Focus on Fives
Lesson Plan Overview

Unit 1: All Around the Town

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<td>• State the importance of learning</td>
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<td>• Apply rules and procedures for behavior</td>
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<td>• Explain that we all have responsibilities at home, at school, and in the community</td>
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<td>• State the importance of authority figures</td>
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<td>• Use good pencil hold</td>
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<td>• Sing an alphabet song</td>
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<td>• Identify the first letter in a name</td>
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<td>• Trace lines from left to right</td>
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<td>14–19</td>
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<td>• Recall why routines and order are important to learning</td>
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<td>• Predict what will happen when two colors are mixed</td>
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<td>• Identify the first letter of a name</td>
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<td>• State that names begin with an uppercase letter</td>
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<td>• Complete a creative writing activity</td>
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<td>• Sing an alphabet song</td>
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<td>• Match pictures that are alike</td>
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<td>• Use correct pencil hold</td>
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<td>• Differentiate between left and right hands</td>
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<td>20–27</td>
<td>7–8</td>
<td>vi</td>
<td>• Tell how people in a community help each other accomplish a goal</td>
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<td>• Follow agreed-upon rules for discussions</td>
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<td>• Compare heavy and light objects</td>
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<td>• Identify the main character in a story</td>
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<td>• Use fine-motor skills to cut out pictures</td>
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<td>• Sing an alphabet song</td>
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<td>• Match letters and shapes</td>
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<td>• Review correct pencil hold</td>
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<td>• Trace left to right</td>
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<td>4</td>
<td>28–33</td>
<td>9–10</td>
<td>v–vi</td>
<td>• Describe the first family that God made</td>
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<td>• Explain the purpose of a family album</td>
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<td>• Make a family album</td>
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<td>• Identify rhyming words</td>
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<td>• Trace slanting lines from top to bottom</td>
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<td>• Use visual discrimination to match letters</td>
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<td>34–43</td>
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<td>• Identify the front cover, back cover, title page, and page numbers of a book</td>
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<td>• Identify the main characters in a story</td>
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<td>• Demonstrate the proper handling of a book</td>
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<td>• Retell a picture story</td>
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<td>• Tell how people in a community help each other accomplish a goal</td>
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| 6      | 44–53             | 11–12    | 1–2             | - Identify characters in a story  
- Identify places in a fire station  
- Explain how some of the places at a fire station help the firefighters  
- Identify uppercase and lowercase Tt  
- Use letter-sound association for t /t/  
- Write t |
| 7      | 54–59             | 13–14    | 3–4             | - Explain why firefighters wear protective gear when fighting a fire  
- Identify the tools that firefighters use to put out fires  
- State the importance of the role of authority figures like firefighters in a community  
- Complete a creative writing activity  
- Identify uppercase and lowercase Tt  
- Use letter-sound association for t /t/  
- State that names begin with uppercase letters  
- Write T |
| 8      | 60–67             | 15–16    | 5–6             | - Explain the importance of having a home fire escape plan  
- Demonstrate “Stop, Drop, and Roll”  
- Create a fire escape plan  
- Identify uppercase and lowercase li  
- Use letter-sound association for i /i/  
- Read the word it  
- Blend two phonemes into a recognizable word  
- Demonstrate correct spacing when writing a word  
- Write i  
- Write a word |
| 9      | 68–73             | 17–18    | 7–8             | - Complete a creative writing activity  
- Describe different kinds of fire trucks and how they are used to fight fires  
- Identify uppercase and lowercase li  
- Use letter-sound association for i /i/  
- Read the word I  
- Write I |
| 10     | 74–83             | 9–10     |                 | - Predict what the surprise might be  
- Identify the main characters in a story  
- Interpret supporting details in pictures  
- Use role-playing to interpret the story |
### Week 3: Police Officers, Our Friends

#### Reader 3: *Hopscotch*

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| 11     | 84–93             | 19–20    | 11–12           | - State from the Bible why we should obey authorities such as police officers  
- Explain why it is important to obey laws like buckling seat belts  
- Use visual discrimination to match pictures  
- Identify uppercase and lowercase Ss  
- Use letter-sound association for s /s/  
- Read the high-frequency word *is*  
- Read words with the phonogram _ot_  
- Write *s*  
- Write a word |
| 12     | 94–99             | 21–22    | 13–14           | - Identify the uniforms worn by community helpers  
- Complete a creative writing activity  
- Identify uppercase and lowercase Ss  
- Use letter-sound association for s /s/  
- Read words with the phonogram _ot_  
- Write *S* |
| 13     | 100–109           | 23–24    | 15–16           | - State what the lights on a traffic signal mean to drivers  
- Organize pictures in story order  
- Add a period to the end of a sentence  
- Identify uppercase and lowercase Nn  
- Use letter-sound association for n /n/  
- Read words with the phonograms _ot_ and _in_  
- Write *N* |
| 14     | 110–17            | 25–26    | 17–18           | - Observe fingerprints to understand that they are unique to each person  
- Infer that God made each person unique  
- Complete a creative writing activity  
- Use visual discrimination to match pictures  
- Identify uppercase and lowercase Nn  
- Use letter-sound association for n /n/  
- Read words with the phonograms _ot_ and _in_  
- Write *N* |
| 15     | 118–27            | 19–20    |                 | - Interpret details in pictures  
- Identify a period  
- Read a simple sentence with the aid of a rebus |
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| 16     | 128–39           | 27–28    | 21–22           | - Use visual discrimination to compare postage stamps  
- Explain how the parts of a mailing address help the mail carrier do his job  
- Identify uppercase and lowercase Hh  
- Use letter-sound association for h /h/  
- Recognize that an exclamation point is used to show excitement  
- Read words with the phonogram _it  
- Read high-frequency words: here, she  
- Write h |
| 17     | 140–47           | 29–30    | 23–24           | - Explain the history of the postal system  
- Match a written name to a name tag  
- Identify uppercase and lowercase Hh  
- Use letter-sound association for h /h/  
- Read words with final s  
- Write H |
| 18     | 148–55           | 31–32    | 25–26           | - Identify items needed for mailing a box for delivery  
- Identify uppercase and lowercase Ww  
- Use letter-sound association for w /w/  
- Read words with final s  
- Read words with phonograms _in and _it  
- Write w  
- Write a word |
| 19     | 156–61           | 33–34    | 27–28           | - State how ZIP codes help when sorting mail  
- Write a class thank-you letter  
- List ways that personal letters encourage others  
- Identify uppercase and lowercase Ww  
- Use letter-sound association for w /w/  
- Write W |
| 20     | 162–71           | 29–30    |                  | - Interpret details in pictures  
- Read simple sentences  
- Predict the outcome of the story  
- Identify key details in a text  
- Use proper inflection when reading a sentence with an exclamation point |
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| 21     | 172–83            | 35–36    | 31–32           | • Explain the difference between primary and permanent teeth  
• Order events in a story  
• Identify uppercase and lowercase Ee  
• Use letter-sound association for e /ɛ/  
• Read words with the phonogram _en  
• Read the high-frequency words the and what  
• Write e |
| 22     | 184–91            | 37–38    | 33–34           | • State some ways to keep teeth healthy  
• Complete a shared writing activity  
• Identify uppercase and lowercase Ee  
• Use letter-sound association for e /ɛ/  
• Read words with the phonograms _es and _et  
• Recognize that a question mark is used to show a question  
• Write E |
| 23     | 192–99            | 39–40    | 35–36           | • List ways to avoid spreading colds  
• Use letter-sound association for e /ɛ/ and i /ɪ/  
• Read words with short vowels  
• Use letter-sound association for s /z/  
• Read words with the phonogram _is  
• Use correct spacing when writing a word |
| 24     | 200–207           | 41–42    | 37–38           | • Name some ways to stay healthy  
• List foods that are healthy to eat  
• Demonstrate the best way to wash one’s hands  
• Complete a creative writing activity  
• Identify uppercase and lowercase letters  
• Review letter-sound associations  
• Read words with short vowels  
• Review all high-frequency words  
• Write a sentence |
| 25     | 208–17            | 39–40    |                 | • Identify details in pictures  
• Read a simple story  
• Distinguish fantasy from realistic fiction |
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| 26     | 218–31           | 43–46    | 41–42           | • Explain that the Bible is a special book  
• Identify parts of the Bible  
• List ways to reuse Bibles  
• Explain the importance of learning to read in order to read the Bible  
• Identify uppercase and lowercase Bb  
• Use letter-sound association for b /b/  
• Read the high-frequency words love and my  
• Identify the correct use of the exclamation point  
• Write b |
| 27     | 232–39           | 47–48    | 43–44           | • Explain that the Bible was written by holy men of God  
• State that God breathed out the words of the Bible by His Holy Spirit  
• Dictate or write a word or phrase to complete a creative-writing activity  
• Identify uppercase and lowercase Bb  
• Use letter-sound association for b /b/  
• Read words with the phonograms _eb and _ib  
• Read high-frequency words  
• Write B |
| 28     | 240–47           | 49–50    | 45–46           | • State that the Bible tells one big story  
• Summarize the Bible with the words Creation, Fall, and Redemption  
• Explain the key aspects of Creation, the Fall, and Redemption  
• Identify uppercase and lowercase Pp  
• Use letter-sound association for p /p/  
• Read words with the phonogram _ip  
• Write p |
| 29     | 248–55           | 51–52    | 47–48           | • Identify the purposes for singing psalms, hymns, and spiritual songs  
• List different types of songs sung in church  
• Identify an example of a songbook in the Bible  
• Compare and contrast a psalm with a hymn  
• Dictate a new verse to a familiar song  
• Identify uppercase and lowercase Pp  
• Use letter-sound association for p /p/  
• Write P |
| 30     | 256–65           | 49–50    |                 | • Draw conclusions from picture interpretation and text  
• Read orally to communicate the author’s message  
• Use proper inflection when reading an exclamatory sentence |
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| 31     | 266–75           | 53–54    | 51–52           | • State the purpose of a library  
• List types of books that can be found in a library  
• Distinguish fiction from nonfiction  
• Explain how to check out books at the library  
• Identify uppercase and lowercase Uu  
• Use letter-sound association for u /ć/  
• Read words with the phonograms un and up  
• Read the high-frequency words pretty and says  
• Identify the correct use of quotation marks  
• Write u |
| 32     | 276–83           | 55–56    | 53–54           | • Review the difference between left and right  
• State that Story Time is a function of the library  
• Participate in a Story Time session  
• Form an opinion about a story  
• Dictate or draw to compose an opinion piece about a story  
• Share a composition with a peer  
• Identify uppercase and lowercase Uu  
• Use letter-sound association for u /ć/  
• Read words with the phonograms ub, us, and ut  
• Write U |
| 33     | 284–91           | 57–58    | 55–56           | • List things to do at the library  
• Identify the purpose of a computer  
• Describe the purpose of a browser  
• Identify uppercase and lowercase Kk  
• Use letter-sound association for k /k/  
• Read words with initial k  
• Write k |
| 34     | 292–97           | 59–60    | 57–58           | • State that magazines for children and adults can be found at the library  
• Identify the main topic of a text  
• Complete a creative-writing activity  
• Identify uppercase and lowercase Kk  
• Use letter-sound association for k /k/  
• Write K |
| 35     | 298–307          | 59–60    | 59–60           | • Make predictions based on illustrations  
• Recall the meaning of quotation marks  
• Distinguish fantasy from realistic fiction |
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| 36     | 308–17           | 61–62    | 61–62          | • Remember details in nursery rhymes  
• Identify the difference between a nursery rhyme and a story  
• State a story character’s responsibilities at home  
• Explain how doing chores is a way to serve one’s family  
• Identify uppercase and lowercase Cc  
• Use letter-sound association for c /k/  
• Read words with initial c  
• Read the high-frequency words little and new  
• Identify rhyming words  
• Write Cc |
| 37     | 318–25           | 63–64    | 63–64          | • Sequence events in a nursery rhyme  
• Distinguish between different emotions  
• Dictate sentences for a shared writing activity  
• Use letter-sound association for ck /k/  
• Read words with the phonograms _eck, _ick, and _uck  
• Write words that end in ck |
| 38     | 326–33           | 65–66    | 65–66          | • Classify objects using the sense of touch  
• Recall details from a story  
• Distinguish fantasy from realistic fiction  
• Use letter-sound association for e /e/, i /i/, and u /u/  
• Read words with short vowels  
• Write a sentence with proper spacing |
| 39     | 334–39           | 67–68    | 67–68          | • Identify words that rhyme  
• Dictate text to create a counting rhyme and complete a creative-writing activity  
• Read words with the phonograms _ess, _iss, and _inn  
• Write a phrase with proper spacing |
| 40     | 340–49           | 69–70    |                | • Read simple sentences  
• Interpret details in pictures  
• Draw conclusions from picture interpretations and text |
### Week 9: Picture Books
#### Reader 9: In the Tub

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| 41     | 350–59            | 69–70    | 71–72           | • Explain the job of an author  
          |                   |           |                 | • Identify God as the author of Scripture  
          |                   |           |                 | • Identify uppercase and lowercase Dd  
          |                   |           |                 | • Use letter-sound association for d /d/  
          |                   |           |                 | • Read words with the phonograms _ed and _id  
          |                   |           |                 | • Read words with initial d  
          |                   |           |                 | • Read the high-frequency word come  
          |                   |           |                 | • Write d |
| 42     | 360–67            | 71–72    | 73–74           | • Explain the job of an illustrator  
          |                   |           |                 | • Identify tools used by illustrators  
          |                   |           |                 | • Identify God as the Creator  
          |                   |           |                 | • List some things that God created  
          |                   |           |                 | • Create an illustration  
          |                   |           |                 | • Identify uppercase and lowercase Dd  
          |                   |           |                 | • Use letter-sound association for d /d/  
          |                   |           |                 | • Read words with the phonogram _ud  
          |                   |           |                 | • Write D |
| 43     | 368–77            | 73–74    | 75–76           | • Explain what an author and illustrator do using an example  
          |                   |           |                 | • State the importance of good writing and illustrations  
          |                   |           |                 | • Identify uppercase and lowercase Aa  
          |                   |           |                 | • Use letter-sound association for a /ă/  
          |                   |           |                 | • Read words with the phonograms _ad, _as, and _at  
          |                   |           |                 | • Identify the vowel in a short-vowel word  
          |                   |           |                 | • Write a |
| 44     | 378–85            | 75–76    | 77–78           | • Use letter-sound association to make an alphabet book  
          |                   |           |                 | • Explain the stages of making a book  
          |                   |           |                 | • Use letter-sound association for a /ă/  
          |                   |           |                 | • Read words with the phonograms _ab, _an, and _ann  
          |                   |           |                 | • Read words with possessive s  
          |                   |           |                 | • Write A |
| 45     | 386–95            | 79–80    |                 | • Determine which objects sink and which float  
          |                   |           |                 | • Distinguish fantasy from realistic fiction  
          |                   |           |                 | • Read animal names  
<pre><code>      |                   |           |                 | • Interpret details in pictures |
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| 46     | 396–407          | 77–78    | 81–82           | • Explain how storytelling has changed over time  
• Identify character traits of the animals in a story  
• Infer the theme of a story  
• Evaluate the theme based on 2 Thessalonians 3:10  
• Read words with the phonograms _ack and _ap  
• Read the high-frequency words baby, father, and mother  
• Write a phrase with proper spacing |
| 47     | 408–15           | 79–80    | 83–84           | • Describe the effect water has on a cookie  
• Participate in creating a new ending to “The Gingerbread Man” story  
• Dictate sentences for a shared writing activity  
• Use letter-sound association for e /e/, i /i/, and u /u/  
• Read words with short vowels  
• Read words with plural s  
• Write a, b, c, d, and e |
| 48     | 416–25           | 81–82    | 85–86           | • Distinguish fantasy from realistic fiction  
• Predict the outcome of a story  
• Complete a creative-writing activity  
• Identify uppercase and lowercase Gg  
• Use letter-sound association for g /g/  
• Identify plural nouns  
• Read words with the phonograms _ig and _ug  
• Write g |
| 49     | 426–33           | 83–84    | 87–88           | • Use puppets to act out a story  
• Sort objects by size  
• Complete a creative-writing activity  
• Identify uppercase and lowercase Gg  
• Use letter-sound association for g /g/  
• Read words with the phonograms _ag, _eg, and _egg  
• Read sentences with short vowel words  
• Write G |
| 50     | 434–43           | 89–90    |                 | • Distinguish fanciful characters from realistic characters  
• Relate one story plot to another  
• Determine story setting from pictures |
## Week 11: Books That Teach
### Reader 11: *The Bed*

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| 51     | 444–53            | 85–86    | 91–92           | - List different types of learning books  
- Explain how to use several types of learning books  
- Distinguish between fiction and nonfiction  
- Identify uppercase and lowercase Oo  
- Use letter-sound association for /o/  
- Read words with the phonograms _ob_, _ock_, _od_, _op_, and _ot  
- Read the high-frequency word *good*  
- Write *o* |
| 52     | 454–59            | 87–88    | 93–94           | - Identify the purpose of how-to books  
- List types of how-to books  
- Follow the directions of a recipe  
- Describe a food using the five senses  
- Dictate sentences for a shared writing activity  
- Identify uppercase and lowercase Oo  
- Use letter-sound association for /o/  
- Read words with the phonograms _ag_, _on_, and _oss  
- Write *O* |
| 53     | 460–67            | 89–90    | 95–96           | - Sing some songs  
- State that songbooks have songs in them  
- Follow directions to complete a singing game  
- Use letter-sound association for short vowels  
- Read words with short vowels  
- Write vowels |
| 54     | 468–75            | 91–92    | 97–98           | - Identify objects that are attracted to a magnet  
- Complete a creative-writing activity  
- Identify uppercase and lowercase letters  
- Review letter-sound associations  
- Read words with short vowels  
- Review all high-frequency words  
- Write a sentence |
| 55     | 476–85            | 99–100   |                 | - Interpret action in pictures  
- Determine story settings from pictures  
- Interpret descriptive sentences  
- Explain how God protected Moses  
- Distinguish a Bible account from fiction  
- Read simple sentences |
## Week 12: Bible Animals

### Reader 12: Naps

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</table>
| 56     | 486–99            | 93–96    | 101–2           | - Identify a picture of a sheep  
- Describe what wool feels like  
- Name things that a shepherd does to care for his sheep  
- Compare the way a shepherd cares for his sheep to the way Jesus cares for His people  
- Identify uppercase and lowercase Ll  
- Use letter-sound association for l /l/  
- Read words with initial l  
- Read the high-frequency words are and this  
- Write the letter L |
| 57     | 500–507           | 97–98    | 103–4           | - Describe textures using words such as rough, smooth, soft, and hard  
- State that learning to communicate by writing allows us to share God’s truth  
- Draw a picture of an item and dictate or write a word to describe how it feels  
- Identify uppercase and lowercase Ll  
- Use letter-sound association for l /l/  
- Read words with the phonograms _ell and _ill  
- Write the letter L |
| 58     | 508–15            | 99–100   | 105–6           | - List similarities and differences between a donkey and a sheep  
- State that God made all things for His glory  
- Explain how God kept His promise when He used a donkey on Palm Sunday  
- Identify uppercase and lowercase Mm  
- Use letter-sound association for m /m/  
- Read words with the phonograms _am and _im  
- Read words with initial m  
- Read compound words  
- Write the letter m |
| 59     | 516–23            | 101–2    | 107–8           | - Describe a lion’s appearance, habitat, and actions  
- List some times lions appear in the Bible  
- Compare and contrast lions and house cats  
- Assemble a lion mask using a variety of materials  
- Identify uppercase and lowercase Mm  
- Use letter-sound association for m /m/  
- Read words with the phonograms _om and _um  
- Write the letter M |
| 60     | 524–33            | 109–10   |                 | - Read an informational text  
- Contrast an informational text with a narrative  
- Use questioning to interpret pictures and text in an informational text  
- Locate facts in an informational text |
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</table>
| 61     | 534–43           | 103–4    | 111–12          | • Describe an ant  
• Compare the way ants work to the way people should work  
• Identify uppercase and lowercase *ff*  
• Use letter-sound association for *f* /fl/  
• Read a word with the phonogram _if_  
• Read words with initial *f*  
• Read the high-frequency words *for* and *her*  
• Write the letter *f* |
| 62     | 544–51           | 105–6    | 113–14          | • Describe an ant colony  
• Describe some ants’ jobs  
• Role-play to show a community working together  
• Dictate sentences for a shared writing experience  
• Identify uppercase and lowercase *ff*  
• Use letter-sound association for *f* /fl/  
• Read words with the phonograms _off_ and _uff_  
• Write the letter *F* |
| 63     | 552–59           | 107–8    | 115–16          | • List the characteristics of a ladybug  
• Distinguish fantasy from realistic fiction  
• Identify a period at the end of a sentence  
• Identify uppercase and lowercase *vv*  
• Use letter-sound association for *v* /v/  
• Read words with initial *v*  
• Write the letters *Vv* |
| 64     | 560–67           | 109–10   | 117–18          | • Sequence the life cycle of the butterfly  
• Dictate a word or phrase to complete a creative-writing activity  
• Recognize the five vowels  
• Read words with short vowel sounds  
• Use correct slant when writing a letter  
• Write a compound word |
| 65     | 568–77           | 119–20   |                 | • Draw conclusions from picture interpretation and text  
• Read orally to communicate the author’s message  
• Use proper inflection when reading sentences with periods or exclamation points |
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</table>
| 66     | 578–87           | 111–12   | 121–22          | • Describe characteristics of a zoo  
• Contrast wild animals and pets  
• Locate places on a zoo map  
• Identify uppercase and lowercase Rr  
• Use letter-sound association for r/r/  
• Read words with initial r  
• Read the high-frequency words of and put  
• Write the letter r |
| 67     | 588–95           | 113–14   | 123–24          | • Create an impression of an animal paw  
• Match pictures of animal feet and paws to their tracks  
• Complete a creative-writing activity  
• Identify uppercase and lowercase Rr  
• Use letter-sound association for r/r/  
• Read words with initial r  
• Write the letter R |
| 68     | 596–603          | 115–16   | 125–26          | • State the characteristics of an elephant  
• Use fine motor skills to complete a craft  
• Describe the purpose of an elephant’s trunk  
• Participate in a memory game  
• Identify the elephant’s habitat  
• Identify uppercase and lowercase Jj  
• Use letter-sound association for j/j/  
• Read words with initial j  
• Write the letter J |
| 69     | 604–11           | 117–18   | 127–28          | • Describe how camouflage helps protect animals  
• Dictate a sentence that describes a picture  
• State that God gave animals abilities to defend themselves  
• Choose the best color for several animals to use as camouflage  
• Identify uppercase and lowercase Jj  
• Use letter-sound association for j/j/  
• Read words with initial j  
• Write the letter J |
| 70     | 612–21           | 119–18   | 129–30          | • Gain factual information from photos  
• Gain facts from informational text  
• Draw conclusions from informational text |
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| 71     | 622–33           | 119–20   | 131–32          | - List characteristics of a frog  
- State the habitat of a frog  
- Compare a fictional frog to a real frog  
- Identify uppercase and lowercase Xx  
- Use letter-sound association for x /ks/  
- Read words with the phonograms _ax, _ix, and _ox  
- Read the high-frequency words said and you  
- Write the letters Xx |
| 72     | 634–41           | 121–22   | 133–34          | - Imitate the sounds that frogs make  
- Sequence the life cycle of a frog  
- Draw a labeled picture of a new kind of frog  
- Identify uppercase and lowercase Zz  
- Use letter-sound association for z /z/  
- Read words with the phonograms _iz and _uzz  
- Write the letters Zz |
| 73     | 642–51           | 123–24   | 135–36          | - List the characteristics of a turtle  
- Describe how to care for a pet  
- Identify uppercase and lowercase Yy  
- Use letter-sound association for y /y/  
- Read words with initial y  
- Write the letter Y |
| 74     | 652–57           | 125–26   | 137–38          | - Compare and contrast ways animals protect themselves  
- Draw a new animal with special protection and explain how the animal will protect itself  
- Identify uppercase and lowercase Yy  
- Use letter-sound association for y /y/  
- Read words with initial y  
- Write the letter Y |
| 75     | 658–67           | 139–40   |                 | - Read orally with expression  
- Use illustrations to describe story setting  
- Make predictions  
- Evaluate whether the prediction was correct  
- Evaluate whether the main character’s response is obedient |
## Week 16: Farm Animals
### Reader 16: Zack the Duck

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

### Week 17: Mountains

**Reader 17: Up to the Top**

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</table>
| 81     | 710–23            | 135–38   | 151–52          | • Identify the characteristics of mountains  
|        |                   |          |                 | • Identify mountains nearby  
|        |                   |          |                 | • Explain how mountains show God’s glory  
|        |                   |          |                 | • State that the heavens declare the glory of God and the firmament shows His handiwork  
|        |                   |          |                 | • Identify words with initial $s$ blends: $sm$, $sp$, and $st$  
|        |                   |          |                 | • Read words with the phonogram $em$  
|        |                   |          |                 | • Read the high-frequency words $there$ and $was$  
|        |                   |          |                 | • Write $st$  
|        |                   |          |                 | • State that we learn phonics in order to learn about God  
| 82     | 724–31            | 139–40   | 153–54          | • Identify characteristics of volcanoes  
|        |                   |          |                 | • Make a model volcano  
|        |                   |          |                 | • Dictate sentences for a shared writing activity  
|        |                   |          |                 | • Identify words with initial $r$ blends: $br$, $cr$, and $gr$  
|        |                   |          |                 | • Demonstrate the use of a period and question mark  
|        |                   |          |                 | • Read words with the phonogram $ass$  
|        |                   |          |                 | • Write $gr$  
| 83     | 732–41            | 141–42   | 155–56          | • Explain that folk music reflects culture  
|        |                   |          |                 | • Identify the kinds of instruments used to play folk music  
|        |                   |          |                 | • Read words with the phonograms $and$, $end$, $ind$, $ond$, $ant$, $ent$, and $int$  
|        |                   |          |                 | • Write $nd$  
| 84     | 742–49            | 143–44   | 157–58          | • Explain the history of gold mining  
|        |                   |          |                 | • Participate in panning for gold  
|        |                   |          |                 | • Complete a creative-writing activity  
|        |                   |          |                 | • Read words with the phonograms $amp$, $imp$, and $ump$  
|        |                   |          |                 | • Write $mp$  
| 85     | 750–59            | 159–60   |                 | • Infer story setting from pictures  
|        |                   |          |                 | • Identify a describing word in a sentence  
<p>|        |                   |          |                 | • Read a sentence with a question mark using appropriate inflection |</p>
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</table>
| 86     | 760–71            | 145–46   | 161–62          | - Identify the covered wagon as a mode of transportation used in the past  
- Compare and contrast the covered wagon with modern forms of transportation  
- Identify words with initial / blends bl, cl, and sl  
- Read the high-frequency word want  
- Write cl |
| 87     | 772–79            | 147–48   | 163–64          | - Describe the Native Americans’ way of life  
- Compare and contrast Native American life with modern life  
- Make a model of a tepee  
- Participate in a shared writing activity  
- Identify words with initial s blends and initial w blends: sc, sk, sn, sw, and tw  
- Write sn |
| 88     | 780–87            | 149–50   | 165–66          | - Describe prairie dogs and their habitat  
- Explain that God created prairie dogs to know how to survive  
- Read words with the phonograms _ast, _est, _ist, _ost, _ust, _ask, and _esk  
- Write sk |
| 89     | 788–95            | 151–52   | 167–68          | - Compare prairie life to modern life  
- Complete a creative-writing activity  
- Place a breve over short vowels  
- Read words with the phonograms _eld, _elf, _elp, _elt, and _ilk  
- Write lk |
| 90     | 796–805           | 169–70   |                 | - Infer action in pictures  
- Predict outcomes  
- Make inferences  
- Read simple sentences |
# Week 19: Rivers and Lakes

**Reader 19: Trucks**

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</table>
| 91     | 806–17            | 153–54   | 171–72          | • Describe a river  
• List nearby rivers  
• Explain why rivers are important  
• Identify words with initial *dr, fr, pr, and tr*  
• Read the high-frequency word *where*  
• Review punctuation  
• Write *tr*  
• State that we learn phonics in order to learn about God’s world |
| 92     | 818–25            | 155–56   | 173–74          | • Sequence the steps of the water cycle  
• Demonstrate the water cycle  
• Dictate sentences for a shared writing activity  
• Explain that we write in order to show love to others  
• Identify words with initial *fl, gl, and pl*  
• Write *fl* |
| 93     | 826–35            | 157–58   | 175–76          | • Describe a lake  
• List nearby lakes  
• List things to do at a lake  
• Compare and contrast a lake and a river  
• Read words with the phonograms *_act, _eft, _ept, and _ext*  
• Write *xt* |
| 94     | 836–43            | 159–60   | 177–78          | • Identify features of water creatures  
• Explain why these features are important  
• Complete a creative-writing activity  
• Identify words with initial three-letter blends: *sque, scr, spl, spr, and str*  
• Write *sque* |
| 95     | 844–53            | 179–80   |                 | • Relate story information to real life  
• Predict outcomes  
• Gain factual information from photographs  
• Gain factual information from text  
• Read simple sentences |
## Week 20: Oceans
### Reader 20: *Big Clam*

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</table>
| 96     | 856–63            | 161–62   | 181–82          | - Locate oceans on a map or a globe  
- Identify features of an ocean  
- Describe an octopus  
- Explain how an octopus survives  
- Use letter-sound association for *sh* /sh/  
- Read words with initial *sh*  
- Read the high-frequency word *give*  
- Write *sh* |
| 97     | 864–71            | 163–64   | 183–84          | - Identify features of seashells  
- Classify objects by observable properties  
- Participate in a shared writing activity  
- Use letter-sound association for *sh* /sh/  
- Read words with the phonograms *ish, ash, and osh*  
- Write a sentence |
| 98     | 872–79            | 165–66   | 185–86          | - Demonstrate sea sounds  
- Identify some features of seabirds  
- List examples of seabirds  
- Use letter-sound association for *ch* /ch/  
- Read words with initial *ch*  
- Write *ch* |
- Compose a sentence  
- Use letter-sound association for *ch* /ch/ and *tch* /ch/  
- Read words with the phonograms *ich, uch, atch, and otch*  
- Practice marking the breve  
- Write a sentence |
| 100    | 888–97            | 189–90   |                 | - Distinguish fanciful characters from realistic characters  
- Determine story setting from pictures  
- Read orally to interpret story characters  
- Interpret action in pictures |
# Week 21: Taking the Gospel

**Reader 21: The Bibles**

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| 101    | 898–907           | 169–70   | 191–92          | • List ways that God keeps His promises  
• Name a promise that God will keep for you  
• Use letter-sound association for \(th\)/\(th\)/  
• Read words with initial \(th\)  
• Read the high-frequency words Bible and people  
• Write \(th\) |
| 102    | 908–15            | 171–72   | 193–94          | • Differentiate high and low pitches  
• Distinguish loud from soft volume  
• Explain one reason God gave us the sense of hearing  
• Complete a shared writing activity  
• Use letter-sound association for \(th\)/\(th\)/  
• Read words with the phonograms _ath, _eth, and _ith  
• Write a sentence |
| 103    | 916–23            | 173–74   | 195–96          | • Explain how God answers prayer  
• Recognize that God still answers prayer today  
• Use letter-sound association for \(wh\)/\(hw\)/  
• Read words with initial \(wh\)  
• Choose the correct punctuation for an interrogative sentence  
• Write \(wh\) |
| 104    | 924–31            | 175–76   | 197–98          | • Participate in a Spanish celebration  
• Recite John 3:16 in Spanish  
• Explain the meaning of John 3:16  
• Classify objects by size  
• Complete a creative-writing activity  
• Blend a consonant with a consonant digraph  
• Read words with initial \(shr\) and \(thr\)  
• Read words with the phonogram _inch  
• Write a sentence |
| 105    | 932–41            | 199–200  |                 | • Draw conclusions from factual information  
• Relate biblical truth to life  
• Explain that we learn to read in order to learn more about God |
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| 106    | 942–51            | 177–78   | 201–2           | • Identify features of Hawaii  
• Locate Hawaii on a globe  
• Sequence events in a story  
• Use letter-sound association for ng /ng/  
• Read words with the phonogram _ing  
• Write ng |
| 107    | 952–59            | 179–80   | 203–4           | • Describe canyons  
• State that the Grand Canyon is the largest canyon in the United States  
• Write a sentence to describe the Grand Canyon  
• Use letter-sound association for ng /ng/  
• Read words with the suffix -ing  
• Write a sentence |
| 108    | 960–67            | 181–82   | 205–6           | • Describe caverns  
• Distinguish stalactites from stalagmites  
• Use letter-sound association for nk /ngk/  
• Read words with the phonograms _ank, _ink, and _unk  
• Write nk |
| 109    | 968–75            | 183–84   | 207–8           | • Identify features of Alaska  
• Describe a glacier  
• Create frost  
• Complete a sentence about Alaska  
• Review blends and digraphs  
• Review words with blends and digraphs  
• Review all high-frequency words  
• Write the lowercase alphabet  
• Practice correct pencil hold, paper slant, and posture |
| 110    | 976–85            | 209–10   |                 | • Read orally to communicate the author’s message  
• Recall a sequence of activities |
## Unit 5: Blue Skies and Gray

### Week 23: Looking at the Seasons

**Reader 23: Jake and Scuff**

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</table>
| 111    | 986–99            | 185–88   | 211–12           | • State that God created day and night  
• Explain what causes day and night  
• Identify the Phonics Characters Miss Long and Marker e  
• Compare and contrast the changes that occur in the sky from day to night  
and night to day  
• Use letter-sound association for a /ā/  
• Identify short or long a in words  
• Read words with silent e (VCE)  
• Read words with the phonograms _ake and _ave  
• Identify Miss Long as the long-vowel character  
• Identify Marker e as the silent e character  
• Place a macron over long vowels  
• Read the high-frequency words have and purple  
• Write c, d, and a |
| 112    | 1000–1007         | 189–90   | 213–14           | • Define what a season is  
• Name the four seasons  
• Explain what causes the seasons  
• Use a combination of drawing, dictating, and writing to compose a sentence about a season  
• Read words with the phonograms _ame, _ape, and _ate  
• State that we learn phonics in order to read the Bible  
• Write a sentence |
| 113    | 1008–15           | 191–92   | 215–16           | • Compare and contrast spring and summer  
• Confirm understanding of a text read aloud  
• Read words with the phonograms: _ode, _afe, and _ale  
• Demonstrate consistent slant in handwriting  
• Write f, j, and k |
| 114    | 1016–21           | 193–94   | 217–18           | • Compare and contrast fall and winter  
• Explain why leaves change color in the fall  
• Use letter-sound association for e /ē/  
• Read a word with the phonogram _ese  
• Identify short or long e in words  
• Write e and s |
| 115    | 1022–31           | 219–20   |                  | • Interpret the action taking place in pictures |
### Week 24: Weather Watching

**Reader 24: The Map**

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| 116    | 1032–43           | 195–96   | 221–22          | - Relate that weather varies by season  
- Describe the weather and make daily entries in a class weather journal  
- Use letter-sound association for /i/  
- Identify short or long i in words  
- Read words with the phonograms _ide, _ike, _ime, and _ite  
- Write i, l, and t |
| 117    | 1044–51           | 197–98   | 223–24          | - Conduct experiments to find out what causes thunder and lightning  
- Identify Benjamin Franklin as the one who discovered that lightning is electricity  
- State that God has the weather in His control  
- Read words with the phonograms _ile, _ine, _ipe, _ire, and _ive  
- Recognize correct spacing between words in a written sentence  
- State that learning to write shows love to others |
| 118    | 1052–59           | 199–200  | 225–26          | - Locate the coldest areas in the world on a globe  
- Describe winter weather  
- Use letter-sound association for /o/  
- Identify short or long o in words  
- Read words with the phonograms _oke, _ole, _ome, _one, _ope, and _ose  
- Write o, q, and g |
| 119    | 1060–67           | 201–2    | 227–28          | - State that a weather forecast describes the weather over a period of time  
- Compose a weather forecast and present it to the class  
- Use letter-sound association for /u/  
- Identify short or long u in words  
- Identify the long vowel sound in a word  
- Read words with the phonograms _ude, _une, and _ute  
- Write u, y, and w |
| 120    | 1068–77           | 229–30   |                 | - State that we learn phonics/reading to learn about God’s world  
- Answer literal and higher-order thinking questions  
- Engage in a group reading activity with purpose and understanding  
- Answer questions about details in a text |
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| 121    | 1078–89           | 203–4     | 231–32          | - Name some of the activities that can be enjoyed in the fall  
- Identify the Phonics Characters Miss Long and Miss Silent  
- Identify Miss Silent as the silent Phonics Character when two vowels are used together in a word  
- Use letter-sound association for ai /ā/  
- Read words with vowel digraphs (VV)  
- Read words with the phonograms _ail and _ain  
- Place a macron over long vowels  
- Read the high-frequency word they  
- Write a sentence |
| 122    | 1090–97           | 205–6     | 233–34          | - Name some activities people enjoy in the winter  
- Use letter-sound association for ay /ã/  
- Identify the semivowel y  
- Read words with the phonogram _ay  
- Write a phrase |
| 123    | 1098–1105         | 207–8     | 235–36          | - Share experiences of fun activities the students have enjoyed in spring  
- List some fun activities that can be done in spring  
- Use letter-sound association for ea /ē/  
- Read words with the phonograms _ea and _eat  
- Write b, p, and r |
| 124    | 1106–13           | 209–10    | 237–38          | - Name things that can be done for fun in the summer  
- Write a sentence about a summer activity  
- Use letter-sound association for ee /ē/  
- Read words with the phonograms _ee and _eed  
- Write a sentence |
| 125    | 1114–23           | 239–40    |                  | - List some things that can be done on a train trip  
- Find key details in the text |
### Week 26: Dressing for the Seasons
#### Reader 26: *The Big Boat*

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</table>
| 126    | 1124–35           | 211–12   | 241–42          | • Demonstrate respect, honor, and obedience to one’s country by saying and understanding the Pledge of Allegiance  
    • Identify the kind of clothing worn in the summer  
    • State that July 4 is America’s birthday  
    • Identify patriotic items  
    • Use letter-sound association for *oa* /ō/  
    • Read words with the phonograms _oad and _oat  
    • Read the high-frequency words *one* and *two*  
    • Write a phrase |
| 127    | 1136–43           | 213–14   | 243–44          | • Compare and contrast clothing worn in the summer and fall  
    • Complete a creative-writing activity  
    • Use letter-sound association for *ow* /ō/  
    • Identify the semivowel *w*  
    • Read words with the phonogram _ow  
    • Read two-syllable words  
    • Write a phrase |
| 128    | 1144–51           | 215–16   | 245–46          | • Identify Miss Long as the Phonics Character for long vowels  
    • Identify Miss Long as the Phonics Character for open-syllable patterns  
    • Read words with open syllables  
    • Read words with the phonograms _e, _i, and _o  
    • Use letter-sound association for *e* /ē/, *i* /ī/, and *o* /ō/  
    • Write a sentence |
| 129    | 1152–57           | 217–18   | 247–48          | • Compare and contrast clothing worn in the winter and spring  
    • Sort clothing to match the correct season  
    • Complete a sentence about what students like to wear in their favorite season  
    • Use letter-sound association for *ie* /ī/, *ue* /ū/, and *ui* /ū/  
    • Read words with the phonograms _ie, _ue, and _uit  
    • Write *h*, *m*, and *n* |
| 130    | 1158–67           | 249–50   |                 | • Explain that God destroyed the world with a flood but saved Noah and his family  
    • Identify important information while reading the text silently  
    • Practice reading several sentences on a page |
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| 131    | 1168–77           | 219–20   | 251–52          | • Recognize that God provides what animals need to live  
• Summarize what animals do in the spring  
• Identify rhyming text  
• Identify the semivowel *y*  
• Use letter-sound association for *y*-i* /i/*  
• Read words with the phonogram _y_  
• Read the high-frequency word *orange*  
• Write a sentence |
| 132    | 1178–85           | 221–22   | 253–54          | • Summarize that animal babies are born in the spring and summer  
• Match pictures of baby animals to their mothers  
• Dictate or write a caption for an original drawing  
• Use letter-sound association for *y*-ë /ê/ in an unstressed second syllable  
• Read two-syllable words that end in *y*  
• Write a phrase |
| 133    | 1186–93           | 223–24   | 255–56          | • State that migration, storing food, and growing fur are ways animals adapt to cold weather  
• Use letter-sound association for igh /ī/*  
• Read words with the phonogram _ight_  
• Write a phrase |
| 134    | 1194–1201         | 225–26   | 257–58          | • Define *hibernation* and *adaptation*  
• Identify other ways animals prepare in the fall for cold weather  
• Dictate or write what one animal does to survive the winter  
• Identify the five vowels and the two semivowels  
• Review letter-sound association for long vowels  
• Read words with long vowels  
• Write *v, x, and z* |
| 135    | 1202–11           | 259–60   |                  | • Choose the correct clothing for different types of weather  
• Interpret clues in a picture to determine the season  
• Practice reading words with long vowels  
• Read words with two syllables |
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| 136    | 1212–25           | 227–30   | 261–62          | - Describe the geography and seasons in the Holy Land  
- Compare worship in Bible times to worship today  
- Identify Bossy r as the Phonics Character for the r-influenced vowel pattern  
- Use letter-sound association for ar /är/  
- Read words with the phonograms _ar, _arn, and _art  
- Read the high-frequency words Jesus and were  
- Write a phrase |
| 137    | 1226–33           | 231–32   | 263–64          | - Compare and contrast the dwellings in Bible times to modern dwellings  
- Participate in a shared writing activity  
- Use letter-sound association for ar /är/  
- Read words with the phonograms _arf, _ark, and _arch  
- Write a phrase |
| 138    | 1234–43           | 233–34   | 265–66          | - Compare and contrast clothing worn in Bible times to modern clothing  
- Use letter-sound association for or /ôr/ and ore /ôr/  
- Read words with the phonograms _or and _ore  
- Write a sentence |
| 139    | 1244–51           | 235–36   | 267–68          | - Compare and contrast transportation and technology in Bible times to today  
- Review Bossy r as the Phonics Character for the r-influenced vowel pattern  
- Use letter-sound association for or /ôr/  
- Read words with the phonograms _ord and _orn  
- Write a sentence |
| 140    | 1252–61           | 269–70   |                 | - Predict what the story will be about by discussing the cover illustration  
- Identify the main characters in the story  
- Read simple sentences  
- Interpret supporting details in pictures  
- Compare and contrast Jesus’ life as a child and a child’s life today |
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| 141    | 1262–71          | 237–38   | 271–72          | • State that plants come from seeds  
• Match/sort seeds to seed packets  
• Explain where seeds come from (Genesis 1:11–12)  
• Use letter-sound association for er /ûr/  
• Read words with the phonograms _ern and _erse  
• Read the high-frequency words _our and _some  
• Write a sentence |
| 142    | 1272–79          | 239–40   | 273–74          | • Identify parts of a plant  
• Identify some parts of a plant that we eat  
• Explain the purpose of each part of a plant  
• Dictate or write sentences for a shared writing activity  
• Use letter-sound association for ur /ûr/  
• Read words with the phonograms _ur, _urn, _urch, and _urse  
• Compare the different sounds a vowel makes in a short-vowel pattern, a long-vowel pattern, and an r-influenced vowel pattern  
• Identify vowel patterns using the Phonics Characters  
• Write a sentence |
| 143    | 1280–87          | 241–42   | 275–76          | • Compare and contrast types of flowers  
• Identify vowel patterns using the Phonics Characters  
• Read words with the phonograms _ir, _ird, _irl, _irt, and _irst  
• Write a phrase |
| 144    | 1288–95          | 243–44   | 277–78          | • Describe the steps of the life cycle of a plant  
• Write a sentence about the life cycle of a plant  
• Read words with r-controlled vowels  
• Identify the question mark as the punctuation for the end of a question  
• Write a question  
• Write a question mark |
| 145    | 1296–1305        | 279–80   |                  | • Identify the main characters in a story  
• Interpret supporting details in pictures  
• List the steps of how to plant a garden |
## Week 30: Yesterday’s Trails
### Reader 30: God’s Man

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

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| 151    | 1348–57          | 253–54   | 291–92           | - Identify some animals and plants commonly found in the desert  
- Compare a desert with where the student lives  
- Infer that God gave desert animals the ability to adapt to desert conditions  
- Use letter-sound association for *oi* /oi/ and *oy* /oi/  
- Read words with the phonograms _oil_ and _oy_  
- Read the high-frequency word *who*  
- Write a phrase |
| 152    | 1358–65          | 255–56   | 293–94           | - Explain how God created the saguaro cactus to hold water in extreme temperatures  
- Participate in a shared writing activity  
- Use letter-sound association for *au* /ô/ and *aw* /ô/  
- Read words with the phonograms _aul_ , _aw_ , and _awn_  
- Write a phrase |
| 153    | 1366–73          | 257–58   | 295–96           | - Identify the coyote as being able to adapt to desert conditions  
- Explain how cattle ranching can exist in the desert  
- Use letter-sound association for *all* /ô/  
- Read words with the phonogram _all_  
- Write a question mark  
- Write a sentence |
| 154    | 1374–81          | 259–60   | 297–98           | - Identify the camel as an animal that is found in the desert  
- Explain that God created camels uniquely so they can live in a desert environment  
- Explain how the camel is used in the desert  
- Review letter-sound association for *r*-controlled vowels and special vowel pairs  
- Read words with *r*-controlled vowels and special vowel pairs  
- Practice all high-frequency words  
- Write a phrase |
| 155    | 1382–91          | 299–300  |                  | - Infer the plot of the story by the pictures  
- Read simple sentences  
- Predict the outcome of the story  
- Identify key details in a text |
## Week 32: Vacation Travel
**Reader 32: Raindrops and Other Poems**

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| 156    | 1392–1401         | 261–62   |                  | • Identify beaches and islands as landforms  
• Describe the physical characteristics of an island  
• Compare and contrast dirt and sand  
• Identify the long sounds of a, e, i, o, and u  
• Review phonograms with long vowels  
• Read compound words  
• Write compound words |
| 157    | 1402–9           | 263–64   |                  | • State that Native Americans played an important part in American history  
• Affirm that Native Americans lived in America before Columbus arrived  
• Explain how Native American artifacts help us understand history  
• Identify some Native American historical sites  
• Identify the beginning sound in words  
• Practice rhyming words  
• Copy a poem |
| 158    | 1410–17         | 265–66   |                  | • Identify several United States National Parks, including the Smoky Mountains National Park  
• Name some wild animals found in Cades Cove  
• Identify words with /sh/, /ch/, /th/, and /wh/  
• Identify the two small words that make up a compound word  
• Read compound words  
• Write compound words |
| 159    | 1418–23          | 267–68   |                  | • Identify a colonial site  
• Identify the historical significance of colonial sites  
• State the importance of samplers in the life of young colonial girls  
• State that the most important reason to learn to read is to read the Bible  
• Read a Bible verse  
• Review long- and short-vowel sounds  
• Read long- and short-vowel words  
• Read high-frequency words  
• Write all the lowercase letters of the alphabet |
| 160    | 1424–33          |          |                  | • Interpret detail in pictures  
• Interpret descriptive sentences  
• Read simple sentences  
• Identify key details in a text  
• Identify rhyming words |
# Unit 7: Review Lessons

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| 161    | 1434–39          |          |                 | • State ways that people celebrate Labor Day  
• Compose a sentence about the job a student’s parent has  
• Explain from Genesis 2 that God made us to work  
• Associate honoring working people with the celebration of Labor Day  
• Practice letters and sounds  
• Practice proper pencil hold |
| 162    | 1440–43          |          |                 | • Summarize the voyage taken by Columbus and his crew  
• State that Columbus’s discovery of land happened in 1492  
• Explain why Columbus Day is important  
• Practice letters and sounds  
• Read short-vowel word families  
• Practice high-frequency words  
• Practice handwriting letters |
| 163    | 1444–47          |          |                 | • Define veteran  
• Explain the importance of Veterans Day  
• Compose a thank-you letter to a veteran  
• Practice letters and sounds  
• Read short-vowel word families  
• Practice high-frequency words  
• Practice handwriting letters |
| 164    | 1448–51          |          |                 | • Explain why the Pilgrims came to America  
• Identify the *Mayflower* as the ship on which the Pilgrims sailed to the New World  
• Explain why the Pilgrims held a Thanksgiving feast  
• Practice letters and sounds  
• Read short-vowel word families  
• Practice high-frequency words  
• Practice handwriting letters |
| 165    | 1452–55          |          |                 | • Dramatize the first Thanksgiving  
• Dress like a Pilgrim or Native American  
• Compose a prayer of thanksgiving to God  
• Practice letters and sounds  
• Review short-vowel word families  
• Practice high-frequency words  
• Practice handwriting letters |
| 166    | 1456–59          |          |                 | • State why we celebrate Christmas  
• Use role-play to act out the Christmas story  
• Practice letters and sounds  
• Practice high-frequency words  
• Practice handwriting letters |
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| 167    | 1460–63          |          |                 | • Name the three gifts the wise men gave to Jesus  
|        |                  |          |                 | • State why people give gifts at Christmas  
|        |                  |          |                 | • Practice letters and sounds  
|        |                  |          |                 | • Practice high-frequency words  
|        |                  |          |                 | • Practice handwriting letters  |
| 168    | 1464–67          |          |                 | • List some Christmas traditions  
|        |                  |          |                 | • Create a Christmas card  
|        |                  |          |                 | • Practice letters and sounds  
|        |                  |          |                 | • Practice high-frequency words  
|        |                  |          |                 | • Practice handwriting letters  |
| 169    | 1468–71          |          |                 | • Name familiar Christmas songs and carols  
|        |                  |          |                 | • Sing Christmas songs and carols  
|        |                  |          |                 | • Participate in caroling  
|        |                  |          |                 | • Practice letters and sounds  
|        |                  |          |                 | • Read short-vowel word families  
|        |                  |          |                 | • Read the high-frequency word Jesus  
|        |                  |          |                 | • Practice handwriting letters  |
| 170    | 1472–81          |          |                 | • Relate biblical truth to life  
|        |                  |          |                 | • Gain a knowledge of Bible times and places  
|        |                  |          |                 | • Read aloud with expression  |
| 171    | 1482–85          |          |                 | • Review classroom procedures  
|        |                  |          |                 | • Practice reading familiar high-frequency and word family words  
|        |                  |          |                 | • Compose a sentence to add to a story  
|        |                  |          |                 | • Practice letters and sounds  
|        |                  |          |                 | • Read short-vowel words  
|        |                  |          |                 | • Practice high-frequency words  
|        |                  |          |                 | • Practice handwriting letters  |
| 172    | 1486–89          |          |                 | • Explain the importance of recycling  
|        |                  |          |                 | • Explain recycling as a way of caring for the resources God has given us  
|        |                  |          |                 | • Practice recycling by disposing of trash and recyclables correctly  
|        |                  |          |                 | • Practice letters and sounds  
|        |                  |          |                 | • Practice high-frequency words  
|        |                  |          |                 | • Practice handwriting letters  |
| 173    | 1490–93          |          |                 | • Associate the birthday of Martin Luther King Jr. with the celebration of Martin Luther King Jr. Day  
|        |                  |          |                 | • Recall the contributions of Martin Luther King Jr. to U.S. history  
|        |                  |          |                 | • State that God loves all people  
|        |                  |          |                 | • Relate the love of God for all people to how people should treat one another  
|        |                  |          |                 | • Practice letters and sounds  
|        |                  |          |                 | • Read short-vowel words  
|        |                  |          |                 | • Practice high-frequency words  
<p>|        |                  |          |                 | • Practice handwriting letters  |</p>
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| 174    | 1494–97           |          |                 | • State facts about groundhogs  
• Explain why people celebrate Groundhog Day  
• Complete a groundhog craft  
• Practice letters and sounds  
• Read short-vowel words  
• Practice high-frequency words  
• Practice handwriting letters |
| 175    | 1498–1501         |          |                 | • List ways God shows His love to us  
• Celebrate Valentine’s Day  
• Practice letters and sounds  
• Read short-vowel words  
• Practice high-frequency words  
• Practice handwriting letters |
| 176    | 1502–5            |          |                 | • Identify the Washington Monument as the tallest monument in Washington, D.C.  
• Explain why the Washington Monument was built  
• Associate George Washington’s birthday with the celebration of Presidents’ Day  
• Practice letters and sounds  
• Read word families  
• Practice high-frequency words  
• Practice handwriting letters |
| 177    | 1506–15           |          |                 | • Identify colors  
• Match color words  
• Read color words  
• Read simple sentences with the aid of a rebus  
• Interpret descriptive sentences |
| 178    | 1516–19           |          |                 | • Relate the true Easter story according to the Bible  
• State the importance of Christ’s death, burial, and resurrection  
• Practice letters and sounds  
• Read word families  
• Practice high-frequency words  
• Practice handwriting letters |
| 179    | 1520–23           |          |                 | • List several common Easter traditions  
• Evaluate current Easter traditions based on the true Easter story  
• Practice letters and sounds  
• Read word families  
• Practice high-frequency words  
• Practice handwriting letters |
| 180    | 1524–27           |          |                 | • Define memorial  
• Explain why Memorial Day is important  
• Compare and contrast Memorial Day with Veterans Day  
• Practice letters and sounds  
• Read word families  
• Practice high-frequency words  
• Practice handwriting letters |