Focus on Fives

Lesson Plan Overview

Unit 1: All Around the Town

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| Week 1: Welcome to Pine Hill Reader 1: New Friends | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 1 | 2–13 | 1–4 | v | * State the importance of learning * Apply rules and procedures for behavior * Explain that we all have responsibilities at home, at school, and in the community * State the importance of authority figures * Use good pencil hold * Sing an alphabet song * Identify the first letter in a name * Trace lines from left to right |
| 2 | 14–19 | 5–6 | v | * Recall why routines and order are important to learning * Predict what will happen when two colors are mixed * Identify the first letter of a name * State that names begin with an uppercase letter * Complete a creative writing activity * Sing an alphabet song * Match pictures that are alike * Use correct pencil hold * Differentiate between left and right hands |
| 3 | 20–27 | 7–8 | vi | * Tell how people in a community help each other accomplish a goal * Follow agreed-upon rules for discussions * Compare heavy and light objects * Identify the main character in a story * Use fine-motor skills to cut out pictures * Sing an alphabet song * Match letters and shapes * Review correct pencil hold * Trace left to right |
| 4 | 28–33 | 9–10 | v–vi | * Describe the first family that God made * Explain the purpose of a family album * Make a family album * Identify rhyming words * Trace slanting lines from top to bottom * Use visual discrimination to match letters |
| 5 | 34–43 |  |  | * Identify the front cover, back cover, title page, and page numbers of a book * Identify the main characters in a story * Demonstrate the proper handling of a book * Retell a picture story * Tell how people in a community help each other accomplish a goal |

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| Week 2: Firefighters at Work Reader 2: Surprise! | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 6 | 44–53 | 11–12 | 1–2 | * Identify characters in a story * Identify places in a fire station * Explain how some of the places at a fire station help the firefighters * Identify uppercase and lowercase Tt * Use letter-sound association for t /t/ * Write t |
| 7 | 54–59 | 13–14 | 3–4 | * Explain why firefighters wear protective gear when fighting a fire * Identify the tools that firefighters use to put out fires * State the importance of the role of authority figures like firefighters in a community * Complete a creative writing activity * Identify uppercase and lowercase Tt * Use letter-sound association for t /t/ * State that names begin with upper­case letters * Write T |
| 8 | 60–67 | 15–16 | 5–6 | * Explain the importance of having a home fire escape plan * Demonstrate “Stop, Drop, and Roll” * Create a fire escape plan * Identify uppercase and lowercase Ii * Use letter-sound association for i /ĭ/ * Read the word it * Blend two phonemes into a recognizable word * Demonstrate correct spacing when writing a word * Write i * Write a word |
| 9 | 68–73 | 17–18 | 7–8 | * Complete a creative writing activity * Describe different kinds of fire trucks and how they are used to fight fires * Identify uppercase and lowercase Ii * Use letter-sound association for i /ĭ/ * Read the word I * Write I |
| 10 | 74–83 |  | 9–10 | * Predict what the surprise might be * Identify the main characters in a story * Interpret supporting details in pictures * Use role-playing to interpret the story |

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| Week 3: Police Officers, Our Friends Reader 3: Hopscotch | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 11 | 84–93 | 19–20 | 11–12 | * State from the Bible why we should obey authorities such as police officers * Explain why it is important to obey laws like buckling seat belts * Use visual discrimination to match pictures * Identify uppercase and lowercase Ss * Use letter-sound association for s /s/ * Read the high-frequency word is * Read words with the phonogram \_it * Write s * Write a word |
| 12 | 94–99 | 21–22 | 13–14 | * Identify the uniforms worn by community helpers * Complete a creative writing activity * Identify uppercase and lowercase Ss * Use letter-sound association for s /s/ * Read words with the phonogram \_it * Write S |
| 13 | 100–109 | 23–24 | 15–16 | * State what the lights on a traffic signal mean to drivers * Organize pictures in story order * Add a period to the end of a sentence * Identify uppercase and lowercase Nn * Use letter-sound association for n /n/ * Read words with the phonogram \_in * Write N |
| 14 | 110–17 | 25–26 | 17–18 | * Observe fingerprints to understand that they are unique to each person * Infer that God made each person unique * Complete a creative writing activity * Use visual discrimination to match pictures * Identify uppercase and lowercase Nn * Use letter-sound association for n /n/ * Read words with the phonograms \_it and \_in * Write N |
| 15 | 118–27 |  | 19–20 | * Interpret details in pictures * Identify a period * Read a simple sentence with the aid of a rebus |

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| Week 4: Pine Hill Post Office Reader 4: Hit It! | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 16 | 128–39 | 27–28 | 21–22 | * Use visual discrimination to compare postage stamps * Explain how the parts of a mailing address help the mail carrier do his job * Identify uppercase and lowercase Hh * Use letter-sound association for h /h/ * Recognize that an exclamation point is used to show excitement * Read words with the phonogram \_it * Read high-frequency words: here, she * Write h |
| 17 | 140–47 | 29–30 | 23–24 | * Explain the history of the postal system * Match a written name to a name tag * Identify uppercase and lowercase Hh * Use letter-sound association for h /h/ * Read words with final s * Write H |
| 18 | 148–55 | 31–32 | 25–26 | * Identify items needed for mailing a box for delivery * Identify uppercase and lowercase Ww * Use letter-sound association for w /w/ * Read words with final s * Read words with phonograms \_in and \_it * Write w * Write a word |
| 19 | 156–61 | 33–34 | 27–28 | * State how ZIP codes help when sorting mail * Write a class thank-you letter * List ways that personal letters encourage others * Identify uppercase and lowercase Ww * Use letter-sound association for w /w/ * Write W |
| 20 | 162–71 |  | 29–30 | * Interpret details in pictures * Read simple sentences * Predict the outcome of the story * Identify key details in a text * Use proper inflection when reading a sentence with an exclamation point |

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| Week 5: Healthcare Workers Reader 5: Wet! | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 21 | 172–83 | 35–36 | 31–32 | * Explain the difference between primary and permanent teeth * Order events in a story * Identify uppercase and lowercase Ee * Use letter-sound association for e /ĕ/ * Read words with the phonogram \_en * Read the high-frequency words the and what * Write e |
| 22 | 184–91 | 37–38 | 33–34 | * State some ways to keep teeth healthy * Complete a shared writing activity * Identify uppercase and lowercase Ee * Use letter-sound association for e /ĕ/ * Read words with the phonograms \_es and \_et * Recognize that a question mark is used to show a question * Write E |
| 23 | 192–99 | 39–40 | 35–36 | * List ways to avoid spreading colds * Use letter-sound association for e /ĕ/ and i /ĭ/ * Read words with short vowels * Use letter-sound association for s /z/ * Read words with the phonogram \_is * Use correct spacing when writing a word |
| 24 | 200–207 | 41–42 | 37–38 | * Name some ways to stay healthy * List foods that are healthy to eat * Demonstrate the best way to wash one’s hands * Complete a creative writing activity * Identify uppercase and lowercase letters * Review letter-sound associations * Read words with short vowels * Review all high-frequency words * Write a sentence |
| 25 | 208–17 |  | 39–40 | * Identify details in pictures * Read a simple story * Distinguish fantasy from realistic fiction |

Unit 2: Bookshelf Friends

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| Week 6: The Bible and Hymns Reader 6: My Pet | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 26 | 218–31 | 43–46 | 41–42 | * Explain that the Bible is a special book * Identify parts of the Bible * List ways to reuse Bibles * Explain the importance of learning to read in order to read the Bible * Identify uppercase and lowercase Bb * Use letter-sound association for b /b/ * Read the high-frequency words love and my * Identify the correct use of the exclamation point * Write b |
| 27 | 232–39 | 47–48 | 43–44 | * Explain that the Bible was written by holy men of God * State that God breathed out the words of the Bible by His Holy Spirit * Dictate or write a word or phrase to complete a creative-writing activity * Identify uppercase and lowercase Bb * Use letter-sound association for b /b/ * Read words with the phonograms \_eb and \_ib * Read high-frequency words * Write B |
| 28 | 240–47 | 49–50 | 45–46 | * State that the Bible tells one big story * Summarize the Bible with the words Creation, Fall, and Redemption * Explain the key aspects of Creation, the Fall, and Redemption * Identify uppercase and lowercase Pp * Use letter-sound association for p /p/ * Read words with the phonogram \_ip * Write p |
| 29 | 248–55 | 51–52 | 47–48 | * Identify the purposes for singing psalms, hymns, and spiritual songs * List different types of songs sung in church * Identify an example of a songbook in the Bible * Compare and contrast a psalm with a hymn * Dictate a new verse to a familiar song * Identify uppercase and lowercase Pp * Use letter-sound association for p /p/ * Write P |
| 30 | 256–65 |  | 49–50 | * Draw conclusions from picture interpretation and text * Read orally to communicate the author’s message * Use proper inflection when reading an exclamatory sentence |

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| Week 7: The Library Reader 7: The Bus | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 31 | 266–75 | 53–54 | 51–52 | * State the purpose of a library * List types of books that can be found in a library * Distinguish fiction from nonfiction * Explain how to check out books at the library * Identify uppercase and lowercase Uu * Use letter-sound association for u /ŭ/ * Read words with the phonograms \_un and \_up * Read the high-frequency words pretty and says * Identify the correct use of quotation marks * Write u |
| 32 | 276–83 | 55–56 | 53–54 | * Review the difference between left and right * State that Story Time is a function of the library * Participate in a Story Time session * Form an opinion about a story * Dictate or draw to compose an opinion piece about a story * Share a composition with a peer * Identify uppercase and lowercase Uu * Use letter-sound association for u /ŭ/ * Read words with the phonograms \_ub, \_us, and \_ut * Write U |
| 33 | 284–91 | 57–58 | 55–56 | * List things to do at the library * Identify the purpose of a computer * Describe the purpose of a browser * Identify uppercase and lowercase Kk * Use letter-sound association for k /k/ * Read words with initial k * Write k |
| 34 | 292–97 | 59–60 | 57–58 | * State that magazines for children and adults can be found at the library * Identify the main topic of a text * Complete a creative-writing activity * Identify uppercase and lowercase Kk * Use letter-sound association for k /k/ * Write K |
| 35 | 298–307 |  | 59–60 | * Make predictions based on illustrations * Recall the meaning of quotation marks * Distinguish fantasy from realistic fiction |

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| Week 8: Nursery Rhymes Reader 8: Tip | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 36 | 308–17 | 61–62 | 61–62 | * Remember details in nursery rhymes * Identify the difference between a nursery rhyme and a story * State a story character’s responsibilities at home * Explain how doing chores is a way to serve one’s family * Identify uppercase and lowercase Cc * Use letter-sound association for c /k/ * Read words with initial c * Read the high-frequency words little and new * Identify rhyming words * Write Cc |
| 37 | 318–25 | 63–64 | 63–64 | * Sequence events in a nursery rhyme * Distinguish between different emotions * Dictate sentences for a shared writing activity * Use letter-sound association for ck /k/ * Read words with the phonograms \_eck, \_ick, and \_uck * Write words that end in ck |
| 38 | 326–33 | 65–66 | 65–66 | * Classify objects using the sense of touch * Recall details from a story * Distinguish fantasy from realistic fiction * Use letter-sound association for e /e/, i /i/, and u /u/ * Read words with short vowels * Write a sentence with proper spacing |
| 39 | 334–39 | 67–68 | 67–68 | * Identify words that rhyme * Dictate text to create a counting rhyme and complete a creative-writing activity * Read words with the phonograms \_ess, \_iss, and \_inn * Write a phrase with proper spacing |
| 40 | 340–49 |  | 69–70 | * Read simple sentences * Interpret details in pictures * Draw conclusions from picture interpretations and text |

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| Week 9: Picture Books Reader 9: In the Tub | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 41 | 350–59 | 69–70 | 71–72 | * Explain the job of an author * Identify God as the author of Scripture * Identify uppercase and lowercase Dd * Use letter-sound association for d /d/ * Read words with the phonograms \_ed and \_id * Read words with initial d * Read the high-frequency word come * Write d |
| 42 | 360–67 | 71–72 | 73–74 | * Explain the job of an illustrator * Identify tools used by illustrators * Identify God as the Creator * List some things that God created * Create an illustration * Identify uppercase and lowercase Dd * Use letter-sound association for d /d/ * Read words with the phonogram \_ud * Write D |
| 43 | 368–77 | 73–74 | 75–76 | * Explain what an author and illustrator do using an example * State the importance of good writing and illustrations * Identify uppercase and lowercase Aa * Use letter-sound association for a /ă/ * Read words with the phonograms \_ad, \_as, and \_at * Identify the vowel in a short-vowel word * Write a |
| 44 | 378–85 | 75–76 | 77–78 | * Use letter-sound association to make an alphabet book * Explain the stages of making a book * Use letter-sound association for a /ă/ * Read words with the phonograms \_ab, \_an, and \_ann * Read words with possessive s * Write A |
| 45 | 386–95 |  | 79–80 | * Determine which objects sink and which float * Distinguish fantasy from realistic fiction * Read animal names * Interpret details in pictures |

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| Week 10: Favorite Tales Reader 10: The Cats | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 46 | 396–407 | 77–78 | 81–82 | * Explain how storytelling has changed over time * Identify character traits of the animals in a story * Infer the theme of a story * Evaluate the theme based on 2 Thessalonians 3:10 * Read words with the phonograms \_ack and \_ap * Read the high-frequency words baby, father, and mother * Write a phrase with proper spacing |
| 47 | 408–15 | 79–80 | 83–84 | * Describe the effect water has on a cookie * Participate in creating a new ending to “The Gingerbread Man” story * Dictate sentences for a shared writing activity * Use letter-sound association for e /e/, i /i/, and u /u/ * Read words with short vowels * Read words with plural s * Write a, b, c, d, and e |
| 48 | 416–25 | 81–82 | 85–86 | * Distinguish fantasy from realistic fiction * Predict the outcome of a story * Complete a creative-writing activity * Identify uppercase and lowercase Gg * Use letter-sound association for g /g/ * Identify plural nouns * Read words with the phonograms \_ig and \_ug * Write g |
| 49 | 426–33 | 83–84 | 87–88 | * Use puppets to act out a story * Sort objects by size * Complete a creative-writing activity * Identify uppercase and lowercase Gg * Use letter-sound association for g /g/ * Read words with the phonograms \_ag, \_eg, and \_egg * Read sentences with short vowel words * Write G |
| 50 | 434–43 |  | 89–90 | * Distinguish fanciful characters from realistic characters * Relate one story plot to another * Determine story setting from pictures |

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| Week 11: Books That Teach Reader 11: The Bed | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 51 | 444–53 | 85–86 | 91–92 | * List different types of learning books * Explain how to use several types of learning books * Distinguish between fiction and nonfiction * Identify uppercase and lowercase Oo * Use letter-sound association for o /ŏ/ * Read words with the phonograms \_ob, \_ock, \_od, \_op, and \_ot * Read the high-frequency word good * Write o |
| 52 | 454–59 | 87–88 | 93–94 | * Identify the purpose of how-to books * List types of how-to books * Follow the directions of a recipe * Describe a food using the five senses * Dictate sentences for a shared writing activity * Identify uppercase and lowercase Oo * Use letter-sound association for o /ŏ/ * Read words with the phonograms \_og, \_on, and \_oss * Write O |
| 53 | 460–67 | 89–90 | 95–96 | * Sing some songs * State that songbooks have songs in them * Follow directions to complete a singing game * Use letter-sound association for short vowels * Read words with short vowels * Write vowels |
| 54 | 468–75 | 91–92 | 97–98 | * Identify objects that are attracted to a magnet * Complete a creative-writing activity * Identify uppercase and lowercase letters * Review letter-sound associations * Read words with short vowels * Review all high-frequency words * Write a sentence |
| 55 | 476–85 |  | 99–100 | * Interpret action in pictures * Determine story settings from pictures * Interpret descriptive sentences * Explain how God protected Moses * Distinguish a Bible account from fiction * Read simple sentences |

Unit 3: Ants to Elephants

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| Week 12: Bible Animals Reader 12: Naps | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 56 | 486–99 | 93–96 | 101–2 | * Identify a picture of a sheep * Describe what wool feels like * Name things that a shepherd does to care for his sheep * Compare the way a shepherd cares for his sheep to the way Jesus cares for His people * Identify uppercase and lowercase Ll * Use letter-sound association for l /l/ * Read words with initial l * Read the high-frequency words are and this * Write the letter l |
| 57 | 500–507 | 97–98 | 103–4 | * Describe textures using words such as rough, smooth, soft, and hard * State that learning to communicate by writing allows us to share God’s truth * Draw a picture of an item and dictate or write a word to describe how it feels * Identify uppercase and lowercase Ll * Use letter-sound association for l /l/ * Read words with the phonograms \_ell and \_ill * Write the letter L |
| 58 | 508–15 | 99–100 | 105–6 | * List similarities and differences between a donkey and a sheep * State that God made all things for His glory * Explain how God kept His promise when He used a donkey on Palm Sunday * Identify uppercase and lowercase Mm * Use letter-sound association for m /m/ * Read words with the phonograms \_am and \_im * Read words with initial m * Read compound words * Write the letter m |
| 59 | 516–23 | 101–2 | 107–8 | * Describe a lion’s appearance, habitat, and actions * List some times lions appear in the Bible * Compare and contrast lions and house cats * Assemble a lion mask using a variety of materials * Identify uppercase and lowercase Mm * Use letter-sound association for m /m/ * Read words with the phonograms \_om and \_um * Write the letter M |
| 60 | 524–33 |  | 109–10 | * Read an informational text * Contrast an informational text with a narrative * Use questioning to interpret pictures and text in an informational text * Locate facts in an informational text |

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| Week 13: Insects Reader 13: Bell | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 61 | 534–43 | 103–4 | 111–12 | * Describe an ant * Compare the way ants work to the way people should work * Identify uppercase and lowercase Ff * Use letter-sound association for f /f/ * Read a word with the phonogram \_if * Read words with initial f * Read the high-frequency words for and her * Write the letter f |
| 62 | 544–51 | 105–6 | 113–14 | * Describe an ant colony * Describe some ants’ jobs * Role-play to show a community working together * Dictate sentences for a shared writing experience * Identify uppercase and lowercase Ff * Use letter-sound association for f /f/ * Read words with the phonograms \_off and \_uff * Write the letter F |
| 63 | 552–59 | 107–8 | 115–16 | * List the characteristics of a ladybug * Distinguish fantasy from realistic fiction * Identify a period at the end of a sentence * Identify uppercase and lowercase Vv * Use letter-sound association for v /v/ * Read words with initial v * Write the letters Vv |
| 64 | 560–67 | 109–10 | 117–18 | * Sequence the life cycle of the butterfly * Dictate a word or phrase to complete a creative-writing activity * Recognize the five vowels * Read words with short vowel sounds * Use correct slant when writing a letter * Write a compound word |
| 65 | 568–77 |  | 119–20 | * Draw conclusions from picture interpretation and text * Read orally to communicate the author’s message * Use proper inflection when reading sentences with periods or exclamation points |

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| Week 14: Wild Animals Reader 14: The Jet | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 66 | 578–87 | 111–12 | 121–22 | * Describe characteristics of a zoo * Contrast wild animals and pets * Locate places on a zoo map * Identify uppercase and lowercase Rr * Use letter-sound association for r /r/ * Read words with initial r * Read the high-frequency words of and put * Write the letter r |
| 67 | 588–95 | 113–14 | 123–24 | * Create an impression of an animal paw * Match pictures of animal feet and paws to their tracks * Complete a creative-writing activity * Identify uppercase and lowercase Rr * Use letter-sound association for r /r/ * Read words with initial r * Write the letter R |
| 68 | 596–603 | 115–16 | 125–26 | * State the characteristics of an elephant * Use fine motor skills to complete a craft * Describe the purpose of an elephant’s trunk * Participate in a memory game * Identify the elephant’s habitat * Identify uppercase and lowercase Jj * Use letter-sound association for j /j/ * Read words with initial j * Write the letter j |
| 69 | 604–11 | 117–18 | 127–28 | * Describe how camouflage helps protect animals * Dictate a sentence that describes a picture * State that God gave animals abilities to defend themselves * Choose the best color for several animals to use as camouflage * Identify uppercase and lowercase Jj * Use letter-sound association for j /j/ * Read words with initial j * Write the letter J |
| 70 | 612–21 |  | 129–30 | * Gain factual information from photos * Gain facts from informational text * Draw conclusions from informational text |

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| Week 15: By the Pond Reader 15: The Big Mess | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 71 | 622–33 | 119–20 | 131–32 | * List characteristics of a frog * State the habitat of a frog * Compare a fictional frog to a real frog * Identify uppercase and lowercase Xx * Use letter-sound association for x /ks/ * Read words with the phonograms \_ax, \_ix, and \_ox * Read the high-frequency words said and you * Write the letters Xx |
| 72 | 634–41 | 121–22 | 133–34 | * Imitate the sounds that frogs make * Sequence the life cycle of a frog * Draw a labeled picture of a new kind of frog * Identify uppercase and lowercase Zz * Use letter-sound association for z /z/ * Read words with the phonograms \_iz and \_uzz * Write the letters Zz |
| 73 | 642–51 | 123–24 | 135–36 | * List the characteristics of a turtle * Describe how to care for a pet * Identify uppercase and lowercase Yy * Use letter-sound association for y /y/ * Read words with initial y * Write the letter y |
| 74 | 652–57 | 125–26 | 137–38 | * Compare and contrast ways animals protect themselves * Draw a new animal with special protection and explain how the animal will protect itself * Identify uppercase and lowercase Yy * Use letter-sound association for y /y/ * Read words with initial y * Write the letter Y |
| 75 | 658–67 |  | 139–40 | * Read orally with expression * Use illustrations to describe story setting * Make predictions * Evaluate whether the prediction was correct * Evaluate whether the main character’s response is obedient |

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| Week 16: Farm Animals Reader 16: Zack the Duck | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 76 | 668–77 | 127–28 | 141–42 | * Compare cows and calves * Describe some of the jobs of a farmer * Identify uppercase and lowercase Qq * Use letter-sound association for qu /kw/ * Read the high-frequency word to * Read words with initial qu * Write the letter q |
| 77 | 678–85 | 129–30 | 143–44 | * Compare and contrast a small family farm and a commercial farm * State products that come from a dairy farm * Participate in a butter-making activity * Contribute in a shared writing activity about a butter-making activity * Identify uppercase and lowercase Qq * Use letter-sound association for qu /kw/ * Read words with initial qu * Write the letter Q |
| 78 | 686–93 | 131–32 | 145–46 | * Describe how to make and use a piñata * Describe the characteristics of a pig * Sequence events in a story * Identify the five vowels * Read words with short vowels * Write short vowel words |
| 79 | 694–99 | 133–34 | 147–48 | * Describe the habitat of a pig * Dictate a sentence using descriptive words * Read words with short vowels * Identify lowercase letters * Identify the five vowels * Review letter-sound associations * Write a sentence * Review all high-frequency words |
| 80 | 700–709 |  | 149–50 | * Determine story settings from pictures * Read expressions on the faces of characters * Read orally with excitement * Use Ephesians 4:32 to evaluate the behavior of the characters |

Unit 4: Mountains High to Oceans Deep

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

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

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

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

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| Week 21: Taking the Gospel Reader 21: The Bibles | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 101 | 898–907 | 169–70 | 191–92 | * List ways that God keeps His promises * Name a promise that God will keep for you * Use letter-sound association for th /th/ * Read words with initial th * Read the high-frequency words Bible and people * Write th |
| 102 | 908–15 | 171–72 | 193–94 | * Differentiate high and low pitches * Distinguish loud from soft volume * Explain one reason God gave us the sense of hearing * Complete a shared writing activity * Use letter-sound association for th /th/ * Read words with the phonograms \_ath, \_eth, and \_ith * Write a sentence |
| 103 | 916–23 | 173–74 | 195–96 | * Explain how God answers prayer * Recognize that God still answers prayer today * Use letter-sound association for wh /hw/ * Read words with initial wh * Choose the correct punctuation for an interrogative sentence * Write wh |
| 104 | 924–31 | 175–76 | 197–98 | * Participate in a Spanish celebration * Recite John 3:16 in Spanish * Explain the meaning of John 3:16 * Classify objects by size * Complete a creative-writing activity * Blend a consonant with a consonant digraph * Read words with initial shr and thr * Read words with the phonogram \_inch * Write a sentence |
| 105 | 932–41 |  | 199–200 | * Draw conclusions from factual information * Relate biblical truth to life * Explain that we learn to read in order to learn more about God |

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| Week 22: America the Beautiful Reader 22: Camping | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 106 | 942–51 | 177–78 | 201–2 | * Identify features of Hawaii * Locate Hawaii on a globe * Sequence events in a story * Use letter-sound association for ng /ng/ * Read words with the phonogram \_ing * Write ng |
| 107 | 952–59 | 179–80 | 203–4 | * Describe canyons * State that the Grand Canyon is the largest canyon in the United States * Write a sentence to describe the Grand Canyon * Use letter-sound association for ng /ng/ * Read words with the suffix -ing * Write a sentence |
| 108 | 960–67 | 181–82 | 205–6 | * Describe caverns * Distinguish stalactites from stalagmites * Use letter-sound association for nk /ngk/ * Read words with the phonograms \_ank, \_ink, and \_unk * Write nk |
| 109 | 968–75 | 183–84 | 207–8 | * Identify features of Alaska * Describe a glacier * Create frost * Complete a sentence about Alaska * Review blends and digraphs * Review words with blends and digraphs * Review all high-frequency words * Write the lowercase alphabet * Practice correct pencil hold, paper slant, and posture |
| 110 | 976–85 |  | 209–10 | * Read orally to communicate the author’s message * Recall a sequence of activities |

Unit 5: Blue Skies and Gray

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

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| Week 24: Weather Watching Reader 24: The Map | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 116 | 1032–43 | 195–96 | 221–22 | * Relate that weather varies by season * Describe the weather and make daily entries in a class weather journal * Use letter-sound association for i /ī/ * Identify short or long i in words * Read words with the phonograms \_ide, \_ike, \_ime, and \_ite * Write i, l, and t |
| 117 | 1044–51 | 197–98 | 223–24 | * Conduct experiments to find out what causes thunder and lightning * Identify Benjamin Franklin as the one who discovered that lightning is electricity * State that God has the weather in His control * Read words with the phonograms \_ile, \_ine, \_ipe, \_ire, and \_ive * Recognize correct spacing between words in a written sentence * State that learning to write shows love to others |
| 118 | 1052–59 | 199–200 | 225–26 | * Locate the coldest areas in the world on a globe * Describe winter weather * Use letter-sound association for o /ō/ * Identify short or long o in words * Read words with the phonograms \_oke, \_ole, \_ome, \_one, \_ope, and \_ose * Write o, q, and g |
| 119 | 1060–67 | 201–2 | 227–28 | * State that a weather forecast describes the weather over a period of time * Compose a weather forecast and present it to the class * Use letter-sound association for u /ū/ * Identify short or long u in words * Identify the long vowel sound in a word * Read words with the phonograms \_ude, \_une, and \_ute * Write u, y, and w |
| 120 | 1068–77 |  | 229–30 | * State that we learn phonics/reading to learn about God’s world * Answer literal and higher-order thinking questions * Engage in a group reading activity with purpose and understanding * Answer questions about details in a text |

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| Week 25: Season Fun Reader 25: The Train Ride | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 121 | 1078–89 | 203–4 | 231–32 | * Name some of the activities that can be enjoyed in the fall * Identify the Phonics Characters Miss Long and Miss Silent * Identify Miss Silent as the silent Phonics Character when two vowels are used together in a word * Use letter-sound association for ai /ā/ * Read words with vowel digraphs (VV) * Read words with the phonograms \_ail and \_­ain * Place a macron over long vowels * Read the high-frequency word they * Write a sentence |
| 122 | 1090–97 | 205–6 | 233–34 | * Name some activities people enjoy in the winter * Use letter-sound association for ay /ā/ * Identify the semivowel y * Read words with the phonogram \_ay * Write a phrase |
| 123 | 1098–1105 | 207–8 | 235–36 | * Share experiences of fun activities the students have enjoyed in spring * List some fun activities that can be done in spring * Use letter-sound association for ea /ē/ * Read words with the phonograms \_ea and \_eat * Write b, p, and r |
| 124 | 1106–13 | 209–10 | 237–38 | * Name things that can be done for fun in the summer * Write a sentence about a summer activity * Use letter-sound association for ee /ē/ * Read words with the phonograms \_ee and \_eed * Write a sentence |
| 125 | 1114–23 |  | 239–40 | * List some things that can be done on a train trip * Find key details in the text |

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| Week 26: Dressing for the Seasons Reader 26: The Big Boat | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 126 | 1124–35 | 211–12 | 241–42 | * Demonstrate respect, honor, and obedience to one’s country by saying and understanding the Pledge of Allegiance * Identify the kind of clothing worn in the summer * State that July 4 is America’s birthday * Identify patriotic items * Use letter-sound association for oa /ō/ * Read words with the phonograms \_oad and \_oat * Read the high-frequency words one and two * Write a phrase |
| 127 | 1136–43 | 213–14 | 243–44 | * Compare and contrast clothing worn in the summer and fall * Complete a creative-writing activity * Use letter-sound association for ow /ō/ * Identify the semivowel w * Read words with the phonogram \_ow * Read two-syllable words * Write a phrase |
| 128 | 1144–51 | 215–16 | 245–46 | * Identify Miss Long as the Phonics Character for long vowels * Identify Miss Long as the Phonics Character for open-syllable patterns * Read words with open syllables * Read words with the phonograms \_e, \_i, and \_o * Use letter-sound association for e /ē/, i /ī/, and o /ō/ * Write a sentence |
| 129 | 1152–57 | 217–18 | 247–48 | * Compare and contrast clothing worn in the winter and spring * Sort clothing to match the correct season * Complete a sentence about what students like to wear in their favorite season * Use letter-sound association for ie /ī/, ue /ū/, and ui /ū/ * Read words with the phonograms \_ie, \_ue, and \_uit * Write h, m, and n |
| 130 | 1158–67 |  | 249–50 | * Explain that God destroyed the world with a flood but saved Noah and his family * Identify important information while reading the text silently * Practice reading several sentences on a page |

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| Week 27: Animals Through the Seasons Reader 27: The Best Day | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 131 | 1168–77 | 219–20 | 251–52 | * Recognize that God provides what animals need to live * Summarize what animals do in the spring * Identify rhyming text * Identify the semivowel y * Use letter-sound association for y /ī/ * Read words with the phonogram \_y * Read the high-frequency word orange * Write a sentence |
| 132 | 1178–85 | 221–22 | 253–54 | * Summarize that animal babies are born in the spring and summer * Match pictures of baby animals to their mothers * Dictate or write a caption for an original drawing * Use letter-sound association for y /ē/ in an unstressed second syllable * Read two-syllable words that end in y * Write a phrase |
| 133 | 1186–93 | 223–24 | 255–56 | * State that migration, storing food, and growing fur are ways animals adapt to cold weather * Use letter-sound association for igh /ī/ * Read words with the phonogram \_ight * Write a phrase |
| 134 | 1194–1201 | 225–26 | 257–58 | * Define hibernation and adaptation * Identify other ways animals prepare in the fall for cold weather * Dictate or write what one animal does to survive the winter * Identify the five vowels and the two semivowels * Review letter-sound association for long vowels * Read words with long vowels * Write v, x, and z |
| 135 | 1202–11 |  | 259–60 | * Choose the correct clothing for different types of weather * Interpret clues in a picture to determine the season * Practice reading words with long vowels * Read words with two syllables |

Unit 6: Garden Paths and Wandering Trails

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| Week 28: Where Jesus Walked Reader 28: Jesus | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 136 | 1212–25 | 227–30 | 261–62 | * Describe the geography and seasons in the Holy Land * Compare worship in Bible times to worship today * Identify Bossy r as the Phonics Character for the r-influenced vowel pattern * Use letter-sound association for ar /är/ * Read words with the phonograms \_ar, \_arn, and \_art * Read the high-frequency words Jesus and were * Write a phrase |
| 137 | 1226–33 | 231–32 | 263–64 | * Compare and contrast the dwellings in Bible times to modern dwellings * Participate in a shared writing activity * Use letter-sound association for ar /är/ * Read words with the phonograms \_arf, \_ark, and \_arch * Write a phrase |
| 138 | 1234–43 | 233–34 | 265–66 | * Compare and contrast clothing worn in Bible times to modern clothing * Use letter-sound association for or /ôr/ and ore /ôr/ * Read words with the phonograms \_or and \_ore * Write a sentence |
| 139 | 1244–51 | 235–36 | 267–68 | * Compare and contrast transportation and technology in Bible times to today * Review Bossy r as the Phonics Character for the r-influenced vowel pattern * Use letter-sound association for or /ôr/ * Read words with the phonograms \_ord and \_orn * Write a sentence |
| 140 | 1252–61 |  | 269–70 | * Predict what the story will be about by discussing the cover illustration * Identify the main characters in the story * Read simple sentences * Interpret supporting details in pictures * Compare and contrast Jesus’ life as a child and a child’s life today |

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| Week 29: In the Garden Reader 29: The Plan | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 141 | 1262–71 | 237–38 | 271–72 | * State that plants come from seeds * Match/sort seeds to seed packets * Explain where seeds come from (Genesis 1:11–12) * Use letter-sound association for er /ûr/ * Read words with the phonograms \_ern and \_erse * Read the high-frequency words our and some * Write a sentence |
| 142 | 1272–79 | 239–40 | 273–74 | * Identify parts of a plant * Identify some parts of a plant that we eat * Explain the purpose of each part of a plant * Dictate or write sentences for a shared writing activity * Use letter-sound association for ur /ûr/ * Read words with the phonograms \_ur, \_urn, \_urch, and \_urse * Compare the different sounds a vowel makes in a short-vowel pattern, a long-vowel pattern, and an r-influenced vowel pattern * Identify vowel patterns using the Phonics Characters * Write a sentence |
| 143 | 1280–87 | 241–42 | 275–76 | * Compare and contrast types of flowers * Identify vowel patterns using the Phonics Characters * Read words with the phonograms \_ir, \_ird, \_irl, \_irt, and \_irst * Write a phrase |
| 144 | 1288–95 | 243–44 | 277–78 | * Describe the steps of the life cycle of a plant * Write a sentence about the life cycle of a plant * Read words with r-controlled vowels * Identify the question mark as the punctuation for the end of a question * Write a question * Write a question mark |
| 145 | 1296–1305 |  | 279–80 | * Identify the main characters in a story * Interpret supporting details in pictures * List the steps of how to plant a garden |

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| Week 30: Yesterday’s Trails Reader 30: God’s Man | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 146 | 1306–15 | 245–46 | 281–82 | * Compare and contrast the world before Columbus’s discovery to how the world is today * Identify Christopher Columbus as the discoverer of America * Locate America on a globe * Affirm that God used the voyage of Columbus to change the world * Use letter-sound association for oo /oo/, * Read words with the phonograms \_oo, \_ood, \_ool, \_oom, and \_oon * Read the high-frequency word from * Write a phrase |
| 147 | 1316–23 | 247–48 | 283–84 | * Name the colors in the American flag * Explain what the colors, stripes, and stars on the American flag represent * Demonstrate flag etiquette * Identify the flag as a symbol of the United States * Define liberty from a Christian perspective * Use letter-sound association for oo /oo/ * Read words with the phonograms \_ood, \_ook, and \_oot * Write a sentence |
| 148 | 1324–31 | 249–50 | 285–86 | * Identify the White House as the home of the president of the United States and his family * Identify the location of the White House * Use letter-sound association for ow /ou/ * Read words with the phonograms \_ow and \_own * Write a phrase |
| 149 | 1332–37 | 251–52 | 287–88 | * Identify and describe symbols of the American idea of liberty * Use letter-sound association for ou /ou/ * Read words with the phonograms \_out and \_ound * Write a sentence |
| 150 | 1338–47 |  | 289–90 | * Identify the main characters in a story * Interpret supporting details in pictures * Read to gain a knowledge of Bible times and places * Compare how God cared for Elijah and how God cares for us |

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| Week 31: Desert Paths Reader 31: Too Small | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 151 | 1348–57 | 253–54 | 291–92 | * Identify some animals and plants commonly found in the desert * Compare a desert with where the student lives * Infer that God gave desert animals the ability to adapt to desert conditions * Use letter-sound association for oi /oi/ and oy /oi/ * Read words with the phonograms \_oil and \_oy * Read the high-frequency word who * Write a phrase |
| 152 | 1358–65 | 255–56 | 293–94 | * Explain how God created the saguaro cactus to hold water in extreme temperatures * Participate in a shared writing activity * Use letter-sound association for au /ô/ and aw /ô/ * Read words with the phonograms \_aul, \_aw, and \_awn * Write a phrase |
| 153 | 1366–73 | 257–58 | 295–96 | * Identify the coyote as being able to adapt to desert conditions * Explain how cattle ranching can exist in the desert * Use letter-sound association for a(l) /ô/ * Read words with the phonogram \_all * Write a question mark * Write a sentence |
| 154 | 1374–81 | 259–60 | 297–98 | * Identify the camel as an animal that is found in the desert * Explain that God created camels uniquely so they can live in a desert environment * Explain how the camel is used in the desert * Review letter-sound association for r-controlled vowels and special vowel pairs * Read words with r-controlled vowels and special vowel pairs * Practice all high-frequency words * Write a phrase |
| 155 | 1382–91 |  | 299–300 | * Infer the plot of the story by the pictures * Read simple sentences * Predict the outcome of the story * Identify key details in a text |

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| Week 32: Vacation Travel Reader 32: Raindrops and Other Poems | | | | |
| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 156 | 1392–1401 | 261–62 |  | * Identify beaches and islands as landforms * Describe the physical characteristics of an island * Compare and contrast dirt and sand * Identify the long sounds of a, e, i, o, and u * Review phonograms with long vowels * Read compound words * Write compound words |
| 157 | 1402–9 | 263–64 |  | * State that Native Americans played an important part in American history * Affirm that Native Americans lived in America before Columbus arrived * Explain how Native American artifacts help us understand history * Identify some Native American historical sites * Identify the beginning sound in words * Practice rhyming words * Copy a poem |
| 158 | 1410–17 | 265–66 |  | * Identify several United States National Parks, including the Smoky Mountains National Park * Name some wild animals found in Cades Cove * Identify words with /sh/, /ch/, /th/, and /wh/ * Identify the two small words that make up a compound word * Read compound words * Write compound words |
| 159 | 1418–23 | 267–68 |  | * Identify a colonial site * Identify the historical significance of colonial sites * State the importance of samplers in the life of young colonial girls * State that the most important reason to learn to read is to read the Bible * Read a Bible verse * Review long- and short-vowel sounds * Read long- and short-vowel words * Read high-frequency words * Write all the lowercase letters of the alphabet |
| 160 | 1424–33 |  |  | * Interpret detail in pictures * Interpret descriptive sentences * Read simple sentences * Identify key details in a text * Identify rhyming words |

Unit 7: Review Lessons

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| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 161 | 1434–39 |  |  | * State ways that people celebrate Labor Day * Compose a sentence about the job a student’s parent has * Explain from Genesis 2 that God made us to work * Associate honoring working people with the celebration of Labor Day * Practice letters and sounds * Practice proper pencil hold |
| 162 | 1440–43 |  |  | * Summarize the voyage taken by Columbus and his crew * State that Columbus’s discovery of land happened in 1492 * Explain why Columbus Day is important * Practice letters and sounds * Read short-vowel word families * Practice high-frequency words * Practice handwriting letters |
| 163 | 1444–47 |  |  | * Define veteran * Explain the importance of Veterans Day * Compose a thank-you letter to a veteran * Practice letters and sounds * Read short-vowel word families * Practice high-frequency words * Practice handwriting letters |
| 164 | 1448–51 |  |  | * Explain why the Pilgrims came to America * Identify the Mayflower as the ship on which the Pilgrims sailed to the New World * Explain why the Pilgrims held a Thanksgiving feast * Practice letters and sounds * Read short-vowel word families * Practice high-frequency words * Practice handwriting letters |
| 165 | 1452–55 |  |  | * Dramatize the first Thanksgiving * Dress like a Pilgrim or Native American * Compose a prayer of thanksgiving to God * Practice letters and sounds * Review short-vowel word families * Practice high-frequency words * Practice handwriting letters |
| 166 | 1456–59 |  |  | * State why we celebrate Christmas * Use role-play to act out the Christmas story * Practice letters and sounds * Practice high-frequency words * Practice handwriting letters |

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| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 167 | 1460–63 |  |  | * Name the three gifts the wise men gave to Jesus * State why people give gifts at Christmas * Practice letters and sounds * Practice high-frequency words * Practice handwriting letters |
| 168 | 1464–67 |  |  | * List some Christmas traditions * Create a Christmas card * Practice letters and sounds * Practice high-frequency words * Practice handwriting letters |
| 169 | 1468–71 |  |  | * Name familiar Christmas songs and carols * Sing Christmas songs and carols * Participate in caroling * Practice letters and sounds * Read short-vowel word families * Read the high-frequency word Jesus * Practice handwriting letters |
| 170 | 1472–81 |  |  | * Relate biblical truth to life * Gain a knowledge of Bible times and places * Read aloud with expression |
| 171 | 1482–85 |  |  | * Review classroom procedures * Practice reading familiar high-frequency and word family words * Compose a sentence to add to a story * Practice letters and sounds * Read short-vowel words * Practice high-frequency words * Practice handwriting letters |
| 172 | 1486–89 |  |  | * Explain the importance of recycling * Explain recycling as a way of caring for the resources God has given us * Practice recycling by disposing of trash and recyclables correctly * Practice letters and sounds * Practice high-frequency words * Practice handwriting letters |
| 173 | 1490–93 |  |  | * Associate the birthday of Martin Luther King Jr. with the celebration of Martin Luther King Jr. Day * Recall the contributions of Martin Luther King Jr. to U.S. history * State that God loves all people * Relate the love of God for all people to how people should treat one another * Practice letters and sounds * Read short-vowel words * Practice high-frequency words * Practice handwriting letters |

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| Lesson | Teacher’s Edition | Worktext | Phonics Practice | Objectives |
| 174 | 1494–97 |  |  | * State facts about groundhogs * Explain why people celebrate Groundhog Day * Complete a groundhog craft * Practice letters and sounds * Read short-vowel words * Practice high-frequency words * Practice handwriting letters |
| 175 | 1498–1501 |  |  | * List ways God shows His love to us * Celebrate Valentine’s Day * Practice letters and sounds * Read short-vowel words * Practice high-frequency words * Practice handwriting letters |
| 176 | 1502–5 |  |  | * Identify the Washington Monument as the tallest monument in Washington, D.C. * Explain why the Washington Monument was built * Associate George Washington’s birthday with the celebration of Presidents’ Day * Practice letters and sounds * Read word families * Practice high-frequency words * Practice handwriting letters |
| 177 | 1506–15 |  |  | * Identify colors * Match color words * Read color words * Read simple sentences with the aid of a rebus * Interpret descriptive sentences |
| 178 | 1516–19 |  |  | * Relate the true Easter story according to the Bible * State the importance of Christ’s death, burial, and resurrection * Practice letters and sounds * Read word families * Practice high-frequency words * Practice handwriting letters |
| 179 | 1520–23 |  |  | * List several common Easter traditions * Evaluate current Easter traditions based on the true Easter story * Practice letters and sounds * Read word families * Practice high-frequency words * Practice handwriting letters |
| 180 | 1524–27 |  |  | * Define memorial * Explain why Memorial Day is important * Compare and contrast Memorial Day with Veterans Day * Practice letters and sounds * Read word families * Practice high-frequency words * Practice handwriting letters |