Reading 2 TE Lesson Plan Overview
Reading 2A: *All God’s Creatures*

| Lesson Content | Lesson Number | TE Lesson Pages | Student Text Pages | Worktext Pages | Vocabulary | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Welcome to Reading 2 | 1 | 2–3 | all | 1–2, 343 |  |  |  | Overview of phonics characters | * Predict the theme of Student Text A based on the title and the cover art
* Recognize the value of the Contents pages and the Glossary
* Demonstrate current reading skills
 |
| Seth and the Angry BugRealistic fictionby Eileen M. Berry | 2 | 4–12 | 2–10 | 3–4 | dandyprojectquiltsciencestinky |  | Respect your parentsControl your emotionsLove one another | Short vowels (VC, VCC) | * Predict story events based on a story title
* Predict story events based on pictures of a story
* The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time.
* Read silently for comprehension and enjoyment
* Answer literal and higher-order thinking questions based on silent reading
* Support answers with evidence from the story
* Read orally to convey meaning and emotion
* Read and understand vocabulary in context
 |
| 3 | 13 | 11 | 5–6 |  |  | Show kindness to others |  | * Reread a story aloud, reading dialogue to portray the characters
* Recognize the purpose of a story title
* Choose the best title for a story
* Discuss and evaluate titles with a partner
* Draw a picture for a story
 |
| Little Bug’s TripFantasyby Becky Davis and Jan Joss | 4 | 14–21 | 12–18 | 7–8 | breezecleverswelledbreeze | tiedunderneath |  | Consonant blends (initial, final) | * Learn about a character based on how he looks, what he says, and what he does
* Infer the motives and emotions of characters
* Recognize fanciful elements in a story
 |
| 5 | 22–28 | 19–24 | 9–1011–12 assessment | antennaelily padquivering | shadowtongue |  | Long vowels (VV, VCe) | * Infer the motives and emotions of characters
* Recognize change in a character
* Recognize characteristics of fantasy
 |
| 6 | 29 | 25 | 13–14 |  |  |  |  | * Reread a story aloud, reading dialogue to portray the change in a character
* Retell the story to a partner, recalling facts and details in sequence
* Write about how a character changes
 |
| **Red-Eyed Tree Frog** An informational bookby Joy Cowley | 7 | 30–45 | 26–41 | 15–16 | aircaterpillarmothno longer | poisonousrain forestslithers |  | Consonant digraphs (wh, th, sh, ch) | * Recognize characteristics of informational text
* Organize prior knowledge, reading goals, and new information with a K-W-L Chart
* Communicate meaning by using end punctuation
 |
| Lost and FoundPoetryby Morgan Reed Persun | 8 | 46–47 | 42–43 | 17–18 | cornersworry |  |  |  | * Recognize uses of sound effect words in poetry
* Recognize rhyming words in a poem
* Listen to a poem for comprehension and enjoyment
* Write a four-line poem using a model
 |
| Philip and His PetsRealistic fictionby Stephanie Ralston | 9 | 48–54 | 44–49 | 19–20 | allergiesdull | excitedexcuse |  | Compound words | * Learn about a character based on how he looks, what he says, and what he does
 |
| 10 | 55–61 | 50–55 | 21–22 | fewhabitatwarts |  | Care for God’s creationBe diligent and hard-working | Consonant blends and digraphs | * Learn about a character based on how he looks, what he says, and what he does
 |
| To MarketFictionby Susan W. Young | 11 | 62–68 | 56–61 | 23–24 | carriedmarketriver |  | Be kind to one anotherBe willing to work | Suffixes (-ed as /t/, /d/, /ed/) | * Recognize a problem and its solution
* Identify the problem in the story
* Make predictions and verify outcomes
 |
| 12 | 69–75 | 62–67 | 25–2627–28 assessment |  |  | The importance of prayer | Syllabication (counting syllables) | * Identify the solution in the story
* Make predictions and verify outcomes
* Write a solution to a problem shown in a picture
 |
| The Crow and the PitcherA fableadapted by Maggie D. Sloan | 13 | 76–82 | 68–74 | 29–30 | blazedfeathersfluttered | headedperchedscorching |  | Syllabication (counting syllables: -ed and -ing) | * Recognize the moral of a fable
* Identify sound effect words
* Interpret the characters’ feelings from their actions
 |
| 14 | 83 | 75 | 31–32 |  |  |  |  | * Reread the story aloud, reading dialogue to portray the characters
* Recall story details
* Compare two retellings of a fable using a Venn diagram
* Retell the fable to a partner
 |
| Owl FaceRealistic fictionby Eileen M. Berry | 15 | 84–93 | 76–84 | 33–34 | strangethrew | tossedwhispered |  | r-influenced vowels (ar, or) | * Recognize a problem and its solution
 |
| 16 | 94–101 | 85–91 | 35–3637–38 assessment | bindexamined | piecescreen | Care for God’s creationDisplay God’s love to othersForgive and love one another | r-influenced vowels (er, ir, ur) | * Recognize a problem and its solution
 |
| Be Wise about OwlsAn article by Eileen M. Berry and Amy Schoneweis | 17 | 102–10 | 92–100 | 39–40 | camouflagedesertdigested | preyprotect | God, the Master, created all things for good | Suffixes (words with the VC pattern) | * Recognize an article
* Organize prior knowledge, reading goals, and new information with a K-W-L Chart
* Recognize glossary features: entry words, definitions, and sample sentences
 |
| 18 | 111 | 101 | 41–42 |  |  |  |  | * Reread facts from an article
* Identify facts about the topic to complete a word web
* Plan and write together a short story to match a story title
 |
| Dogs at WorkAn articleby Kathleen Hynicka | 19 | 112–18 | 102–7 | 43–44 | breedshandlerhealthy | searchsuspect |  | Long vowels (igh as /ī/) | * Locate information using text features: picture captions and section headings
* Recognize the main idea of a section in an article
 |
| 20 | 119–25 | 108–13 | 45–4647–48 assessment | adoptedblinddeafdifficulty | disabilityguidemobility | God’s design and man’s care for creation | Long vowels (y as a vowel) | * Locate information using text features: picture captions and section headings
* Recognize the main idea of a section in an article
* Choose the main idea of an article
 |
| Sam’s SurpriseRealistic fictionby Wendy M. Harris | 21 | 126–32 | 114–19 | 49–50 | fastrepliedthrown |  | God created all things for goodBear one another’s burdens | Long vowels (in open syllables) | * Predict story events based on titles
* Predict story events based on pictures
 |
| 22 | 133–40 | 120–26 | 51–5253–54 assessment | arrivedboundedfetch | fieldedpranced | Show friendliness and brotherly kindnessServe others with humility | Long vowels (VCe) | * Predict story events based on titles
* Predict story events based on pictures
 |
| 23 | 141 | 127 | 55–56 |  |  |  |  | * Create an audio recording while rereading the story aloud
* Follow directions to construct an origami dog
* Respond to reading through written expression
* Read written work with a partner
 |
| Book Activity: BookmarkReading Skill Check 1 | 24 | 142–43 |  |  |  |  |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple Book Activity: a bookmark
* Demonstrate mastery of reading skills
 |
| **A King for Brass Cobweb**Fantasyby Dawn L. Watkins Adapted for drama by Eileen M. Berry | 25 | 144–52 | 128–35 | 57–58 | citizensfarewellgiant | kingdommistpeppermint | Respect your eldersPut others before yourselfGive to others unselfishly | Compound words | * Identify features of a play
* Identify the cast of characters in a play
* Predict story events based on pictures
* Read orally to portray characters in a play
* Listen to a drama for comprehension and enjoyment
 |
| 26 | 153–60 | 136–41 | 59–60 | beggarsmeadowsswayed | traveledwoolly | God gives strength for courage | Suffixes (changing y to i) | * Identify traits of characters
* Predict story events
* Read orally to portray characters in a play
* Listen to a drama for comprehension and enjoyment
 |
| 27 | 161–68 | 142–47 | 61–62 | cornstalkshuddleruined |  | Be honest at all timesLove God and obey Him | Contractions (with not) | * Identify traits of characters
* Predict story events
* Read orally to portray characters in a play
 |
| 28 | 169–75 | 148–52 | 63–64 | exitsstartled |  | Be friendly and help others | Syllabication (counting syllables) | * Identify traits of characters
* Predict story events
* Read orally to portray characters in a play
 |
| 29 | 176–82 | 153–58 | 65–6667–68 assessment | adventuresdeedsthicket |  | Practice Christlike humilityChrist is the true king | Special vowels (oo as // and //) | * Identify traits of characters
* Predict story events
* Read orally to portray characters in a play
 |
| 30 | 183 | 159 | 69–70 |  |  |  |  | * Reread the play, reading dialogue to portray the characters’ traits
* Retell the story to a partner, recalling characters and events in each place
* Compare story characters
 |
| Book Activity Share Day | 31 | 184–85 |  |  |  |  |  |  | * Share a book that has been read independently
* Share a completed bookmark about the book read independently
 |
| Kate KangarooFantasyby Karen Wilt | 32 | 186–94 | 160–67 | 71–72 | explainedhappily | plottar | Be dependable | Special vowels (oo and ew as //) | * Identify problems and solutions in a story
 |
| 33 | 195–201 | 168–72 | 73–74 | botheringcountershelled |  | Be diligent and faithful | Contractions with I (I’m, I’ll, I’ve, I’d) | * Identify problems and solutions in a story
* Recognize glossary features: entry words, definitions, and sample sentences
 |
| 34 | 202–6 | 173–76 | 75–7677–78 assessment |  |  | Complete tasks | Long vowels in closed syllables (-old, -olt, -ind, -ild) | * Identify problems and solutions in a story
* Identify a problem and its solution in a Bible account
 |
| 35 | 207 | 177 | 79–80 |  |  |  |  | * Reread the story as a play
* Recognize quotation marks and their purpose
 |
| What Is a Marsupial?An articleby Gail Fitzgerald and Amy Schoneweis | 36 | 208–13 | 178–82 | 81–82 | adultsAustraliacornered | countriesenemyprotection |  | Suffixes (words with the VCe pattern) | * Recognize an article
* Identify facts about marsupials, specifically kangaroos
* Compare and contrast using a Venn diagram
 |
| 37 | 214–17 | 183–85 | 83–84 | eucalyptus |  | God is the Master Creator | Special vowels (au and aw as /ô/) | * Identify facts about marsupials, specifically koalas
* Compare and contrast using a Venn diagram
* Distinguish informational text from fantasy
 |
| Hope for a Sinful WorldA Bible accounttaken from Genesis 2 and 3 | 38 | 218–24 | 186–91 | 85–86 | ashamedcreateddecidedremembered |  | Faith in the truth of God’s WordGod, the Master, created all things for goodFaith that God remains true to His promisesGod forgives confessed sin | Special vowels (o and a[l] as /ô/) | * Answer who, what, and where questions to help locate important information
* Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| 39 | 225–29 | 192–95 | 87–8889–90 assessment | disappointedimportantpunished |  | Jesus Christ willingly paid the price for our sins The power of Christ shown through His resurrectionGod is Master and sovereign over all creationFaith in God’s promises | Consonant digraphs (ch and tch as /ch/) | * Answer who, what, and where questions to help locate important information
* Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| SSR: Reading for EnjoymentReading Skill Check 2 | 40 | 230–31 |  |  |  |  |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Demonstrate mastery of reading skills
 |

Reading 2B: *Hearts and Hands*

| Lesson Content | Lesson Number | TE Lesson Pages | Student Text Pages | Worktext Pages | Vocabulary | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Someone My AgeRealistic fictionby Milly Howard | 41 | 234–40 | 2–7 | 91–92 | apartmentexclaimed  | renting |  | Consonants (soft c and g) | * Compare and contrast characters
* Predict story events
* The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time.
* Read silently for comprehension and enjoyment
* Answer literal and higher-order thinking questions based on silent reading
* Support answers with evidence from the story
* Read orally to convey meaning and emotion
* Read and understand vocabulary in context
 |
| 42 | 241–47 | 8–13 | 93–9495–96 assessment |  |  | Be patient, kind, and friendly to othersAlways love your friendsBe thankful for the gifts that God gives | Synonyms | * Predict story events
* Compare and contrast characters using a Venn diagram
 |
| WelcomePoetryby Rose Waldo | 43 | 248–49 | 14–15 | 97–98 | I’llI’m won’t |  |  |  | * Identify rhyming words in a poem
* Complete a hink pink
* Listen to a poem for comprehension and enjoyment
 |
| New FriendsRealistic fictionby Milly Howard | 44 | 250–57 | 16–22 | 99–100 | phrasepledgepretendedSpanish |  | Praise God for His blessing of Christian educationShow God’s love to others through actions and words | Consonant digraph (ph as /f/) | * Predict story events
* Identify the setting of a story
 |
| 45 | 258–64 | 23–28 | 101–2 | carameldessertsalsa | tacostortillas | Have a servant’s heartShare God’s love with othersTell others about God’s plan of salvation | Silent consonants (dge and ge as /j/) | * Predict story events
* Identify the setting of a story
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| 46 | 265 | 29 | 103–4 |  |  |  |  | * Identify a problem and its solution in a story
* Reread a part of the story aloud, recognizing the challenge of learning a new language
* Learn a Bible verse in Spanish
* Sing a song in Spanish
 |
| The Fire KeeperRealistic fictionby Milly Howard | 47 | 266–74 | 30–37 | 105–6 |  |  | Show love to others through actions | Syllabication (dividing compound words) | * Recognize characteristics of realistic fiction
* Identify the setting of a story
* Identify the main character’s problems
* Infer the motives and emotions of characters
 |
| 48 | 275–81 | 38–43 | 107–8109–10 assessment | glaredscrambledsnarling |  | Be faithful and diligent even in small jobsDo all things heartily for GodObey God; honor and respect authority | Special vowels (ou and ow as /ou/) | * Identify the setting of a story
* Identify the main character’s problems
* Infer the motives and emotions of characters
 |
| MicePoetryby Rose Fyleman | 49 | 282–83 | 44–45 | 111–12 | nibblerather |  |  |  | * Recognize rhythm in poetry
* Identify rhyme in poetry
* Listen to a poem for comprehension and enjoyment
 |
| Merry Mouse ThinksFantasyby Eileen M. Berry | 50 | 284–92 | 46–53 | 113–14 | atticexcitementscamper | scurriedsewing |  | Syllabication (dividing VC/CV words) | * Recognize differences between fantasy and realistic fiction
* Listen to a story for comprehension and enjoyment
 |
| 51 | 293–300 | 54–60 | 115–16117–18 assessment | companyelsefaint | momentshriekedsofa | Show love to others through actionsServe one another with humility | Special vowels (oi and oy as /oi/) | * Distinguish fantasy from realistic fiction
* Infer characters’ motives
* Listen to a story for comprehension and enjoyment
 |
| 52 | 301 | 61 | 119–20 |  |  |  |  | * Create an audio recording while rereading the story aloud
* Listen to a poem for comprehension and enjoyment
* Recognize rhythm in poetry
* Complete a poem with attention to its rhythm
 |
| *Thank You, Amelia Bedelia*Fictionby Peggy Parish | 53 | 302–16 | 62–75 | 121–22 | ditherfolksgroceries | laundrymanvegetables |  | Long and short vowels (VC, VCC, V, VV, VCe) | * Recognize and interpret idioms
* Predict story events
* Listen to a story for comprehension and enjoyment
 |
| 54 | 317–30 | 76–88 | 123–24125–26 assessment | declaregrandnephewgrandniecema’am | pareplumbseparate |  | Special vowels (au, aw, o, a(l) as /ô/) | * Recognize and interpret idioms
* Predict story events
* Listen to a story for comprehension and enjoyment
 |
| 55 | 331 | 89 | 127–28 |  |  |  |  | * Reread the story as a play
* Illustrate idioms
 |
| Book Activity: Paper Bag ProjectReading Skill Check 3 | 56 | 332–33 |  |  |  |  |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple Book Activity: a paper bag project
 |
| Annie SullivanBiographyby Becky Davis and Eileen M. Berry | 57 | 334–40 | 90–95 | 129–30 | inspectlamesquintedswollen |  | Show love to friends through actionsGive unselfishly to those in needShow love to those in need through actions | Special vowels (oo as // and //) | * Infer the motives and emotions of characters
* Identify problems and their solutions
* Recognize characteristics of a biography
 |
| 58 | 341–46 | 96–99 | 131–32 | alphabetdecisioninterested | operationtaught | Show God’s love by unselfishly helping those in needFellowship with God brings peace | Consonant blends (words with l, r, and s blends) | * Infer the motives and emotions of characters
* Identify the setting
* Identify problems and their solutions
 |
| 59 | 347–53 | 100–105 | 133–34135–36 assessment | freedideaprison |  | Obey and respect authorityControl your emotions and do not react in anger Show godly love to othersBe faithful in completing tasksShow loving kindness to others | Consonant blends (3 letters) | * Infer the motives and emotions of characters
* Identify the setting
* Identify problems and their solutions
 |
| Have You Seen My Dog?Realistic fictionby Milly Howard | 60 | 354–62 | 106–13 | 137–38 | lumbernudgedvacant | wanderingwhistled | Honor, respect, and obey parents  | Syllabication (dividing consonant + -le words) | * Infer the motives and emotions of characters
* Recall details about characters
* Identify problems and their solutions
 |
| 61 | 363–71 | 114–21 | 139–40 | articleawfuldiscovered | officewhimpered | Show love to others through actions | Consonant digraphs (ch as /ch/ and /k/; ph as /f/ | * Infer the motives and emotions of characters
* Recall details about characters
* Identify problems and their solutions
 |
| Book Activity: Share Day | 62 | 372–73 |  |  |  |  |  |  | * Share a book that has been read independently
* Share a completed paper bag project about the book read independently
 |
| Cheerful ChickadeesRealistic fictionby Karen Wilt | 63 | 374–81 | 122–28 | 141–42 | chuckled ruffletwitter |  | Be faithful and diligent in completing tasksTake care of God’s creation | Silent consonants (kn, mb, lk, lf) | * Infer the motives and emotions of characters
* Predict story events
* Identify details about chickadees
 |
| 64 | 382–90 | 129–36 | 143–44145–46 assessment | tameweather |  | Be faithful in all that God gives you to doGod cares for those who love and obey HimGod cares for His creationDo all things with a happy, willing spirit | Consonants (soft c and g) | * Infer the motives and emotions of characters
* Predict story events
* Identify details about chickadees
* Identify and use the features of a glossary: entry word, definition, sample sentence, and syllable division
 |
| 65 | 391 | 137 | 147–48 |  |  |  |  | * Reread part of a story, recognizing that caring for animals is one of the things God has created people to do
* Follow directions
 |
| *A Promise to Remember*Dramaby Dawn L. Watkins and Eileen M. Berry | 66 | 392–98 | 138–45 | 149–50 | settled |  | Please God by obeying HimTrust God for strength and courage to obey and follow Him | Long vowels (igh as /ī/) | * Identify the setting
* Identify features and the cast of characters in a play
* Predict story events based on pictures
* Read orally to portray characters in a play
* Identify how the characters show that they love God
 |
| 67 | 399–405 | 146–50 | 151–52 | dawnhamocking |  | Trust God to always keep His promisesBring your cares and fears to God in prayerHave faith and trust God to take care of your needs | r-influenced vowels: er, ir, ur | * Predict story events
* Read orally to portray characters in a play
* Infer the motives and emotions of characters
* Identify the setting
* Identify how the characters show that they love God
 |
| 68 | 406–11 | 151–55 | 153–54155–56 assessment | decksniffling |  | Trust and remember God’s promises in the midst of trialsGod is faithful to keep His promisesPraise God for His protection, love, and goodnessObey God because He keeps His promises | Suffix -ing (words with the VC and VCe patterns) | * Read orally to portray characters in a play
* Infer the motives and emotions of characters
* Identify the setting
* Identify how the characters show that they love God
 |
| 69 | 411 |  |  |  |  |  |  | * Reread the play, reading dialogue expressively to portray the characters’ feelings
* Perform the play (optional)
 |
| The Puppy Who Wanted a BoyFantasyby Jane Thayer | 70 | 412–26 | 156–69 | 157–58 | definitelydelighteddreadfulpolitely | terriblyterrifyingtrembled | Jesus Christ, God’s Son, is the gift who brings forgiveness to sinners | Long vowels (y as a vowel) | * Infer the motives and emotions of characters
* Predict story events
* Listen to a story for comprehension and enjoyment
* Identify fanciful elements in a story
 |
| 71 | 427–47 | 170–89 | 159–60 | biscuitseither | hardlymanaged | Be kind and polite in the words we speakGive cheerfully and unselfishly to othersJesus showed us His love by being the sacrifice for our sins | Contractions with are | * Infer the motives and emotions of characters
* Predict story events
* Listen to a story for comprehension and enjoyment
 |
| God Keeps His PromiseA Bible account taken from Matthew 1–2 and Luke 1–2 | 72 | 448–54 | 190–95 | 161–62 | praiseSaviorScripturesworship |  | Jesus Christ is God’s promised SonThe Bible is truthJesus Christ willingly came to sacrifice for the sins of the worldGod keeps His promise by bringing Jesus Christ to save people from sinJesus Christ is King and worthy of praise, honor, and glory | Consonants (hard c and soft c) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
* Read a timeline
* Predict story events
 |
| 73 | 455–61 | 196–201 | 163–64165–66 assessment | buriedexpensivefrankincense | metalsmyrrhsoldiers | God is the Creator of the universeGod protects His promised SonAll things are possible with GodGod is perfect and always keeps His promises | Synonyms | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| Gold, Frankincense, and MyrrhAn articleby Eileen M. Berry and Amy Schoneweis | 74 | 462–68 | 202–8 | 167–68 | heavyjewelryodorpriestspuresap |  | Jesus Christ is worthy of all honor, glory, majesty, and praiseJesus Christ is the sacrifice who has come to die for the sins of all peopleJesus Christ is worthy of our worship and praise | Syllabication (consonant + -le;long and short vowels) | * Identify informational text
* Organize knowledge on a word web
* Use text features to locate information: headings
 |
| 75 | 469 | 209 | 169–70 |  |  |  |  | * Reread a section of the article aloud, understanding what the Bible says about the wise men’s gifts to Jesus
* Use facts from an article to better understand a Bible account
* Respond to reading through written expression
 |
| SSR Journal: CharactersReading Skill Check 4 | 76 | 470–71 |  |  |  |  |  |  | * Enjoy and respond to recreational reading
* Choose a book on an independent reading level
* Respond to reading through character details
 |

Reading 2C: Memories to Keep

| Lesson Content | Lesson Number | TE Lesson Pages | Student Text Pages | Worktext Pages | Vocabulary | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The Story of the ShellRealistic fiction by Michele Layson | 77 | 476–83 | 1–8 | 171–72 | calmcoffee tableglancedlobbyshoulder |  | Be kind and friendly to others | Long vowels (ea and ee as /ē/) | * Predict story events
* Recognize details included by the author
* The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time.
* Read silently for comprehension and enjoyment
* Answer literal and higher-order thinking questions based on silent reading
* Support answers with evidence from the story
* Read orally to convey meaning and emotion
* Read and understand vocabulary in context
 |
| 78 | 484–90 | 9–13 | 173–74 | expertsfavoritememory | polishingtissue paperyoung |  | Long vowels (ai and ay as /ā/) | * Predict story events
* Recognize details included by the author
 |
| 79 | 491–97 | 14–18 | 175–76 | collectforwardisland | stationeduniform | God is the Master Creator as seen in nature God loves us so much that He sent His Son, Jesus, to take the punishment for our sinsGod will provide for us all that we need | Contractions (with is and not) | * Predict story events
* Recognize details included by the author
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| 80 | 498–502 | 19–22 | 177–78179–80 assessment | arrangeoceanshoved |  | Show love to others through actionTell others of God’s good news of forgiveness | Special consonants (g as /j/, g as /g/, gu as /g/) | * Predict story events
* Recognize details included by the author
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| Billy SundayHistorical fiction by Karen Wilt | 82 | 504–10 | 24–29 | 183–84 | missionpreachstreetcar |  | Jesus died on the cross for our sins | Special vowels (au and o as /ô/) | * Infer the motives and emotions of characters
* Recognize story structure: a story within a story
* Listen to a story for comprehension and enjoyment
* Identify how the main character shows that he loves God
 |
| 83 | 511–16 | 30–33 | 185–86 | passenger |  | Do everything for the glory of God | Special vowels (o and a[l] as /ô/) | * Infer the motives and emotions of characters
* Recognize story structure: a story within a story
* Listen to a story for comprehension and enjoyment
* Identify how the main character shows that he loves God
 |
| 84 | 517–22 | 34–38 | 187–88189–90 assessment | crackledelectricity |  | Give your best to the service of GodKeep praying to GodTrust God and be controlled by His SpiritGod’s Holy Spirit brings Christians joy and peace | Long vowels (oa and ow as /ō/) | * Recognize story structure: a story within a story
* Listen to a story for comprehension and enjoyment
* Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms
* Identify how the main character shows that he loves God
 |
| 85 | 523 | 39 | 191–92 |  |  |  |  | * Reread part of the story
* Identify what happens at the beginning, middle, and end of a story
* Identify how the main character shows that he loves God
 |
| Wolf PackRealistic fiction by Karen Wooster | 86 | 524–31 | 40–46 | 193–94 | tasseltiptoedwolves |  |  | Long and short vowels (ea as /ē/ and /ĕ/) | * Recognize the beginning, middle, and end of a story
* Predict story events
 |
| 87 | 532–37 | 47–51 | 195–96 | Ameneasily | safetyvalley | Trust God for courageHave faith and believe that God keeps His promises | Silent consonants (wr) | * Recognize the beginning, middle, and end of a story
* Predict story events
 |
| The Pineyridge SnowstormA tall tale adapted by Milly Howard | 88 | 538–45 | 52–58 | 197–98 | earthquakeenormousgriddle | harnesslumberjackssawmill |  | r-influenced vowels (air, are, ear as /âr/) | * Recognize elements of exaggeration within a tall tale
 |
| 89 | 546–52 | 59–64 | 199–200201–2 assessment | honestreturnedunhitched |  |  | Compound words | * Recognize elements of exaggeration within a tall tale
 |
| 90 | 553 | 65 | 203–4 |  |  |  |  | * Create an audio recording while rereading the story aloud
* Reread parts of the story aloud, locating problems and solutions
* Identify exaggerations in a tall tale
* Plan and write a tall tale
 |
| **This Tooth**Poetry by Lee Bennett Hopkins | 91 | 554–55 | 66–67 | 205–6 |  |  |  |  | * Identify uses of alliteration in poetry
* Listen to a poem for comprehension and enjoyment
 |
| **The Boy and the Dike**Fiction adapted by Karen Wilt | 92 | 556–65 | 68–77 | 207–8209–10 assessment | floodgravel | rumbledvillage | Show love to others through actions | Suffixes (adding to VC and VCe words) | * Identify problems and solutions in a story
 |
| **Book Activity: Story Cube**Reading Skill Check 5 | 93 | 566–67 |  |  |  |  |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple Book Activity: a story cube
 |
| The Farmer and the DonkeyA folktale adapted for drama by Karen Wilt | 94 | 568–74 | 78–83 | 211–12 | adviceblacksmithespecially | merrilytailor |  | Suffixes (-ed as /d/, /ed/, /t/) | * Identify unique features of plays
* Identify the cast of characters in a play
* Read orally to portray characters in a play
 |
| 95 | 575–83 | 84–91 | 213–14 | believecobblestone | perkedshuffled | Read and obey God’s instruction given in His Word | Syllabication (base words and suffixes) | * Identify unique features of plays
* Identify the cast of characters in a play
* Read orally to portray characters in a play
 |
| 96 | 583 |  |  |  |  |  |  | * Reread the play, reading dialogue to portray the characters’ traits
* Perform a play (optional)
 |
| Hill of FireFrom the historical fiction book by Thomas P. Lewis | 97 | 584–92 | 92–99 | 215–16 | plowing |  | Show love to others by giving to them | Alphabetical order (by first letter) | * Recognize facts in historical fiction
 |
| 98 | 593–601 | 100–107 | 217–18219–20 assessment | burroscoughing | lavavolcano |  | Suffixes (comparatives and superlatives) | * Recognize facts in historical fiction
* Find the relationship between pairs of words to complete analogies
 |
| **A Volcano Erupts**An article by Esther Wilkinson | 99 | 602–8 | 108–14 | 221–22 | crusteruptscientists |  | We are God’s special creation, and we are made in His imageGod loves His people and is in control of all things | Alphabetical order (by second letter) | * Locate information using text features: picture captions, section headings, and diagrams
 |
| 100 | 609 | 115 | 223–24 |  |  |  |  | * Reread part of an article
* Use time-order words to recognize sequence of events
 |
| Book Activity Share Day | 101 | 610–11 |  |  |  |  |  |  | * Share a book that has been read independently
* Share a completed story cube about the book read independently
 |
| **Betsy Ross**Biography by Nancy Lohr | 102 | 612–20 | 116–23 | 225–26 | Britishcoloniesrule | skilltrade | God wants His children to workWork brings glory to God  | Special vowels (oo and ew as //) | * Recognize characteristics of a biography
 |
| 103 | 621–25 | 124–27 | 227–28229–30 assessment | mysteryprove | recordssketch |  | Special vowels (ou and ow as /ou/) | * Distinguish facts from legend
 |
| **The Flag Goes By**Poetry by Henry Holcomb Bennett | 104 | 626–27 | 128–29 | 231–32 | blarecrimsonordered |  |  |  | * Recognize the important idea of a poem by identifying the repeated words
* Interpret the meaning of a poem
* Listen to a poem for comprehension and enjoyment
 |
| **O Say Can You See?**Historical fiction by Milly Howard | 105 | 628–34 | 130–35 | 233–34 | admiralarrestedDr. | releasedtrucewounded | Show love to your friends by helping them | Prefixes (mis-, re-, un-) | * Locate information on a map using a map key
* Recognize facts in historical fiction
 |
| 106 | 635–40 | 136–40 | 235–36237–38 assessment | barelyexplodedprisoners |  |  | Suffixes (-ful and -ly) | * Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms
* Locate information on a map using a map key
* Recognize facts in historical fiction
 |
| 107 | 641 | 141 | 239–40 |  |  |  |  | * Reread part of the story
* Identify what happens at the beginning, middle, and end of a story
 |
| **Bread from Heaven**Historical fiction by Milly Howard | 108 | 642–48 | 142–47 | 241–42 | canteensforever | gallopedgospel | God’s grace is sufficient | Silent consonants (kn, lk, mb, wr) | * Recognize facts in historical fiction
* Identify how the main character shows God’s love to others
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| 109 | 649–55 | 148–53 | 243–44 | canvasknapsacks | peeredrations | Trust God to keep His promises and provideBe a faithful servant of Jesus Christ by showing love to others in needGive to others by caring for their needsPraise God for all that He providesServe those in need and share the gospel with them | Synonyms | * Recognize facts in historical fiction
* Identify how the main character shows God’s love to others
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| **The Wright Flyer**An article by Nellie Ashe Cooper and Kathleen Hynicka | 110 | 656–64 | 154–62 | 245–46247–48 assessment | coastenginesmachinepublic |  |  | Antonyms | * Ask who, what, where, and when questions about information in an article
* Choose the main idea of an article
 |
| 111 | 665 | 163 | 249–50 |  |  |  |  | * Follow directions to construct a paper airplane
* Complete a bar graph using data from paper airplane test flights
* Create an audio recording while rereading an article aloud
 |
| **God’s Promised Son Brings Hope**A Bible account taken from Matthew, Mark, Luke, and John | 112 | 666–72 | 164–69 | 251–52 | glorymiraclesparablesrejoice |  | God showed His love to us by sending His only Son to die for our sins | Homophones | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| 113 | 673–79 | 170–74 | 253–54 | capturedisciplesexcept |  | God promises to bring Jesus back to the earth to rule one day | Schwa endings (-tion) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| 114 | 680–86 | 175–80 | 255–56 | prophet |  | God promises to send His Son to be the Savior of the worldGod promises to bring Jesus back to the earth to rule one day when everyone will bow and worship Him | Prefixes (a-, al-) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| 115 | 687 | 181 | 257–58 |  |  | Share the gospel with others |  | * Reread part of the story
* Follow directions
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| SSR Journal: Question WordsReading Skill Check 6 | 116 | 688–89 |  |  |  |  |  |  | * Enjoy and respond to recreational reading
* Choose a book on an independent reading level
* Respond to reading through question words
 |

Reading 2D: Precious Treasures

| Lesson Content | Lesson Number | TE Lesson Pages | Student Text Pages | Worktext Pages | Vocabulary | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sea Island MysteryA mystery by Wendy M. Harris | 117 | 694–99 | 2–6 | 259–60 | explorepirateruins |  |  | r-influenced vowels (ear as /âr/, ear as /îr/) | * Recognize characteristics of a mystery
* Locate information on a map using a map key
* Use a compass rose for finding direction
* The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time.
* Read silently for comprehension and enjoyment
* Answer literal and higher-order thinking questions based on silent reading
* Support answers with evidence from the story
* Read orally to convey meaning and emotion
* Read and understand vocabulary in context
 |
| 118 | 700–706 | 7–11 | 261–62 | crumblednuzzled | offeringrippled | Be friendly to othersBe faithful and honest | Long vowels (u as /y/ and //) | * Recognize characteristics of a mystery
* Locate information on a map using a map key
* Use a compass rose for finding direction
 |
| 119 | 707–13 | 12–17 | 263–64265–66 assessment | gallopedruinsSpanish |  |  | Synonyms and antonyms | * Recognize characteristics of a mystery
* Ask who, what, where, and when questions about information in a story
 |
| Until I Saw the SeaPoetry by Lilian Moore | 120 | 714–15 | 18–19 | 267–68 | splinterwrinkle |  |  |  | * Identify uses of imagery and rhyme in poetry
* Participate in a choral reading
* Listen to a poem for comprehension and enjoyment
 |
| Tide PoolsAn article by Karen Wooster and Kathleen Hynicka | 121 | 716–24 | 20–28 | 269–70 | clingpincerssuction cup |  | God designed each creature with unique characteristicsGod cares for His creation | r-influenced vowels (ar, or, er, ir, ur) | * Use text features to locate information: captions and headings
* Identify facts about tide pools
* Explain how a diagram helps clarify the text
 |
| 122 | 725 | 29 | 271–72 |  |  |  |  | * Reread part of the article
* Read a related article to learn more information
 |
| Secret PlaceRealistic fiction by Eve Bunting | 123 | 726–42 | 30–45 | 273–74 | barbed wireconcretefork lift | freewaytrafficwarehouses |  | Possessives (singular possessives) | * Explain the meaning of imagery
* Identify kinds of imagery
* Compare and contrast the two settings of the story
* Listen to a story for comprehension and enjoyment
 |
| 124 | 743–57 | 46–59 | 275–76277–78 assessment | jangledsyrupwilderness |  | God wants us to have physical and spiritual rest and quiet | Pronouns (referents) | * Explain the meaning of imagery
* Identify kinds of imagery
* Compare and contrast the two settings of the story
* Listen to a story for comprehension and enjoyment
 |
| 125 | 758–59 | 60–61 | 279–80 |  |  |  |  | * Reread part of the story
* Write a story about a special place
 |
| Let Me SingBiography by Eileen M. Berry | 126 | 760–69 | 62–70 | 281–82 | boarding schoolcagedprecioussober | Christians are to thank and praise God at all timesThose who trust God need to become more like ChristEncourage others to trust in Jesus ChristThose who trust in Jesus become God’s child | Special vowels (oi and oy as /oi/) | * Read the stanzas of a song
* Identify how the main character shows that she loves God
* Identify how the main character shows God’s love to others
* Recognize characteristics of a biography
 |
| 127 | 770–77 | 71–77 | 283–84285–86 assessment | languagespublish |  | Jesus shed His blood for sinners | Special vowels (ew, oo, ue as //; oo as //) | * Read the stanzas of a song
* Identify how the main character shows that she loves God
* Identify how the main character shows God’s love to others
 |
| Captain Stripe’s GoldFantasy by Milly Howard | 128 | 778–84 | 78–83 | 287–88 | avoidferns | plainsleepily | Obey those in authority over us  | Schwa endings (-ed, -er, -en, -ain) | * Infer the motives and emotions of characters
* Recognize fanciful elements in a story
 |
| 129 | 785–90 | 84–87 | 289–90 | coiledherd |  |  | Prefixes (a-, al-) | * Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms
* Infer the motives and emotions of characters
* Recognize fanciful elements in a story
 |
| 130 | 791–96 | 88–92 | 291–92293–94 assessment | horrible |  | Obey those in authority over usChoose wisdom and understanding over gold and silver | Syllable division (prefixes and suffixes) | * Infer the motives and emotions of characters
* Recognize fanciful elements in a story
 |
| 131 | 797 | 93 | 295–96 |  |  |  |  | * Create an audio recording while rereading the story aloud as a play
* Recognize quotation marks and their purpose
* Read orally to portray a character
 |
| Group Book Activity: Technology ProjectReading Skill Check 7 | 132 | 798–99 |  |  |  |  |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple Group Book Activity: a technology project
 |
| Jonathan’s TreasureHistorical fiction by Milly Howard and Susan W. Young | 133 | 800–806 | 94–99 | 297–98 | choreshire |  | Be friendly to othersShow kindness and generosity by giving to others | Long vowels in closed syllables (\_ild, \_ind, \_old, \_oll, \_olt, \_ost) | * Read a timeline
* Identify how the main character shows that he loves God
 |
| 134 | 807–12 | 100–103 | 299–300 | jinglemissionaries |  | Share the gospel with othersThink of others before yourself | Long vowels (ie as /ē/) | * Identify how the main character shows that he loves God
 |
| 135 | 813–17 | 104–7 | 301–2303–4 assessment | chatteredmilk pails |  |  | Special vowels (au and aw as /ô/) | * Identify how the main character shows that he loves God
 |
| Jonathan GoForth: Missionary to ChinaBiography by Susan W. Young | 136 | 818–24 | 108–14 | 305–6 | Chinesehabit |  | Always give thanks and praise to GodGod answers the prayers of His childrenStudy God’s WordShare the good news of Jesus Christ with others | Special vowels (a[l] and o as /ô/) | * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
* Recognize characteristics of a biography
 |
| 137 | 825 | 115 | 307–8 |  |  |  |  | * Reread the story
* Identify what happens at the beginning, middle, and end of a story
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| Book Activity Share Day | 138 | 826–27 |  |  |  |  |  |  | * Share a book that has been read independently
* Share a completed group technology project about the book read independently
 |
| Little TwigsA fable from Pocket Change Adapted for drama by Morgan Reed Persun | 139 | 828–34 | 116–21 | 309–10 | cousinsextraspurted | struggledwedged | Treat others with kindness and loveGod gives courage to do the right thing | Abbreviations | * Identify features of a play
* Identify the cast of characters in a play
* Read orally to portray characters in a play
 |
| 140 | 835–40 | 122–26 | 311–12313–14 assessment | fadessnuffledswirled |  | Keep your conscience clear; ask others for forgiveness | Alphabetical order (by first letter and by second letter) | * Identify traits of characters
* Read orally to portray characters in a play
* Recognize the moral of a fable
 |
| 141 | 841 | 127 | 315 |  |  |  |  | * Follow directions to create a simple beaver costume
* Reread and act out the play
* Read dialogue expressively to portray the characters’ traits
 |
| What Is Brown?Poetry by Mary O’Neill | 142 | 842–45 | 128–31 | 316 | bronzefrecklemole | quiverroastshingles |  |  | * Identify uses of imagery in poetry
* Listen to a poem for comprehension and enjoyment
 |
| Granny Nell’s DulcimerRealistic fiction by Milly Howard | 143 | 846–53 | 132–38 | 317–18 | balanceinstrument | motionedplucked |  | Contractions (review) | * Infer the emotions of characters
* Draw conclusions based on clues
* Identify elements of setting: place and time
 |
| 144 | 854–60 | 139–43 | 319–20 | cliniccompetition | honeysucklewinding | Give to others by helping those in needBe loving to others | r-influenced vowels (wor as /wûr/) | * Infer the emotions of characters
* Draw conclusions based on clues
 |
| 145 | 861–66 | 144–47 | 321–22 | midairpracticeprovided |  | Give to others by helping those in needSet goals and work diligently | Schwa endings (-ar, -er, -or) | * Infer the emotions of characters
* Draw conclusions based on clues
 |
| 146 | 867–71 | 148–51 | 323–24 | announcercontestants | fiddlerhurrah | Be faithful in your tasksHave faith in God’s promises | Long vowels (ai, ay, ea, eigh as long a) | * Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms
* Infer the emotions of characters
* Draw conclusions based on clues
 |
| DulcimersAn article by Nancy Lohr | 147 | 872–80 | 152–60 | 325–26327–28 assessment | courtingduet | strumvibrate |  | Suffixes (-es after ch, sh, s, x, z) | * Locate information using text features: picture captions, section headings, and words in bold print
* Recognize the main idea of an article
* Recall details using a word web
* Read a diagram
 |
| 148 | 881 | 161 | 329–30 |  |  |  |  | * Follow directions to construct a stringed instrument
* Recall sequence of events
 |
| Psalm 33:1–3A song of praise | 149 | 882–83 | 162–63 | 331–32 | righteousskilfullyupright |  | Trust in God’s Son for salvation |  | * Listen to a poem for comprehension and enjoyment
* Participate in reading a psalm as a choral reading
 |
| God’s Promise for the FutureA Bible account taken from Revelation | 150 | 884–89 | 164–68 | 333–34 | trumpet |  | God is all-powerfulOnly the Holy Spirit of God can help a sinner’s heart turn from sin | Special vowels (oo, ew, ue, ui as //) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| 151 | 890–94 | 169–71 | 335–36 | entirejudgethrone |  | Jesus promises to return to the earth one dayAll God’s promises will be fulfilled  | Suffixes (-ed, -en, -er, -ing) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| 152 | 895–98 | 172–74 | 337–38339–40 assessment | repent |  |  | Vowels and consonants (y as a consonant, y as /ī/, y as /ĭ/) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption
* Infer character qualities from speech and action
 |
| 153 | 899 | 175 | 341–42 |  |  |  |  | * Reread part of the Bible account
* Recall and retell some of God’s promises from the Bible
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
 |
| SSR Journal: Share Day Reading Skill Check 8 | 154 | 900–901 |  |  |  |  |  |  | * Share a journal entry from a favorite book read during SSR time
 |
| BJ BookLink: Pulling Together | 155–69 | 902–3 |  |  |  |  |  |  |  |
| BJ BookLink: The Treasure of Pelican Cove | 170–80 | 904–5 |  |  |  |  |  |  |  |