

**Bob Jones University Press**  
**Course Outline—Second-Grade**  
**Reading, 2<sup>nd</sup> Edition**

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER</b></p> <p><b>Seth and the Angry Bug</b>            The students will:</p> <ul style="list-style-type: none"> <li>• read short vowel words</li> <li>• identify short vowels</li> <li>• read rhyming words</li> <li>• interpret illustrations</li> <li>• follow directions</li> <li>• read orally with appropriate voice inflection to convey dialogue</li> <li>• read word-family words</li> <li>• use letter-sound association: blends and digraphs</li> <li>• identify emotional responses of characters</li> <li>• recall sequence of events</li> <li>• match characters and dialogue</li> <li>• predict outcomes</li> <li>• read orally to communicate emotional responses of characters</li> </ul> <p><b>Skill Station Day</b>            The students will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the phonics patterns VC and VCC</li> <li>• demonstrate good listening habits with comprehension</li> <li>• relate story title to facts and details</li> </ul>	<p>60-90 min. per day, 5 days a week</p>	<p>Read and discuss materials in text.            Use interactive and hands-on activities outlined in Teacher's Edition.            Assign worktext pages to provide practice.            Meet in reading groups.</p> <p><b>Evaluation Techniques and Materials:</b>            Informal Checklist of Reading Behaviors            Individual Anecdotal Record            Class Participation            Reading Worktext Activities            Written Comprehension Record            Oral Reading Rubric            Reading Comprehension Activities            Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 2-A for Christian Schools</i>, Second Edition   <i>Teacher's Edition 2-A</i>            Pages 1-133   <i>Student Worktext</i>            Pages 1-52   <i>Student Reader 2-A If Skies Be Blue</i>            Pages 1-88   <i>Favorite Poems Old and New</i>             Teaching Transparencies            Service Word Cards            Sentence Strips            Pocket Chart             Other materials as specified in the Teacher's Edition</p>	<p><b>BATs: Bible Action Truths</b></p> <p><b>Seth and the Angry Bug</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 5a Love</li> <li>• 5b Giving</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>Sticky Fingers</b> The students will:</p> <ul style="list-style-type: none"> <li>• read one- and two-syllable words ending in <i>-ed</i></li> <li>• recognize long-vowel sounds</li> <li>• match long-vowel sounds</li> <li>• read two-syllable words</li> <li>• divide short vowel words into syllables</li> <li>• relate story content to personal experience</li> <li>• recognize that characters view problems differently</li> <li>• support answers with evidence from the text and illustrations</li> <li>• recall facts and details about story characters</li> <li>• identify emotional responses of characters</li> <li>• learn from the story characters that we should be willing to extend forgiveness to others and to ask forgiveness of others</li> <li>• draw logical conclusions</li> <li>• match story characters with dialogue</li> <li>• determine sequence of events</li> <li>• infer unstated supporting details</li> <li>• write about a personal experience</li> <li>• read dialogue orally to portray a character</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the open syllable phonics pattern V</li> <li>• divide words ending with a consonant letter + <i>le</i> into syllables</li> <li>• determine whether a syllable has a long or short vowel</li> <li>• recall details of a story</li> <li>• recognize time relationships</li> </ul>				<p><b>Sticky Fingers</b></p> <ul style="list-style-type: none"> <li>• 4c Honesty</li> <li>• 6e Forgiveness</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>The Tuna Tangle</b>                      The students will:</p> <ul style="list-style-type: none"> <li>• identify words with open syllables</li> <li>• read one- and two-syllable words with open syllables</li> <li>• read long-vowel two-syllable words that end in y and have one consonant letter between the vowel and the y</li> <li>• note the actions of characters</li> <li>• recall facts and details about characters and their actions</li> <li>• identify and interpret the emotional responses of characters</li> <li>• make predictions</li> <li>• develop sentence closure</li> <li>• identify onomatopoeia</li> <li>• enjoy fanciful fiction</li> </ul> <p><b>Skill Station Day</b>                      The students will:</p> <ul style="list-style-type: none"> <li>• recognize that the long vowel phonics patterns VCe and VV</li> <li>• recall details of a listening story</li> <li>• classify pictures into related sets</li> <li>• classify words into related sets</li> <li>• complete a word web</li> <li>• apply the rule “short before two, long before one ”</li> </ul>				

## Second Grade: Reading, 2<sup>nd</sup> Edition

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>Someone My Age</b> The students will:</p> <ul style="list-style-type: none"> <li>• form words with long vowel phonics pattern VCe</li> <li>• identify long vowel words</li> <li>• read long and short vowel words</li> <li>• identify long vowel words</li> <li>• read long and short-vowel words with suffixes beginning with a vowel</li> <li>• learn from the characters the importance of friendship</li> <li>• identify with a story character</li> <li>• relate a story title to the main idea of the story</li> <li>• identify problems and solutions</li> <li>• identify with a story character</li> <li>• identify the emotions of characters</li> <li>• recall and locate information explicitly stated</li> <li>• recognize the importance of friendliness</li> <li>• identify with a story character</li> <li>• recall facts and details</li> <li>• identify problems and solutions</li> <li>• recognize sentence sense</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize words with <i>r</i>-influenced vowels</li> <li>• read words with /är/ as in <i>barn</i></li> <li>• recognize the importance of a leader</li> <li>• verbalize the main idea of a paragraph</li> <li>• learn a strategy to recognize the main idea</li> </ul>				<p><b>Someone My Age</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 2d Goal setting</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5e Friendliness</li> <li>• 6b Prayer</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>Little Bug’s Trip</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: r-influenced vowels</li> <li>• read and identify words with or, /or/</li> <li>• read words with ar, /är/, and or, /or/</li> <li>• read words with er, ir, ur, /ûr/</li> <li>• infer the motives of characters</li> <li>• determine the main idea of a paragraph</li> <li>• recall sequence of events</li> <li>• select a title related to the main idea</li> <li>• identify with the emotions of the story character</li> <li>• classify objects</li> <li>• infer the motives of a character based on prior knowledge</li> <li>• develop sentence meaning</li> </ul>				<p><b>Little Bug’s Trip</b></p> <ul style="list-style-type: none"> <li>• 7e Humility</li> <li>• 8a Faith in God’s promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>Samuel, God’s Servant</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: consonant blends</li> <li>• identify beginning <i>l</i> blends in words</li> <li>• make words using ending <i>l</i> blends</li> <li>• use letter-sound association: consonant blends</li> <li>• make words using <i>r</i> blends</li> <li>• use letter-sound association: consonant blends</li> <li>• read words with beginning <i>s</i> blends</li> <li>• make words using beginning and ending <i>s</i> blends</li> <li>• relate story content to personal experience</li> <li>• identify cause-and-effect relationships</li> <li>• relate story content to biblical truth</li> <li>• identify true and false statements</li> <li>• match pictures and related sentences</li> <li>• recall facts and details</li> <li>• write a personal experience</li> <li>• read with appropriate voice expression to convey emotion</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: /ô/ as in <i>jaw, Paul, ball,</i> and <i>cost</i></li> <li>• use letter-sound association: <i>oo, /γ/,/μ/</i></li> <li>• determine whether characters are main or lesser characters</li> <li>• match main characters and story titles</li> <li>• match words and definitions</li> <li>• demonstrate good listening habits</li> </ul>				<p><b>Samuel, God’s Servant</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 2f Enthusiasm</li> <li>• 8b Faith in the power of the Word of God</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>Billy Sunday</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>aw, au, /ô/</i></li> <li>• read words with <i>/ô/</i> as in <i>cost, ball, lawn, cause</i></li> <li>• read words with <i>/y/</i> as in <i>book</i> and <i>/µ/</i> as in <i>spoon</i></li> <li>• note elements of setting</li> <li>• identify characters by their actions</li> <li>• think critically about character feelings and actions</li> <li>• develop sentence closure</li> <li>• relate story content to biblical truth</li> <li>• describe a character’s emotions in different situations</li> <li>• follow the rising action of a story line</li> <li>• relate story content to personal experience</li> <li>• identify characters by dialogue</li> <li>• develop sentence closure</li> <li>• read dialogue</li> <li>• orally to convey character’s emotion</li> </ul> <p><b>This Tooth (a poem)</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>oo, /µ/</i> as in <i>tooth</i></li> <li>• relate the poem to personal experience</li> <li>• interpret the meaning of the poem</li> <li>• analyze poetic language and constructions</li> <li>• develop word meaning</li> <li>• listen appreciatively, <i>tch, /ch/</i></li> <li>• recognize alliteration</li> <li>• letter generalizations: <i>igh, /P/; kn, /n/; mb, /m/</i></li> <li>• draw inference from an illustration</li> <li>• compare settings in a play</li> <li>• develop sentence closure</li> </ul>				<p><b>Billy Sunday</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 2a Authority</li> <li>• 6b Prayer</li> <li>• 6c Spirit-filled</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>To Market</b></p> <ul style="list-style-type: none"> <li>• read words with <i>spl, str,</i> and <i>scr</i> blends predict an outcome</li> <li>• read words with <i>ch</i></li> <li>• access and apply prior knowledge and experience</li> <li>• draw and support conclusions</li> <li>• develop sentence meaning</li> <li>• recognize and solve a problem situation</li> <li>• recall sequence of events</li> <li>• form and express opinions</li> <li>• identify true and false statements</li> <li>• interpret pictures</li> <li>• enjoy traditional literature: a folktale</li> <li>• identify the characteristics of a folktale as a genre</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>igh, /P/</i></li> <li>• demonstrate good listening habits with comprehension</li> <li>• match illustrations to text</li> <li>• combine base words to form compound words</li> <li>• illustrate compound words</li> </ul>				<p><b>To Market</b></p> <ul style="list-style-type: none"> <li>• 2d Goal setting</li> </ul> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 2c Faithfulness</li> <li>• 2d Goal setting</li> <li>• 2e Work</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 1: DAYS TO REMEMBER (continued)</b></p> <p><b>A Promise to Remember</b>                      The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>er, ir, ur, /ûr/</i></li> <li>• read and identify words with <i>/P/</i></li> <li>• develop sentence closure using <i>igh</i> words</li> <li>• read words that end in <i>le</i></li> <li>• apply silent consonant letter generalizations: <i>igh, /P/; kn, /n/; mb, /m/</i></li> <li>• compare characters in a play</li> <li>• recognize that obedience to God may mean personal sacrifice</li> <li>• identify emotional response of characters</li> <li>• recognize that God’s people should trust Him for protection and help</li> <li>• recognize the importance of encouraging others</li> <li>• note emotional responses of characters</li> <li>• recall facts and details to complete a crossword puzzle</li> <li>• develop sentence meaning</li> <li>• read a map key</li> <li>• write about a personal experience</li> <li>• recognize drama as a genre</li> <li>• divide words that end with a consonant + <i>le</i></li> <li>• participate in the reading of the play “A Promise to Remember ”</li> </ul>				<p><b>A Promise to Remember</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2d Goal setting</li> <li>• 2e Work</li> <li>• 5e Friendliness</li> <li>• 6b Prayer</li> <li>• 7c Praise</li> <li>• 8a Faith in God’s promises</li> <li>• 8d Courage</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL</b></p> <p><b>Philip and His Farm</b> The students will:</p> <ul style="list-style-type: none"> <li>• reading words with <i>r</i>-influenced vowels: <i>ar</i>, /<i>är</i>/; <i>or</i>, /<i>or</i>/; <i>er</i>, <i>ir</i>, <i>ur</i>, /<i>ür</i>/</li> <li>• using letter-sound association: <i>r</i>-influenced vowels</li> <li>• read words with <i>ph</i>, /<i>f</i>/ as in <i>phone</i></li> <li>• identify emotional responses of character</li> <li>• identify with a story character</li> <li>• predict outcomes</li> <li>• match sentences with pictures</li> <li>• interpret idioms</li> <li>• recognize first-person point of view</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: <i>ou</i>, <i>ow</i>, /<i>ou</i>/ and <i>oi</i>, <i>oy</i>, /<i>oi</i>/</li> <li>• follow directions</li> <li>• demonstrate good listening habits</li> </ul> <p><b>My First Lamb</b> The students will:</p> <ul style="list-style-type: none"> <li>• enjoy poetry</li> <li>• interpret the meaning of a poem</li> <li>• recognize the emotional response of characters</li> <li>• practice critical listening</li> <li>• recognize the poet’s use of onomatopoeia</li> <li>• recognize rhyming pairs of words</li> </ul>	<p>60-90 min. per day, 5 days a week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p><b>Evaluation Techniques and Materials:</b> Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 2-A for Christian Schools</i>, Second Edition <i>Teacher’s Edition 2-A</i> Pages 134-315 <i>Student Worktext</i> Pages 53-116 <i>Student Reader 2-A If Skies be Blue</i> Pages 89-222 <i>Favorite Poems Old and New</i></p> <p>Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p><b>BATs: Bible Action Truths</b></p> <p><b>Philip and His Farm</b></p> <ul style="list-style-type: none"> <li>• 2e Work</li> </ul> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL (continued)</b></p> <p><b>Little Lost Lamb</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with oi, oy; /oi/</li> <li>• use letter-sound association: oi, oy; /oi/ and ou, ow; /ou/</li> <li>• relate story content to biblical truth</li> <li>• identify true and false statements</li> <li>• classify animals</li> <li>• draw inferences from illustrations</li> <li>• develop sentence closure</li> <li>• locate information explicitly stated</li> <li>• read and think critically</li> <li>• observe character traits</li> <li>• recall sequence of events</li> <li>• match words with pictures and phrases</li> </ul> <p><b>Kangaroo and Koalas</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with /γ/ and /μ/</li> <li>• read words with oo, ew; /μ/</li> <li>• recognize the uniqueness of God’s creation</li> <li>• compare and contrast homes</li> <li>• develop sentence meaning</li> <li>• recognize the wonder of God’s creation</li> <li>• recall facts and details</li> <li>• develop vocabulary</li> <li>• compare and contrast kangaroos and koalas</li> <li>• match words and pictures</li> <li>• develop sentence meaning</li> <li>• demonstrate an awareness of country locations on a globe</li> </ul>				<p><b>Little Lost Lamb</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 6e Forgiveness</li> <li>• 7c Praise</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL (continued)</b></p> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• match descriptions to animals</li> <li>• distinguish between globes and flat world maps</li> <li>• count the number of syllables in words</li> <li>• identify words within compound words</li> <li>• divide compound words into syllables</li> <li>• read rhyming words with <i>oo, ue, ew; /μ/</i></li> <li>• identify short vowel words with closed syllable pattern VCC</li> <li>• read long vowels in closed syllables: <i>_old, _olt, _ind, _ild</i></li> <li>• relate lesson content to the biblical principle of work</li> <li>• distinguish reality from fantasy</li> </ul> <p><b>Kate Kangaroo</b> The students will:</p> <ul style="list-style-type: none"> <li>• develop sentence closure</li> <li>• recognize the importance of finishing the job</li> <li>• locate information explicitly stated</li> <li>• recall facts and details about characters</li> <li>• identify emotions of characters</li> <li>• identify cause-and-effect relationships</li> <li>• identify true and false statements</li> <li>• develop sentence closure</li> <li>• develop an awareness of the change in the characters during the course of action</li> <li>• note character actions</li> <li>• infer supporting details about characters</li> <li>• identify fanciful elements in story content</li> <li>• divide two-syllable words between double consonants</li> <li>• divide two-syllable words before the consonant + <i>le</i></li> <li>• identify problems in given situations</li> <li>• find solutions to problems</li> </ul>				<p><b>Kate Kangaroo</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2c Faithfulness</li> <li>• 2e Work</li> <li>• 4a Sowing and reaping</li> <li>• 6d Clear conscience</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL (continued)</b></p> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with soft <i>c</i>, /s/ and hard <i>c</i>, /k/</li> <li>• read words with soft <i>g</i>, /j/ and hard <i>f</i>, /g/</li> <li>• recognize that characters view problems differently</li> </ul> <p><b>Mice (a poem)</b> The students will:</p> <ul style="list-style-type: none"> <li>• draw conclusions about the meaning of a poem</li> <li>• enjoy poetry</li> <li>• recognize rhyming words in poetry</li> <li>• compose a couplet</li> </ul> <p><b>Cheerful Chickadees</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with silent letters; <i>lk, mb, kn, lf</i></li> <li>• identify the sounds of soft <i>c</i> and soft <i>g</i></li> <li>• use words with the soft <i>c</i> and <i>g</i> sounds to complete a puzzle</li> <li>• read short-vowel words with /j/ spelled <i>dge</i> and long-vowel words with /j/ spelled <i>ge</i></li> <li>• interpret pictures literally for actions of characters</li> <li>• sequence pictures depicting scenes from the story</li> <li>• develop word meaning</li> <li>• recognize the emotional response of characters</li> <li>• identify cause-and-effect relationships</li> <li>• follow directions to make a bird feeder</li> <li>• sequence steps in a process</li> <li>• develop sentence meaning</li> </ul>				<p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2e Work</li> <li>• 3a Self-concept</li> <li>• 3c Emotional control</li> <li>• 4a Sowing and reaping</li> <li>• 4b Purity</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 6a Bible study</li> </ul> <p><b>Cheerful Chickadees</b></p> <ul style="list-style-type: none"> <li>• 2c Faithfulness</li> <li>• 2e Work</li> <li>• 6c Spirit-filled</li> <li>• 8a Faith in God’s promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL (continued)</b></p> <p><b>Owl Face</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with the silent letters <i>gh</i></li> <li>• complete sentences using words with <i>igh, /P/</i></li> <li>• read words with <i>oi</i> and <i>oy</i></li> <li>• use letter-sound association: <i>a(l)</i></li> <li>• identify the attitudes of a character</li> <li>• match story characters with dialogue</li> <li>• recall facts and details</li> <li>• infer the motives of characters</li> <li>• identify a problem and solution</li> <li>• develop sentence closure</li> <li>• use similes</li> <li>• read orally to portray characters</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize synonyms</li> <li>• develop sentence meaning</li> <li>• recognize contractions: <i>I'm, I'll, I've, I'd</i></li> <li>• select appropriate words to complete a poem</li> </ul> <p><b>Be Wise About Owls</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with silent <i>w</i> as in <i>wren</i></li> <li>• compare facts and details about kinds of owls</li> <li>• contrast owls and humans</li> <li>• develop sentence closure</li> </ul>				<p><b>Owl Face</b></p> <ul style="list-style-type: none"> <li>• 5a Love</li> <li>• 6e Forgiveness</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL (continued)</b></p> <p><b>Digger Does It</b> The students will:</p> <ul style="list-style-type: none"> <li>• read long-vowel words with the Marker <i>e</i> pattern</li> <li>• use soft <i>g</i> and soft <i>c</i> in phonograms</li> <li>• infer motives of characters</li> <li>• note elements of setting</li> <li>• follow directions</li> <li>• develop sentence meaning</li> <li>• interpret figurative language</li> <li>• identify problems and solutions</li> <li>• predict outcomes</li> <li>• identify characters</li> <li>• develop sentence closure</li> <li>•</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>ea</i>, /<i>Λ</i>/</li> <li>• make inferences about story details</li> <li>• recognize that words can have multiple meanings</li> <li>• determine main ideas</li> </ul> <p><b>Service Dogs</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with /<i>ô</i>/ as in <i>caught, Paul, saw</i></li> <li>• compare facts and details about breeds of dogs</li> <li>• recall information given in the story</li> <li>• develop sentence meaning</li> <li>•</li> </ul> <p><b>The Crow and the Pitcher (a fable)</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>y</i> and <i>i</i> as /<i>©</i>/</li> <li>• match adjectives with the words and pictures they describe</li> <li>• develop sentence meaning</li> <li>• read a fable</li> </ul>				<p><b>Digger Does It</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 5a Love</li> <li>• 5e Friendliness</li> </ul> <p><b>Service Dogs</b></p> <ul style="list-style-type: none"> <li>• 2c Faithfulness</li> <li>• 2e Work</li> </ul> <p><b>The Crow and the Pitcher</b></p> <ul style="list-style-type: none"> <li>• 2d Goal setting</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL (continued)</b></p> <p><b>Wolf Pack</b> The students will:</p> <ul style="list-style-type: none"> <li>• complete sentences to match pictures</li> <li>• note the foreshadowing that made the outcome reasonable</li> <li>• read words with <i>mb</i>, /m/ and <i>wr</i>, /r/</li> <li>• suspense in the plot</li> <li>• recall sequence of events</li> <li>• predict outcomes</li> <li>• classify</li> <li>• recognize the importance of gratitude</li> <li>• interpret figurative language</li> <li>• write a thank-you note</li> <li>• recognize the author’s technique for building</li> <li>• recognize that God keeps His promises</li> <li>• read words with the letter-sound association: <i>ea</i>, /A/; <i>ea</i>, /@/</li> <li>• read sentences that contain words with <i>ea</i>, /A/ and <i>ea</i>, /@/</li> <li>• recognize the use of an apostrophe in contractions</li> <li>• use contractions with the word <i>not</i></li> </ul>				<p><b>Wolf Pack</b></p> <ul style="list-style-type: none"> <li>• 5a Love</li> <li>• 6a Bible study</li> <li>• 6b Prayer</li> <li>• 8a Faith in God’s promises</li> <li>• 8d Courage</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 2: CREATURES GREAT AND SMALL (continued)</b></p> <p><b>A King for Brass Cobweb</b>                      The students will:</p> <ul style="list-style-type: none"> <li>• read words with suffixes in which the <i>y</i> at the end of the base word was changed to <i>i</i> before the suffix was added</li> <li>• read short-vowel words with suffixes <i>-ed</i> and <i>-ing</i></li> <li>• recognize likenesses and differences in characters</li> <li>• identify synonyms</li> <li>• match words to pictures</li> <li>• develop sentence meaning</li> <li>• identify the main character and lesser characters of the story</li> <li>• combine base words to form a compound word</li> <li>• identify character traits of story characters</li> <li>• develop sentence closure</li> <li>• relate story content to biblical truth</li> <li>• recall sequence of events</li> <li>• compare and contrast characters and their attitudes</li> <li>• relate story titles to illustrations</li> <li>• compose names for animals</li> <li>• read orally to convey emotion</li> <li>• read orally to portray emotional response of a character</li> <li>• read orally with appropriate voice expression to interpret dialogue</li> <li>• write contractions formed from are: <i>you're</i>, <i>we're</i>, <i>they're</i></li> <li>• use contractions to complete sentences</li> <li>• identify kinds of literature</li> <li>• identify the number of syllables in a word</li> </ul>				<p><b>A King for Brass Cobweb</b></p> <ul style="list-style-type: none"> <li>• 2d Goal setting</li> <li>• 3b Mind</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5e Friendliness</li> <li>• 6b Prayer</li> <li>• 7e Humility</li> <li>• 8a Faith in God's promises</li> <li>• 8d Courage</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 3: TREASURES</b></p> <p><b>Jonathan's Treasure</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: /ʒ/ in a closed syllable</li> <li>• use letter-sound association: short vowels</li> <li>• apply long-vowel generalizations</li> <li>• match vowel characters to words according to long-vowel patterns</li> <li>• use letter-sound association: /är/, /or/, /ûr/</li> <li>• infer character traits</li> <li>• note elements of setting</li> <li>• relate a story title to story facts and details</li> <li>• match pictures and related sentences</li> <li>• interpret pictures literally for elements of setting</li> <li>• develop sentence closure</li> <li>• perceive time relationships</li> <li>• note character actions</li> <li>• classify</li> <li>• relate story content to personal experience</li> <li>• match pictures to related sentences</li> <li>• enjoy realistic historical fiction</li> <li>• write about a personal experience</li> <li>• recognize possessives</li> </ul> <p><b>Jonathan Goforth: Missionary to China</b> The students will:</p> <ul style="list-style-type: none"> <li>• distinguish reality from fantasy</li> <li>• following directions</li> <li>• interpret text by using punctuation clues</li> <li>• recognize biography genre</li> </ul>	<p>60-90 min. per day, 5 days a week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p><b>Evaluation Techniques and Materials:</b> Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 2-A for Christian Schools</i>, Second Edition <i>Teacher's Edition 2-A</i> Pages 316-419 <i>Student Worktext</i> Pages 117-154 <i>Student Reader 2-A If Skies be Blue</i> Pages 223-302 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart  Other materials as specified in the Teacher's Edition</p>	<p><b>Jonathan's Treasure</b></p> <ul style="list-style-type: none"> <li>• 2e Work</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 6b Prayer</li> <li>• 6d Clear conscience</li> <li>• 7c Praise</li> <li>• 8a Faith in God's promises</li> </ul> <p><b>Jonathan Goforth: Missionary to China</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 6a Bible study</li> <li>• 6b Prayer</li> <li>• 7c Praise</li> <li>• 8a Faith in God's promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 3: TREASURES (continued)</b></p> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with a schwa ending (<i>ed, er, en, and ain</i>)</li> <li>• compare and contrast characters and their attitudes</li> <li>• infer supporting details about characters</li> <li>• add suffixes to expand vocabulary</li> </ul> <p><b>Captain Stripe’s Gold</b> The students will:</p> <ul style="list-style-type: none"> <li>• read one-syllable words with <i>-ed</i> ending</li> <li>• write words ending with <i>-ed</i></li> <li>• read words with schwa syllables</li> <li>• identify attitudes of characters</li> <li>• compare and contrast characters in a story</li> <li>• recognize the opinions of characters</li> <li>• complete quotations from the story</li> <li>• identify characters by dialogue</li> <li>• add suffixes to words</li> <li>• follow directions on a map</li> <li>• divide words into syllables between like consonants</li> </ul>				<p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 8d Courage</li> </ul> <p><b>Captain Stripe’s Gold</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 4c Honesty</li> <li>• 6a Bible study</li> <li>• 7d Contentment</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 3: TREASURES (continued)</b></p> <p><b>The Fire Keeper</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: <i>au, aw; o, a(l); /ô/</i></li> <li>• complete sentences with words containing various spellings of <i>/ô/</i></li> <li>• analyze dialogue to determine the emotions of the characters</li> <li>• compare our modern-day needs to those of the Native Americans in the story</li> <li>• recall sequence of events</li> <li>• recognize the importance of obedience and trustworthiness</li> <li>• match pictures and related sentences</li> <li>• recognize the use of foreshadowing</li> <li>• read orally to communicate the mood of the story</li> <li>• add common suffixes to base words</li> </ul> <p><b>December Leaves (a poem)</b> The students will:</p> <ul style="list-style-type: none"> <li>• relate the poem to personal experience</li> <li>• develop simple metaphors</li> <li>• recognize extended metaphor</li> <li>• divide words into syllables between unlike consonants</li> </ul>				<p><b>The Fire Keeper</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2e Work</li> <li>• 5a Love</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 3: TREASURES (continued)</b></p> <p><b>Gifts from the Wise Men</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize words with <i>y</i>, /<i>θ</i>/ as in <i>funny</i> and <i>y</i>, /<i>P</i>/ as in <i>fly</i></li> <li>• read one- and two-syllable words</li> <li>• use letter-sound association: <i>ie</i>, /<i>θ</i>/</li> <li>• note elements of setting</li> <li>• develop sentence closure</li> <li>• interpret pictures literally for elements of setting</li> <li>• recall comparison and contrasts</li> <li>• infer the motives of characters</li> <li>• recall sequence of events</li> <li>• enjoy realistic historical fiction</li> <li>• note the number of syllables in written words</li> <li>• write creatively</li> <li>• divide compound words combining base words to form a compound word</li> </ul> <p><b>Gold, Frankincense, and Myrrh</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: /<i>ð</i>/</li> <li>• recognize the significance of the wise men’s gifts</li> <li>• develop sentence closure</li> <li>• enjoy nonfiction: information</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize place relationships</li> <li>• read words with the prefix <i>a-</i></li> <li>• recognize rules for prefixes and suffixes added to base words</li> <li>• follow directions on a map using a compass rose</li> </ul>				<p><b>Gifts from the Wise Men</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2e Work</li> <li>• 2f Enthusiasm</li> <li>• 5a Love</li> <li>• 7b Exaltation of Christ</li> <li>• 7c Praise</li> </ul> <p><b>Gold, Frankincense, and Myrrh</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 7b Exaltation of Christ</li> </ul> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 5c Evangelism and missions</li> <li>• 7a Grace</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 3: TREASURES (continued)</b></p> <p><b>Squirrel’s Treasure</b>                      The students will:</p> <ul style="list-style-type: none"> <li>• recognize soft <i>c</i> in words</li> <li>• read words with soft <i>c</i></li> <li>• recognize soft <i>g</i> in words</li> <li>• distinguish fantasy from reality</li> <li>• predict outcomes</li> <li>• develop sentence closure</li> <li>• infer likenesses and differences in characters</li> <li>• classify</li> <li>• identify synonyms</li> <li>• recognize that characters view problems differently</li> <li>• identify the emotional responses of characters</li> <li>• recall comparisons and contrasts</li> <li>• relate a story title to story facts and details</li> <li>• identify fanciful elements in a story</li> <li>• write about a personal experience</li> <li>• interpret place relationships on a map</li> <li>• match a contraction with its meaning</li> </ul>				<p><b>Squirrel’s Treasure</b></p> <ul style="list-style-type: none"> <li>• 2f Enthusiasm</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5e Friendliness</li> <li>• 7d Contentment</li> <li>• 7e Humility</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 4: COASTAL LANDS</b></p> <p><b>Hurricane!</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: consonant blends</li> <li>• review long vowel open-syllable words</li> <li>• understand the meaning of the suffix <i>-ful</i></li> <li>• read words with the suffix <i>-ful</i></li> <li>• use words ending in <i>y, /ə/</i></li> <li>• recognize the emotional responses of characters</li> <li>• identify characters by dialogue</li> <li>• identify preparations for a hurricane</li> <li>• recognize the importance of prayer</li> <li>• make inferences</li> <li>• recognize our dependence on the Lord</li> <li>• recognize the effects of a hurricane on the setting of the story</li> <li>• identify ways that family members comfort one another</li> <li>• develop sentence meaning</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>air, are, ear; /âr/</i> as in <i>hair, care, and bear</i></li> <li>• read words with <i>ear, eer; /îr/</i> as in <i>hear</i> and <i>eer, /îr/</i> as in <i>cheer</i></li> <li>• find the relationships between pairs of words to form analogies</li> <li>• complete analogies</li> </ul>	<p>60-90 min. per day, 5 days a week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p><b>Evaluation Techniques and Materials:</b> Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 2-B for Christian Schools, Second Edition</i> <i>Teacher's Edition 2-B</i> Pages 2-129 <i>Student Worktext</i> Pages 155-194 <i>Student Reader 2-B</i> <i>When the Sun Rides High</i> Pages 2-100 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart  Other materials as specified in the Teacher's Edition</p>	<p><b>Hurricane!</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 2e Work</li> <li>• 2f Enthusiasm</li> <li>• 6b Prayer</li> <li>• 7c Praise</li> <li>• 8a Faith in God's promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 4: COASTAL LANDS (continued)</b></p> <p><b>Sea Island Mystery</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: ear; /îr/ as in hear; ear, /âr/ as in bear</li> <li>• match words and pictures</li> <li>• infer unstated supporting details</li> <li>• infer information</li> <li>• predict outcomes</li> <li>• identify relevant information</li> <li>• identify comparisons and contrasts</li> <li>• recognize place relationships</li> <li>• note elements of setting: time and place</li> <li>• use contractions with not: <i>don't, can't, haven't</i></li> <li>• write a complete sentence</li> <li>• note foreshadowing that made the outcome reasonable</li> <li>• recognize antonyms</li> <li>• use synonyms in sentences</li> </ul> <p><b>A Tide Pool</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>gu, /g/</i> as in <i>guess</i></li> <li>• infer unstated supporting details</li> <li>• recognize God's purpose and design in creation</li> <li>• develop sentence meaning</li> <li>• enjoy nonfiction: information</li> <li>• note the author's use of description</li> </ul>				<p><b>Sea Island Mystery</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 2c Faithfulness</li> <li>• 2e Work</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 5e Friendliness</li> <li>• 8d Courage</li> </ul> <p><b>A Tide Pool</b></p> <ul style="list-style-type: none"> <li>• 3a Self-concept</li> <li>• 7c Praise</li> <li>• 8a Faith in God's promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 4: COASTAL LANDS (continued)</b></p> <p><b>The Cranky Blue Crab</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: /or/ as in <i>stork</i>, /är/ as in <i>shark</i></li> <li>• use letter-sound association: /ûr/ as in <i>turtle</i>, <i>bird</i>, <i>fern</i></li> <li>• use letter-sound association: /îr/ as in <i>spear</i> and /âr/ as in <i>care</i></li> <li>• use words with prefix <i>a-</i> as in <i>along</i> and <i>alive</i></li> <li>• distinguish reality from fantasy</li> <li>• use context to determine the pronunciation of words with the suffix <i>-ed</i></li> <li>• match words with corresponding pictures</li> <li>• infer character traits</li> <li>• recall sequence of events</li> <li>• develop sentence closure</li> <li>• evaluate character attitudes</li> <li>• infer likenesses and differences in characters</li> <li>• infer the motives of characters</li> <li>• develop vocabulary</li> <li>• develop an awareness of the changing of the characters in the course of the action</li> <li>• identify emotional responses of characters</li> <li>• identify story characters through dialogue</li> <li>• note elements of setting developing an awareness of sound patterns in poetry</li> <li>• recognize contractions</li> <li>• enjoy onomatopoeia</li> <li>• note elements of setting: time and place</li> <li>• enjoy the author's techniques for building suspense in the plot</li> <li>• recognize rhyming words</li> <li>• use rhyming words</li> <li>• interpret figurative language</li> </ul>				<p><b>The Cranky Blue Crab</b></p> <ul style="list-style-type: none"> <li>• 1c Separation from the world</li> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 3c Emotional control</li> <li>• 4c Honesty</li> <li>▪ 5a Love</li> <li>▪ 7c Praise</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 4: COASTAL LANDS (continued)</b></p> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize the signals of long vowels in words</li> <li>• identify common meanings of the prefixes <i>un-</i>, <i>mis-</i>, and <i>re-</i></li> <li>• read words with prefixes</li> <li>• identify the base words in words with prefixes</li> </ul> <p><b>The Boy and the Dike</b></p> <ul style="list-style-type: none"> <li>• infer character traits</li> <li>• put words in alphabetical order</li> <li>• identify figurative language</li> <li>• enjoy a legend</li> <li>• note elements of setting</li> </ul>				<p><b>The Boy and the Dike</b></p> <ul style="list-style-type: none"> <li>• 2d Goal setting</li> <li>• 5a Love</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 4: COASTAL LANDS (continued)</b></p> <p><b>The Old Fisherman</b></p> <ul style="list-style-type: none"> <li>• apply the marker e generalization</li> <li>• use long vowel generalizations: vowel digraph and marker <i>e</i></li> <li>• distinguish between long vowel words and short vowel words</li> <li>• classify by matching words and pictures</li> <li>• relate one story theme to another</li> <li>• recognize the importance of obedience</li> <li>• draw conclusions</li> <li>• recall facts and details about story characters</li> <li>• recognize the emotional responses of the character</li> <li>• identify character attitudes, motives, and development</li> <li>• understand analogies</li> <li>• recognize the development of a character because of salvation</li> <li>• recognize the influence one person’s testimony can have on another person</li> <li>• understand the importance of being saved at a young age</li> <li>• divide compound words into syllables</li> <li>• visualize a setting</li> <li>• recognize possessives</li> <li>• identify abbreviations</li> <li>• use abbreviations in sentences</li> </ul>				<p><b>The Old Fisherman</b></p> <ul style="list-style-type: none"> <li>• 1b Repentance and faith</li> <li>• 4a Sowing and reaping</li> <li>• 5a Love</li> <li>• 6b Prayer</li> <li>• 7b Exaltation of Christ</li> <li>• 7c Praise</li> <li>• 8a Faith in God’s promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 4: COASTAL LANDS (continued)</b></p> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• read words with /ûr/ as in <i>her, bird, and fur</i> and /wûr/ as in <i>work</i></li> <li>• distinguish reality from fantasy</li> <li>• discuss reactions to people’s mistakes</li> <li>• identify fanciful elements</li> </ul> <p><b>Until I Saw the Sea</b></p> <ul style="list-style-type: none"> <li>• relate a poem to personal experience</li> <li>• interpret the meaning of a poem</li> <li>• develop word meaning</li> <li>• listen appreciatively</li> <li>• recognize personification</li> <li>• interpret personification</li> </ul> <p><b>Fishers of Men</b></p> <ul style="list-style-type: none"> <li>• relate story content to biblical truth</li> <li>• match words and definitions</li> <li>• identify characters in unit stories</li> <li>• develop sentence closure</li> <li>• relate story content to biblical principles</li> <li>• note author’s use of description and comparison</li> <li>• identify cause and effect</li> <li>• recall sequence of events</li> <li>• read words with the prefix al-</li> <li>• note elements of setting: time and place</li> <li>• put words in alphabetical order</li> </ul>				<p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 5a Love</li> </ul> <p><b>Fishers of Men</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 2a Authority</li> <li>• 2c Faithfulness</li> <li>• 2d Goal setting</li> <li>• 2e Work</li> <li>• 4a Sowing and reaping</li> <li>• 5c Evangelism and missions</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 5: SPECIAL DEEDS</b></p> <p><b>New Friends</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify words with /n/ spelled <i>kn</i></li> <li>• infer supporting details about characters</li> <li>• relate story content to personal experience</li> <li>• determine the main idea</li> <li>• develop sentence closure</li> <li>• relate story content to biblical truth</li> <li>• identify ways to be helpful to an immigrant</li> <li>• recognize the opportunity to witness by making friends</li> <li>• identify pronoun referents</li> <li>• identify syllables</li> <li>• note the number of syllables in written words</li> </ul> <p><b>Bread from Heaven</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify silent consonants</li> <li>• read words with silent consonants</li> <li>• distinguish reality from fantasy</li> <li>• infer supporting details</li> <li>• recognize the importance of sharing the gospel with others</li> <li>• recognize the power of prayer</li> <li>• recognize that God uses people to accomplish His plan</li> <li>• infer unstated supporting details</li> <li>• determine the sequence of events</li> <li>• identify directions on a map, using the compass rose</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• infer the cause-and-effect relationships in a plot</li> <li>• realize that needs often result in a new development</li> <li>• read and use a calendar</li> </ul>	<p>60-90 min. per day, 5 days a week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p><b>Evaluation Techniques and Materials:</b> Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 2-B for Christian Schools, Second Edition</i> <i>Teacher's Edition 2-B</i> Pages 130-271 <i>Student Worktext</i> Pages 195-351 <i>Student Reader 2-B When the Sun Rides High</i> Pages 102-204 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart Other materials as specified in the Teacher's Edition</p>	<p><b>New Friends</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 2c Faithfulness</li> <li>• 2e Work</li> <li>• 5a Love</li> <li>• 5c Evangelism and missions</li> <li>• 6a bible study</li> <li>• 6b Prayer</li> <li>• 6c Spirit-filled</li> <li>• 7c Praise</li> </ul> <p><b>Bread from Heaven</b></p> <ul style="list-style-type: none"> <li>• 2c Faithfulness</li> <li>• 2e Work</li> <li>• 5c Evangelism and missions</li> <li>• 7a Grace</li> <li>• 7c Praise</li> <li>• 8a Faith in God's promises</li> </ul> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 5a Love</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 5: SPECIAL DEEDS (continued)</b></p> <p><b>The Farmer and the Donkey</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: <i>o</i> with marker <i>e</i>, /Σ/</li> <li>• read words ending with <i>-ed</i></li> <li>• identify differences of opinion</li> <li>• recognize synonyms and antonyms</li> <li>• develop an awareness of the changing of the characters in the course of the action</li> <li>• recognize the emotional responses of characters</li> <li>• recognize differences of opinion</li> <li>• enjoy a folktale and drama</li> </ul> <p><b>Have You Seen My Dog?</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify with a story character</li> <li>• recognize examples of good manners as demonstrated by story characters</li> <li>• follow directions</li> <li>• match words and definitions</li> <li>• recall facts and details about actions of characters</li> <li>• infer supporting details</li> <li>• match story characters and dialogue</li> <li>• infer meaning from prefixes</li> <li>• divide into syllables words that end with a consonant + <i>le</i></li> <li>• divide words into syllables between the prefix and the base word</li> <li>• divide words into syllables between the base word and the suffix</li> <li>• evaluate character attitudes</li> <li>• develop sentence closure</li> </ul>				<p><b>The Farmer and the Donkey</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 5e Friendliness</li> <li>• 6c Spirit-filled</li> </ul> <p><b>Have You Seen My Dog?</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 2e Work</li> <li>• 5a Love</li> <li>• 5e Friendliness</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 5: SPECIAL DEEDS (continued)</b></p> <p><b>The Little Maid</b> The students will:</p> <ul style="list-style-type: none"> <li>• apply the two-vowel generalization: vowel digraph <i>ai, /I/</i> as in <i>rain</i></li> <li>• identify words with open syllables</li> <li>• use homonyms</li> <li>• infer supporting details about characters</li> <li>• recognize the importance of obedience</li> <li>• recognize possessives</li> <li>• develop sentence closure</li> <li>• read with varied vocal expression to portray emotion</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>tion, /shən/</i> as in <i>nation</i></li> <li>• draw conclusions about situations</li> <li>• infer unstated supporting details</li> </ul>				<p><b>The Little Maid</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2c Faithfulness</li> <li>• 4c Honesty</li> <li>• 5a Love</li> <li>• 7c Praise</li> </ul> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 1a Understanding Jesus Christ</li> <li>• 1b Repentance and faith</li> <li>• 5c Evangelism and missions</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 5: SPECIAL DEEDS (continued)</b></p> <p><b>Annie Sullivan</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: /μ / (or /T/) and /γ/</li> <li>• read words with three-letter consonant blends</li> <li>• recognize common suffixes: <i>-tion, -sion</i></li> <li>• recognize the emotional response of characters</li> <li>• match phrases to pictures</li> <li>• identify words with multiple meanings through context</li> <li>• infer character traits</li> <li>• infer unstated supporting details</li> <li>• classify</li> <li>• develop sentence closure</li> <li>• develop opinions</li> <li>• infer the motives of characters</li> <li>• recall facts and details</li> <li>• recall comparisons and contrasts</li> <li>• match words and definitions</li> <li>• enjoy historical fiction</li> <li>• note elements of setting: time and place</li> </ul> <p><b>Just Mouse</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: / T / and / μ /</li> <li>• identify fanciful elements in story content</li> <li>• infer the motives of characters</li> <li>• understand the meaning of an ellipsis</li> <li>• relate story titles to pictures</li> <li>• identify problems and solutions</li> <li>• observe the change of attitude in characters</li> <li>• draw conclusions</li> <li>• read and write contractions formed from <i>will</i></li> <li>• read and write contractions formed from <i>have</i></li> </ul>				<p><b>Annie Sullivan</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2d Goal setting</li> <li>• 3c Emotional control</li> <li>• 5a Love</li> <li>• 6c Spirit-filled</li> <li>• 8d Courage</li> </ul> <p><b>Just Mouse</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 2d Goal setting</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5e Friendliness</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 5: SPECIAL DEEDS (continued)</b></p> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words beginning with consonant blends</li> <li>• write words beginning with consonant blends</li> <li>• understand the difference between fact and opinion</li> <li>• determine whether a statement is fact or opinion</li> </ul> <p><b>The Wright Flyer</b> The students will:</p> <ul style="list-style-type: none"> <li>• follow directions</li> <li>• recognize that success sometimes comes only after numerous failures</li> <li>• choose the correct homonyms to complete sentences</li> <li>• enjoy nonfiction: information</li> </ul> <p><b>The Pineyridge Snowstorm</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: <i>au, aw, o, a(l), /ô/</i></li> <li>• perceive time relationships</li> <li>• recognize the differences between fact and fiction</li> <li>• note elements of a tall tale</li> <li>• combine base words to form a compound word</li> <li>• recognize characteristics of tall tales; heroes, exaggeration</li> </ul>				<p><b>The Wright Flyer</b></p> <ul style="list-style-type: none"> <li>• 2d Goal setting</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 5: SPECIAL DEEDS (continued)</b></p> <p><b>White Silence</b> The students will:</p> <ul style="list-style-type: none"> <li>• apply phonics generalizations to a set of weather words</li> <li>• relate a poem to personal experience</li> <li>• note the different descriptions of snow</li> <li>• interpret the meaning of a poem</li> <li>• listen appreciatively</li> <li>• recognize similes</li> <li>• interpret similes</li> </ul> <p><b>Noodle Soup</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize letter-sound association: <i>ph</i>, /f/</li> <li>• read words with <i>wor</i>, /wûr/ as in <i>work</i></li> <li>• develop opinions</li> <li>• identify emotional responses of characters</li> <li>• read a recipe</li> <li>• match corresponding pictures and sentences</li> <li>• infer the motives of characters</li> <li>• interpret pictures literally for character attitudes</li> <li>• develop critical thinking</li> <li>• complete a crossword puzzle</li> <li>• recognize first-person point of view</li> <li>• develop creative writing skills</li> <li>• note foreshadowing that made the outcome reasonable</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• identify vowel patterns for long and short vowel words</li> <li>• identify words with r-influenced vowels</li> <li>• recognize items that do not belong in a category</li> <li>• determine the relevance of words and sentences in relation to other words and sentences</li> </ul>				<p><b>Noodle Soup</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 2e Work</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 5e Friendliness</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 6: Making Melody</b></p> <p><b>The Nightingale</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: y, /P/ and y, /M/</li> <li>• read words with y as a consonant, /y/</li> <li>• draw conclusions by observing situations</li> <li>• appreciate God’s creation</li> <li>• distinguish fantasy from reality</li> <li>• demonstrate understanding of italics for emphasis</li> <li>• recognize the emotional responses of characters</li> <li>• sequence events</li> <li>• note the number of syllables in written words</li> <li>• divide words into syllables between the base word and the suffix</li> <li>• not the author’s use of words that sound like their meaning (onomatopoeia)</li> </ul> <p><b>The Flag Goes By</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize the importance of showing respect and honor to one’s country and flag</li> <li>• interpret the meaning of a poem</li> <li>• listen appreciatively</li> <li>• develop an awareness of rhythm</li> <li>• recognize the significance of repetition</li> <li>• note the stressed syllables in words with more than one syllable</li> </ul>	<p>60-90 min. per day, 5 days a week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p><b>Evaluation Techniques and Materials:</b> Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 2-B for Christian Schools, Second Edition</i> <i>Teacher’s Edition 2-B</i> Pages 272-405 <i>Student Worktext</i> Pages 235-270 <i>Student Reader 2-B</i> <i>When the Sun Rides High</i> Pages 206-304 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart  Other materials as specified in the Teacher’s Edition</p>	<p><b>The Nightingale</b></p> <ul style="list-style-type: none"> <li>• 2c Faithfulness</li> <li>• 2f Enthusiasm</li> <li>• 6e Forgiveness</li> <li>• 7e Humility</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 6: Making Melody (continued)</b></p> <p><b>O Say, Can You See?</b> The students will:</p> <ul style="list-style-type: none"> <li>• develop an understanding of a second war fought between the Americans and the British</li> <li>• identify characters from their dialogue</li> <li>• develop sentence closure</li> <li>• identify the writer of the “Star-Spangled Banner”</li> <li>• identify characters by their actions</li> <li>• recognize the function of quotation marks in reading</li> <li>• identify prefixes and suffixes</li> <li>• read words with prefixes and suffixes</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• add suffixes to words with long vowel patterns</li> <li>• read words with suffixes</li> <li>• learn the history of a sacred song</li> <li>• read the stanzas of a sacred song</li> </ul> <p><b>Song of Faith</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: <i>ch</i>, /ch/, /k/</li> <li>• apply the two-vowel generalization</li> <li>• read long vowel words</li> <li>• recognize the importance of prayer</li> <li>• recognize that God is all-powerful</li> <li>• read vocabulary words for meaning</li> <li>• recognize that God protects His people</li> <li>• recognize the importance of giving praise to God</li> <li>• match pictures to appropriate phrases</li> <li>• recognize synonyms and antonyms</li> </ul>				<p><b>O Say, Can You See?</b></p> <ul style="list-style-type: none"> <li>• 5a Love</li> <li>• 5e Friendliness</li> <li>• 7c Praise</li> <li>• 8a Faith in God’s promises</li> </ul> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 7c Praise</li> </ul> <p><b>Song of Faith</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 5e Friendliness</li> <li>• 6b Prayer</li> <li>• 7c Praise</li> <li>• 8a Faith in God</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 6: Making Melody (continued)</b></p> <p><b>Obedience</b> The students will:</p> <ul style="list-style-type: none"> <li>• understand the importance of obedience as part of a Christian testimony</li> <li>• observe character traits</li> <li>• use comparatives when comparing two things</li> <li>• use superlatives when comparing three or more things</li> </ul> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• recognize God’s sovereignty in danger</li> <li>• use sensory descriptions to broaden vocabulary</li> <li>• appreciate the practical usefulness of a glossary</li> <li>• use alphabetizing skills to locate words in a glossary</li> <li>• identify appropriate glossary definitions</li> <li>• use context clues to determine word meaning</li> </ul>				<p><b>Obedience</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2b Servanthood</li> <li>• 2f Enthusiasm</li> <li>• 6c Spirit-filled</li> </ul> <p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 2c Faithfulness</li> <li>• 8a Faith in God’s promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 6: Making Melody (continued)</b></p> <p><b>Granny Nell’s Dulcimer</b> The students will:</p> <ul style="list-style-type: none"> <li>• read word ending with <i>ar, er, or, /εr/</i></li> <li>• read word with <i>ew, /μ/</i> as in <i>new</i></li> <li>• use letter-sound association: <i>ai, ay, ei, /Π/</i></li> <li>• interpret pictures literally for actions of characters</li> <li>• match pictures with related words</li> <li>• infer supporting details about characters</li> <li>• draw conclusions about situations</li> <li>• make inferences</li> <li>• develop sentence closure</li> <li>• develop opinions</li> <li>• develop an awareness of the changing of characters in the course of the action</li> <li>• determine the main idea</li> <li>• illustrate sentences</li> <li>• recognize emotional responses of characters</li> <li>• infer supporting details</li> <li>• develop divergent thinking</li> <li>• read possessives</li> <li>• write possessives</li> <li>• use contractions correctly in sentences</li> <li>• compose sentences</li> </ul> <p><b>More About Dulcimers</b> The students will:</p> <ul style="list-style-type: none"> <li>• use letter-sound association: <i>/Σ /, /oi/, and /ou/</i></li> <li>• recognize ways to share music with others</li> <li>• develop sentence closure</li> <li>• enjoy nonfiction: information</li> </ul>				<p><b>Granny Nell’s Dulcimer</b></p> <ul style="list-style-type: none"> <li>• 2a Authority</li> <li>• 2d Goal setting</li> <li>• 2e Work</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 6c Spirit-filled</li> <li>• 8a Faith in God’s promises</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 6: Making Melody (continued)</b></p> <p><b>Skill Station Day</b> The students will:</p> <ul style="list-style-type: none"> <li>• read two-syllable words</li> <li>• recognize the importance of singing to the Lord</li> <li>• define two-syllable words</li> <li>• divide VC/CV pattern words into syllables between like and unlike consonants</li> <li>• locate specific books in the Bible using the table of contents</li> </ul> <p><b>Psalm 33:1-3</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words that end in <i>es</i> after <i>ch, sh, s, x,</i> or <i>z</i></li> <li>• understand the importance of praising the Lord</li> <li>• read for significant details</li> <li>• appreciate a psalm</li> <li>• read a psalm with others as a choral reading</li> <li>• divide into syllables words that end in <i>es</i> after <i>ch, sh, s, x,</i> or <i>z</i></li> </ul> <p><b>Fanny Crosby</b> The students will:</p> <ul style="list-style-type: none"> <li>• read words with <i>er, ir, ur, /ûr/</i></li> <li>• recognize the importance of contentment</li> <li>• note ways of compensating for blindness</li> <li>• classify</li> <li>• develop sentence closure</li> <li>• relate one story character to another</li> <li>• identify true and false statements</li> <li>• recall sequence of events</li> <li>• identify the meanings of words with prefixes</li> <li>• use words with suffixes in sentences</li> <li>• use varied vocal inflection in response to punctuation signals</li> </ul>				<p><b>Skill Station Day</b></p> <ul style="list-style-type: none"> <li>• 6c Spirit-filled</li> <li>• 7c Praise</li> </ul> <p>Promise I: God as Master</p> <p><b>Psalm 33:1-3</b></p> <ul style="list-style-type: none"> <li>• 2c Faithfulness</li> <li>• 4b Purity</li> <li>• 7c Praise</li> </ul> <p><b>Fanny Crosby</b></p> <ul style="list-style-type: none"> <li>• 1b Repentance and faith</li> <li>• 2d Goal setting</li> <li>• 6a Bible study</li> <li>• 6b Prayer</li> <li>• 7a Grace</li> <li>• 7c Praise</li> <li>• 7d Contentment</li> </ul>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p><b>Unit 6: Making Melody (continued)</b></p> <p><b>The Song of Happy People</b> The students will:</p> <ul style="list-style-type: none"> <li>• understand that God’s presence should eliminate fear</li> <li>• identify solutions for problems</li> <li>• match facts and details with story titles</li> <li>• identify antonyms</li> </ul> <p><b>When Singing Came Again</b> The students will:</p> <ul style="list-style-type: none"> <li>• read service words</li> <li>• identify the emotional responses of characters</li> <li>• infer the motives of characters</li> <li>• develop an awareness of the changing of the characters in the course of action</li> <li>• infer the author’s message</li> <li>• interpret idioms</li> <li>• develop divergent thinking</li> <li>• recognize first-person point of view</li> <li>• develop an awareness of imagery</li> <li>• determine the number of syllables in words</li> <li>• divide words into syllables</li> </ul>				<p><b>The Song of Happy People</b></p> <ul style="list-style-type: none"> <li>• 2e Work</li> <li>• 8a Faith in God’s promises</li> <li>• 8b Faith in the power of the Word of God</li> </ul> <p><b>When Singing Came Again</b></p> <ul style="list-style-type: none"> <li>• 2b Servanthood</li> <li>• 2e Work</li> <li>• 5a Love</li> <li>• 5b Giving</li> <li>• 6c Spirit-filled</li> <li>• 7c Praise</li> </ul>