes, one for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 337–38</li> </ul>
<b>Lesson 176 <i>The Sword in the Tree</i>: Chapter 11</b>			
<b>TE</b> 959–60  Novel Chapter 11	<b>Reading</b> R176.1 Verify predictions. R176.2 Summarize the development of the plot so far. R176.3 Explain the importance of the character trait patience. R176.4 Relate kindness to hard work by using Big Questions from Unit 3. <b>BWS</b> Kindness (formulate)	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Lesson 176</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>An index card for each student (optional)</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 339–40</li> </ul>
<b>Lesson 177 <i>The Sword in the Tree</i>: Chapter 12</b>			
<b>TE</b> 961  Novel Chapter 12	<b>Reading</b> R177.1 Infer the purpose of the characters’ preparation at the beginning of the chapter. R177.2 Summarize the effect Shan had on the king. <b>BWS</b> Wisdom (explain) R177.3 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>Link: Becoming a Knight</li> <li>PPT pres.: Lesson 177</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A glue stick for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 341–42</li> </ul>
<b>Lesson 178 <i>The Sword in the Tree</i>: Chapter 13</b>			
<b>TE</b> 962–63  Novel Chapter 13	<b>Reading</b> R178.1 Verify predictions. R178.2 Analyze the characters’ motives. R178.3 Explain the characters’ problems. R178.4 Evaluate the characters’ solutions to their problems. R178.5 Describe the wisdom of the main character’s original decision. <b>BWS</b> Wisdom (explain) R178.6 Predict what will happen next.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>Link: Learning How to Joust</li> <li>PPT pres.: Lesson 178</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A glue stick for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 343–44</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 179 <i>The Sword in the Tree</i>: Chapter 14</b>			
<p><b>TE</b> 964</p> <p>Novel Chapter 14</p>	<p><b>Reading</b></p> <p>R179.1 Verify predictions. R179.2 Create an extension to the story. R179.3 Relate a character's development to the biblical worldview themes of wisdom, kindness, and hard work. <b>BWS</b> Wisdom, Kindness, Hard work (formulate)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 3.1: <i>Four-Square Vocabulary Organizer</i></li> <li>• PPT pres.: Lesson 179</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A glue stick for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• p. 345</li> </ul>
<b>Lesson 180 <i>The Sword in the Tree</i>: Look Again</b>			
<p><b>TE</b> 965</p>	<p><b>Reading</b></p> <p>R180.1 Summarize a novel theme. R180.2 Chart the plot diagram. R180.3 Relate the traits of the main character to the novel's Big Question. R180.4 Compose an "I will" statement that incorporates the biblical worldview themes. <b>BWS</b> Wisdom, Hard work, Kindness, Obedience, God's creation, Contentment (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lesson 180</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• p. 346</li> </ul>