|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phonics & English 1, 5th Edition • Lesson Plan Overview

|  |
| --- |
| Legend |
| **TE** | Teacher Edition | **PS** | Phonics Song | **E** | English Visual |
| **WT** | Worktext | **P** | Phonics Visual | **HFW** | High-Frequency Word Card |
| **IA** | Instructional Aid | **C** | Color Word Card | **W** | Word Family Card |

 |
| Unit 1: Who Should I Love? |
| Pages | Objectives | Resources | Assessments |
| Lesson 1 |
| TE18–21WT1–4 | PhonicsP1.1 Analyze the unit opener illustration for connection to the unit theme.P1.2 Identify the two commandments in Mark 12:30–31.  BWS Love (recall)P1.3 Propose ways to apply the commandments personally.  BWS Love (apply)P1.4 Associate /t/ with the letter t.P1.5 Distinguish /t/ from other initial sounds.P1.6 Read and write the word blue.P1.7 Read the high-frequency words color and love. | Teacher Edition* “Phonics Song 1”

Visuals* PS20: t
* P1: Colors
* P2 Color Word Cards C1: blue

High-Frequency Word Cards* HFW 42, 97: color, love

BJU Press Trove\** Audio: “Phonics Song 1”
* Video: “Alphabet Song”

Additional ResourcesPreCursive Handwriting Wall Charts, for permanent displayMaterials* Handwriting lines for permanent display
 |  |
| Lesson 2 |
| TE22–24WT5–6 | PhonicsP2.1 Explain how the characters in a listening story show love. BWS Love (explain)P2.2 Recall that the letter t is a consonant.P2.3 Associate /  ĭ/ with the letter i.P2.4 Recall the five vowels.P2.5 Distinguish /  ĭ/ from other initial sounds.P2.6 Form a word by blending two sounds.P2.7 Read and write the word purple.P2.8 Read the high-frequency word here. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS9, 20: ĭ, t
* P1: Colors
* P2 C1–C2: blue, purple
* P3: The Tanaka Family
* P4: Vowels
* Alphabet Cards

High-Frequency Word Cards* HFW 86: here

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
 |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 3 |
| TE26–28WT7–8 | PhonicsP3.1 Explain how the characters in a listening story show love.  BWS Love (explain)P3.2 Associate /s/ with the letter s.P3.3 Distinguish between the vowel i and the consonants s and t.P3.4 Distinguish between /s/ and /t/.P3.5 Form a word by blending three sounds.P3.6 Identify rhyming words.P3.7 Read and write the words black and white.P3.8 Read the high-frequency word is. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS19: s
* P1: Colors
* P2 C1–C4: blue, purple, black, white
* P4: Vowels
* P5: The Hall Family
* Alphabet Cards

High-Frequency Word Cards* HFW 91: is

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
 |  |
| Lesson 4 |
| TE30–33WT9–10 | PhonicsP4.1 Evaluate the actions of the characters in a listening story. BWS Love (evaluate)P4.2 Associate /n/ with the letter n.P4.3 Classify letters as vowels or consonants.P4.4 Distinguish /n/ from other initial sounds.P4.5 Form a word by blending two or more sounds.P4.6 Decode words in the \_in word family.P4.7 Read and write the word green.P4.8 Read the high-frequency word was. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS9, 14, 19–20: ĭ, n, s, t
* P1: Colors
* P2 C1–C5: blue, purple, black, white, green
* P4: Vowels
* P6: The López Family
* P7: The Miller Family
* Alphabet Cards

Word Family Cards* W1a–W1b: it, sit
* W2a–W2c: in, tin, sin

High-Frequency Word Cards* HFW 170: was

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”

Materials* A clean, empty soup can holding a pencil
 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 5 |
| TE34–37WT11–12 | PhonicsP5.1 Explain how Mr. and Mrs. Short work together in a listening story.P5.2 Associate /w/ with the letter w.P5.3 Distinguish /w/ from other initial sounds. P5.4 Decode words in the \_in and \_it word families.P5.5 Read and write the word yellow.P5.6 Read the high-frequency words a and the. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS9, 14, 19–20, 23: ĭ, n, s, t, w
* P1: Colors
* P2 C6: yellow
* P4: Vowels
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together)

Word Family Cards* Word Family cards for review, introducing words with wW2a–W2d: in, tin, sin, win

High-Frequency Word Cards* HFW 1, 147: a, the

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”

Materials* Images of objects beginning with /  ĭ/, /n/, /s/, and /t/
* A yellow container for the images
 |  |
| Lesson 6 |
| TE38–41WT13–14 | PhonicsP6.1 Associate /h/ with the letter h.P6.2 Distinguish between /h/ and other initial sounds.P6.3 Build words in the \_in and \_it word families.P6.4 Read and write the word red.EnglishE6.1 Identify the beginning uppercase letter and end punctuation mark of a sentence.E6.2 Repeat sentences with appropriate expression as indicated by the end punctuation mark. E6.3 Choose a picture that matches a sentence.  | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS8: h
* P1: Colors
* P2 C1–C7: blue, purple, white, black, green, yellow, red
* P4: Vowels
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together)
* E1: Sentences

Word Family Cards* W1a–W1c: it, sit, hit
* W2a–W2d: in, tin, sin, win

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Video: “Word Families”
* Video: “Capitalization and Punctuation”
 | Activities* pp. 1–2
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 7 |
| TE42–45WT15–16 | PhonicsP7.1 Associate /d/ with the letter d.P7.2 Distinguish /d/ from other initial sounds.P7.3 Build words in the \_id word family.P7.4 Classify words into their word families.P7.5 Read the high-frequency word come. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS4: d
* P4: Vowels
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together)

Word Family Cards* W2a–W2d: in, tin, sin, win
* Word Family Cards for review, introducing words with h W1a–W1c: it, sit, hit W3a–W3c: Sid, hid, did

High-Frequency Word Cards* HFW 43: come

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”

Materials* Four containers
 | Activities* pp. 3–4
 |
| Lesson 8 |
| TE46–49WT17–18 | PhonicsP8.1 List the five vowels.P8.2 Associate /ĕ/ with the letter e.P8.3 Distinguish /ĕ/ from other initial and medial sounds.P8.4 Build words in the \_en, \_ed, and \_et word families.P8.5 Read and write the word brown.P8.6 Read the high-frequency words has and this.EnglishE8.1 Identify nouns that name people. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)
* IA 8: Ten Brown Hens

Visuals* PS5: ĕ
* P1: Colors
* P2 C1–C8: blue, purple, black, white, green, yellow, red, brown
* P4: Vowels
* Alphabet Cards

Word Family Cards* W4a–W4c: set, net, wet
* W5a–W5c: ten, hen, den
* W6a–W6b: Ted, wed

High-Frequency Word Cards* HFW 78, 154: has, this

BJU Press Trove* Audio: “Phonics Song”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
 | Activities* pp. 5–6
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 9 |
| TE50–53WT19–20 | PhonicsP9.1 Associate /b/ with the letter b.P9.2 Distinguish /b/ from other initial sounds.P9.3 Build words in the \_ed, \_en, \_in, and \_it word families.P9.4 Create sentences by using words from word families.P9.5 Read and write the word orange.P9.6 Read the high-frequency words and, I, and when.EnglishE9.1 Identify nouns that name people or places. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS2: b
* P1: Colors

P2 C1–C9: blue, purple, black, white, green, yellow, red, brown, orange* P4: Vowels

Word Family Cards* Word Family Cards for review, introducing words with bW1a–W1d: it, sit, hit, bit W2a–W2e: in, tin, sin, win, binW5a–W5d: ten, hen, den, BenW6a–W6b: Ted, wed, bed

High-Frequency Word Cards* HFW 13, 90, 177: and, I, when

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Phonics Storybook 1: Sid, Ben, and Ted, optional
 | Activities* pp. 7–8
 |
| Lesson 10 |
| TE54–57WT21–22 | PhonicsP10.1 List the five vowels.P10.2 Associate /ŭ/ with the letter u.P10.3 Identify /ŭ/ as an initial or medial sound.P10.4 Build words in the \_un, \_ut, \_us, and \_ub word families.P10.5 Form words using /ŭ/ to complete a sentence.EnglishE10.1 Classify a noun as a person, place, or thing.E10.2 Identify the beginning uppercase letter and end punctuation mark of a sentence. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)
* IA 10.1: Building Word Families
* IA 10.2: Matching Word Families

Visuals* PS21: ŭ
* P4: Vowels
* Alphabet Cards

Word Family Cards* W7a–W7b: sun, bun
* W9a–W9c: nut, hut, but
* W10a–W10b: us, bus
* W11a–W11b: tub, sub

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Video: “Nouns Name”

MaterialsA small ball or other object to pass* Music for Hot Potato activity
 | Activities* pp. 9–10
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 11 |
| TE58–61WT23–24 | PhonicsP11.1 Match color words with an item of that color.P11.2 Associate /p/ with the letter p.P11.3 Identify /p/ as an initial or final sound.P11.4 Distinguish /p/ from other initial, middle, and final sounds.P11.5 Build words in the \_up and \_ip word families.P11.6 Read the high-frequency words for and no.EnglishE11.1 Distinguish a singular noun from its plural form with the suffix -s.E11.2 Form the plural of a noun by adding the suffix -s. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS16: p

Visuals* P2 C1–C9: blue, purple, black, white, green, yellow, red, brown, orange
* P4: Vowels
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together)

Word Family Cards* W8a–W8b: up, pup
* W13a–W13e: tip, sip, nip, hip, dip
* Word Family Cards for review, introducing words with pW1a–W1e: it, sit, hit, bit, pitW2a–W2f: in, tin, sin, win, bin, pinW4a–W4d: set, net, wet, petW5a–W5e: ten, hen, den, Ben, pen

High-Frequency Word Cards* HFW 65, 107: for, no

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Phonics Storybook 2: The Pup in a Tub, optional

Materials* Two pencils
* Three pens
 | Activities* p. 11
* p. 12: Let’s Check
 |
| Lesson 12 |
| TE62–65WT25–26 | PhonicsP12.1 Explain how Uncle Short helps in a listening story.P12.2 Associate /k/ with the letters c, k, and ck.P12.3 Identify /k/ as an initial or final sound.P12.4 Build words in the \_eck, \_ick, and \_uck word families.P12.5 Read the high-frequency words an, on, which, would, and you. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)
* IA 12: Paintbrushes

Visuals* PS3, 11: c, k
* P4: Vowels
* Alphabet Cards

Phonics Characters: Mr. and Mrs. Short (together), Uncle ShortWord Family Cards* W12a–W12c: neck, deck, peck
* W14a–W14e: tick, sick, wick, pick, kick
* W15a–W15d: tuck, duck, buck, puck
 | Activities* pp. 13–14
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 12 (continued) |
| TE62–65WT25–26 | EnglishE12.1 Distinguish a singular noun from its plural form with the suffix -s.E12.2 Identify a plural noun in a sentence.E12.3 Form the plural of a noun by adding the suffix -s. | High-Frequency Word Cards* HFW 12, 112, 179, 190, 193: an, on, which, would, you

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Video: “Uncle Short Comes to Visit”
* Phonics Storybook 3: Beck and Pip, optional

Materials* Seven green 4x6-inch cards, each card labeled with one of the following words: deck, peck, kick, sick, pick, tuck, and duck
* A child’s cap
* A child’s sock
* Two cups
 |  |
| Lesson 13 |
| TE66–69WT27–28 | PhonicsP13.1 Recall the five vowels.P13.2 Associate /ă/ with the letter a.P13.3 Identify /ă/ as an initial or middle sound.P13.4 Build words in the \_an, \_ap, \_ad, \_at, \_as, and \_ack word families.P13.5 Create sentences by using words from word families.P13.6 Read the high-frequency words are, go, and his.EnglishE13.1 Form the plural of a noun by adding the suffix -s.E13.2 Complete a sentence by using a singular or plural noun. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)
* IA 13: Five Body Vowels

Visuals* PS1: ă
* P4: Vowels
* Alphabet Cards

Phonics Characters: Mr. and Mrs. Short (together), Uncle ShortWord Family Cards* W16a–W16d: an, tan, pan, can
* W17a–W17c: tap, sap, cap
* W18a–W18d: had, dad, bad, pad
* W19a–W19e: sat, hat, bat, pat, cat
* W21a–W21c: sack, back, pack

High-Frequency Word Cards* HFW 19, 71, 87: are, go, his

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”

Materials* Two socks
* Two pens
 | Activities* pp. 15–16
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 14 |
| TE70–73WT29–30 | PhonicsP14.1 Identify the consonant blend /nd/.P14.2 Distinguish among /n/, /d/, and /nd/.P14.3 Build words in the \_end and \_and word families.EnglishE14.1 Write the plural form of a given noun.E14.2 Identify the plural noun in a sentence.E14.3 Identify the beginning uppercase letter and end punctuation mark of a sentence. | Teacher Edition* “Phonics Song 1”

Visuals* PS4, 14: d, n
* Alphabet Cards

Phonics Characters: Mr. and Mrs. Short (together), Uncle ShortWord Family Cards* W20a–W20c: end, send, bend
* W23a–W23d: and, sand, hand, band
* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Ending Blends”
* Phonics Storybook 4: Dan and Pat, optional
 | Activities* pp. 17–18
 |
| Lesson 15 |
| TE74–77WT31–32 | PhonicsP15.1 Associate /l/ with the letter l and the double letters ll.P15.2 Identify /l/ as an initial or final sound.P15.3 Distinguish /l/ from other initial, middle, and final sounds.P15.4 Build words in the \_ull, \_ell, and \_ill word families.P15.5 Read the high-frequency words do, one, and what.EnglishE15.1 Recall the difference between singular and plural nouns.E15.2 Classify nouns as singular or plural. | Teacher Edition* “Phonics Song 1”
* "Vowel Song" (verse 1)
* IA 15: Bonus Letter Bursts

Visuals* PS12: l
* P4: Vowels
* Alphabet Cards

Phonics Characters: Mr. and Mrs. Short (together), Uncle ShortWord Family Cards* W22a–W22b: hull, dull
* W24a–W24d: tell, sell, well, bell
* W25a–W25d: will, hill, pill, kill
* Word Family Cards for review, introducing words with lW1a–W1g: it, sit, hit, bit, pit, kit, litW3a–W3e: Sid, hid, did, kid, lidW4a–W4e: set, net, wet, pet, letW6a–W6d: Ted, wed, bed, ledW13a–W13f: tip, sip, nip, hip, dip, lipW14a–W14f: tick, sick, wick, pick, kick, lickW23a–W23e: and, sand, hand, band, land

High-Frequency Word Cards* HFW 46, 114, 176: do, one, what
 | Activities* pp. 19–20
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 15 (continued) |
| TE74–77WT31–32 |  | BJU Press Trove* Audio: “Phonics Song 1 “
* Video: “Alphabet Song”
* Video: "Vowel Song v1"

Materials* Three lids
* Two bags or sacks
 |  |
| Lesson 16 |
| TE78–81WT33–34 | PhonicsP16.1 Recall details from a fictional listening selection.P16.2 Associate the letter g with its hard sound, /g/.P16.3 Distinguish /g/ from other initial and final sounds.P16.4 Identify /g/ in the listening selection.P16.5 Build words in the \_ig, \_ag, \_ug, and \_eg word families.P16.6 Read the high-frequency words her and they.EnglishE16.1 Identify the beginning uppercase letter and end punctuation mark of a sentence. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)
* IA 16: Gopher Word Mat

Visuals* PS7: g
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together)

Word Family Cards* W26a–W26d: wig, dig, big, pig
* W27a–W27c: tag, wag, bag
* W28a–W28d: tug, hug, dug, bug
* W29a–W29c: beg, peg, leg
* Word Family Cards for review, introducing words with gW4a–W4f: set, net, wet, pet, let, getW22a–W22c: hull, dull, gullW25a–W25e: will, hill, pill, kill, gill

High-Frequency Word Cards* HFW 85, 153: her, they

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Video: “Capitalization and Punctuation”

Materials* Four tokens for each student
 | Activitiespp. 21–22 |
| Lesson 17 |
| TE82–85WT35–36 | PhonicsP17.1 Identify the consonant blend /nt/.P17.2 Distinguish /nt/ from other final sounds.P17.3 Build words in the \_ent word family.P17.4 Match a sentence to a picture.EnglishE17.1 Define noun. | Teacher Edition* “Phonics Song 1”

Visuals* PS14, 20: n, t
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short

Word Family Cards* W31a–W31e: tent, sent, went, dent, bent
* Word Family Cards for review
 | Activities* p. 23
* p. 24: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 17 (continued) |
| TE82–85WT35–36 | EnglishE17.2 Distinguish between a noun and an action verb.E17.3 Identify the action verb in a sentence. | BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Phonics Storybook 5: Peg and the Bug, optional

Materials* A tic-tac-toe grid for display
* Five Xs and five Os
* Two pieces of construction paper, one piece labeled with n and one piece labeled with d
* Three 4x6 cards, each card labeled with one of the following words: person, place, thing.
* Several 3x5 cards, each card labeled with a noun such as Dad (person), school (place), cup (thing).
 |  |
| Lesson 18 |
| TE86–89WT37–38 | PhonicsP18.1 Associate /m/ with the letter m.P18.2 Distinguish /m/ from other initial sounds.P18.3 Build words in the \_im and \_am word families and expand other word families.P18.4 Read the high-frequency words said and to.EnglishE18.1 Recall the difference between a noun and an action verb.E18.2 Identify the action verb in a sentence. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)
* IA 18: Game of Marbles

Visuals* PS13: m
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together)

Word Family Cards* W30a–W30c: Tim, him, dim
* W32a–W32b: am, ham
* Word Family Cards for review, introducing words with mW4a–W4g: set, net, wet, pet, let, get, metW5a–W5g: ten, hen, den, Ben, pen, Ken, menW16a–W16e: an, tan, pan, can, manW17a–W17d: tap, sap, cap, mapW19a–W19f: sat, hat, bat, pat, cat, matW20a–W20d: end, send, bend, mendW25a–W25f: will, hill, pill, kill, gill, millW28a–W28e: tug, hug, dug, bug, mug

High-Frequency Word Cards* HFW 130, 159: said, to

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Vowel Song v1”
* Link: learning to play marbles

MaterialsMarbles and string for each pair of students: five marbles, one shooter, and a 15-inch string for a circle | Activities* pp. 25–26
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 19 |
| TE90–93WT39–40 | PhonicsP19.1 Recall details from a listening selection about the Short family.P19.2 Recall the five vowels.P19.3 Associate /ŏ/ with the letter o.P19.4 Distinguish /ŏ/ from other middle vowel sounds.P19.5 Choose middle vowels to complete words.P19.6 Build words in the \_od, \_ock, \_op, \_om, and \_ot word families.P19.7 Read the high-frequency word she.EnglishE19.1 Choose an action verb to complete a sentence. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)
* IA 19: Silly Sock Word Mat

Visuals* PS15: ŏ
* P4: Vowels
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together)

Word Family Cards* W33a–W33b: nod, God
* W34a–W34c: sock, dock, lock
* W35a–W35d: top, hop, pop, mop
* W36a–W36b: Tom, mom
* W37a–W37e: not, hot, dot, lot, got

High-Frequency Word Cards* HFW 136: she

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Phonics Storybook 6: Dots on a Sock, optional
 | Activities* pp. 27–28
 |
| Lesson 20 |
| TE94–97WT41–42 | PhonicsP20.1 Identify the consonant blend /st/.P20.2 Distinguish /st/ from other initial sounds.P20.3 Form words using /st/.P20.4 Read the high-frequency words of, put, and says.EnglishE20.1 Recall the definitions of a noun and an action verb.E20.2 Analyze an illustration that shows an action.E20.3 Create a two-word sentence about the illustration using a noun and an action verb.E20.4 Evaluate a sentence for a beginning uppercase letter and an end punctuation mark. | Teacher Edition* “Phonics Song 1”
* IA 20.1: Stop Sign Word Mat
* IA 20.2: People in Action

Visuals* PS19, 20: s, t
* Alphabet Cards

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 109, 126, 132: of, put, says

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Ending Blends”
 | Activities* pp. 29–30
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 21 |
| TE98–101WT43–44 | PhonicsP21.1 Identify initial and final /st/.P21.2 Decode words with /st/. P21.3 Build words in the \_est, \_ast, \_ust, and \_ist word families.P21.4 Analyze words with short vowels. P21.5 Read the high-frequency word from.EnglishE21.1 Identify the features of a complete sentence: a beginning uppercase letter, appropriate spacing, an end punctuation mark, and complete thought.E21.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E21.3 Identify the noun and the action verb in a sentence.  | Teacher Edition* “Phonics Song 1”

Visuals* PS19–20: s, t
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short
* E1: Sentences

Word Family Cards* W38a–W38d: nest, west, best, pest
* W39a–W39c: past, cast, last
* W40a–W40c: dust, gust, must
* W41a: list

High-Frequency Word Cards* HFW 68: from

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Capitalization and Punctuation”
 | Activities* pp. 31–32
 |
| Lesson 22 |
| TE102–5WT45–46 | PhonicsP22.1 Associate /r/ with the letter r.P22.2 Distinguish /r/ from other initial and final sounds.P22.3 Write r words to identify the corresponding picture.EnglishE22.1 Recall the features that make a complete sentence.E22.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E22.3 Identify the noun and the action verb in a sentence. | Teacher Edition* “Phonics Song 1”
* IA 22.1: r /r/ Pictures 1–4
* IA 22.2: r /r/ Pictures 5–8

Visuals* PS18: r
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short
* E1: Sentences
* Sentence Puzzle Cards

Word Family Cards* Word Family Cards for review, introducing words with rW6a–W6e: Ted, wed, bed, led, redW7a–W7d: sun, bun, gun, runW11a–W11d: tub, sub, cub, rubW16a–W16f: an, tan, pan, can, man, ranW19a–W19g: sat, hat, bat, pat, cat, mat, ratW28a–W28f: tug, hug, dug, bug, mug, rugW31a–W31f: tent, sent, went, dent, bent, rentW33a–W33c: nod, God, rodW34a–W34d: sock, dock, lock, rockW38a–W38e: nest, west, best, pest, restW40a–W40d: dust, gust, must, rust
 | Activities* pp. 33–34
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 22 (continued) |
| TE102–5WT45–46 |  | BJU Press Trove* Audio: “Phonics Song 1”
* Phonics Storybook 7: Nell Sits, optional

Materials* A grade-level puzzle and its box
 |  |
| Lesson 23 |
| TE106–9WT47–48 | PhonicsP23.1 Associate the letters qu with /kw/.P23.2 Distinguish /kw/ from /k/.P23.3 Form words using /kw/. P23.4 Associate /v/ with the letter v.P23.5 Distinguish /v/ from other initial, middle, and final sounds.P23.6 Form words using /v/. P23.7 Read the high-frequency words he, mother, and we.EnglishE23.1 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E23.2 Evaluate a sentence for a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E23.3 Identify the noun and the action verb in a sentence. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS17, 22: q, v
* Alphabet Cards (two sets of the letters a, e, n, s, t, and v)
* E2: My Sentence Makes Me Smile
* Sentence Puzzle Cards

Word Family Cards* Word Family Cards for review, introducing words with quW1a–W1h: it, sit, hit, bit, pit, kit, lit, quitW14a–W14h: tick, sick, wick, pick, kick, lick, stick, quickW25a–W25h: will, hill, pill, kill, gill, mill, still, quill
* Word Family Cards for review, introducing words with vW4a–W4h: set, net, wet, pet, let, get, met, vetW16a–W16g: an, tan, pan, can, man, ran, vanW31a–W31g: tent, sent, went, dent, bent, rent, ventW38a–W38f: nest, west, best, pest, rest, vest
* Word Family Cards for review

High-Frequency Word Cards* HFW 80, 102, 174: he, mother, we

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Vowel Song v1”
 | Activities* p. 35
* p. 36: Let’s Check
 |
| Lesson 24 |
| TE110–13WT49–50 | PhonicsP24.1 Associate /f/ with the letter f and the double letters ff.P24.2 Distinguish /f/ from other initial sounds.P24.3 Associate /ft/ with the letters ft.P24.4 Build words in the \_uff and \_ift word families.P24.5 Complete words by adding ff or ft endings. | Teacher Edition* “Phonics Song 1”
* IA 24.1: Gift Word Cards
* IA 24.2: Checking Sentences

Visuals* PS6: f
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short
* E1: Sentences
 | Activities* pp. 37–38
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 24 (continued) |
| TE110–13WT49–50 | EnglishE24.1 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E24.2 Evaluate a sentence for a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E24.3 Identify the nouns and the action verb in a sentence. | Word Family Cards* W42a–W42c: sift, lift, gift
* W44a–W44c: huff, puff, cuff, stuff
* Word Family Cards for review, introducing words with fW1a–W1i: it, sit, hit, bit, pit, kit, lit, quit, fitW2a–W2g: in, tin, sin, win, bin, pin, finW6a–W6f: Ted, wed, bed, led, red, fedW7a–W7e: sun, bun, gun, run, funW16a–W16h: an, tan, pan, can, man, ran, van, fanW19a–W19h: sat, hat, bat, pat, cat, mat, rat, fatW24a–W24e: tell, sell, well, bell, fellW25a–W25i: will, hill, pill, kill, gill, mill, still, quill, fillW39a–W39d: past, cast, last, fast

BJU Press Trove* Audio: “Phonics Song 1”
* Phonics Storybook 8: Quin's Gift, optional

Materials* ff card from Bonus Letter Bursts (IA 15)
* A gift bag
 |  |
| Lesson 25 |
| TE114–17WT51–52 | PhonicsP25.1 Distinguish consonant sounds.P25.2 Distinguish among the vowel sounds.P25.3 Read the high-frequency words see and woman. P25.4 Create sentences by using high-frequency words and words from word families.EnglishE25.1 Recall the definition of a noun.E25.2 Classify nouns as a person, place, or thing.E25.3 Form plural nouns by adding the suffix -s. | Teacher Edition* “Vowel Song” (verse 1)
* IA 25: Plural Nouns

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 134, 184: see, woman
* HFW Cards for review

BJU Press Trove* Video: “Alphabet Song”
* Video: “Vowel Song v1”

Materials* A racetrack marked with a starting line, five places along the track, and a finish line, for display
* Two game pieces to move along the track
 | Activities* pp. 39–40
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 26 |
| TE118–21WT53–54 | PhonicsP26.1 Associate /j/ with the letter j.P26.2 Distinguish /j/ from other initial soundsP26.3 Build words in the \_ump and \_amp word families. P26.4 Read the high-frequency word your.EnglishE26.1 Create a sentence by using a noun and a verb.E26.2 Evaluate a sentence for a beginning uppercase letter, appropriate spacing, a complete thought, and an end punctuation mark.  | Teacher Edition* “Phonics Song 1”
* IA 26: Pet Dish Word Mat

Visuals* PS10: j
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short
* Sentence Puzzle Cards

Word Family Cards* W43a–W43f: hump, dump, bump, lump, stump, jump
* W46a–W46d: damp, camp, lamp, stamp
* Word Family Cards for review, introducing words with jW4a–W4i: set, net, wet, pet, let, get, met, vet, jetW30a–W30d: Tim, him, dim, JimW32a–W32c: am, ham, jamW40a–W40e: dust, gust, must, rust, just

High-Frequency Word Cards* HFW 195: your

BJU Press Trove* Audio: “Phonics Song 1”

Materials* A plush dog or cat
 | Activities* pp. 41–42
 |
| Lesson 27 |
| TE122–25WT55–56 | PhonicsP27.1 Associate /ks/ with the letter x.P27.2 Distinguish /ks/ from other final sounds.P27.3 Associate /s/ with the double letters ss.P27.4 Build words in the \_ix, \_ax, \_ox, \_iss, \_ass, and \_ess word families.P27.5 Read the high-frequency word have.EnglishE27.1 Use an action verb in a sentence.E27.2 Identify the action verb in a sentence. | Teacher Edition* “Phonics Song 1”

Visuals* PS24: x
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short

Word Family Cards* W45a–W45c: six, mix, fix
* W47a–W47c: ax, tax, wax
* W48a–W48c: ox, box, fox
* W49a–W49c: hiss, kiss, miss
* W50a–W50b: bass, pass
* W51a–W51c: less, mess
* Word Family Cards for review

High-Frequency Word Cards* HFW 79: have
 | Activities* pp. 43–44
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 27 (continued) |
| TE122–25WT55–56 |  | BJU Press Trove* Audio: “Phonics Song 1”
* Phonics Storybook 9: Camp, optional

Materials* ss card from Bonus Letter Bursts (IA 15)
* Cards with the words dig, hop, jump, kick, tap
* A container for the cards
 |  |
| Lesson 28 |
| TE126–29WT57–58 | PhonicsP28.1 Recall facts from an informational text listening selection.P28.2 Associate /y/ with the letter y.P28.3 Associate /z/ with the letter z and the double letters zz. P28.4 Distinguish /y/ from /z/.P28.5 Read the high-frequency words baby, so, then, and too.EnglishE28.1 Distinguish a singular noun from its plural form with the suffix -es. | Teacher Edition* “Phonics Song 1”
* IA 28: Plural Nouns with -s and -es

Visuals* PS25–26: y, z
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short

Word Family Cards* Word Family Cards for review, introducing words with yW4a–W4j: set, net, wet, pet, let, get, met, vet, jet, yetW24a–W24f: tell, sell, well, bell, fell, yell
* Word Family Cards for review, introducing words with zW13a–W13g: tip, sip, nip, hip, dip, lip, zipW27a–W27d: tag, wag, bag, zag

High-Frequency Word Cards* HFW 22, 139, 150, 160: baby, so, then, too

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Alphabet Song”
* Phonics Storybook 10: Zip and Max, optional

Materials* Images of a yak and a zebra
* zz card from Bonus Letter Bursts (IA 15)
 | Activities* pp. 45–46
 |
| Lesson 29 |
| TE130–32WT59–60 | PhonicsP29.1 Read the high-frequency words all, another, and saw.P29.2 Identify initial, middle, and final sounds.P29.3 Decode words in word families.EnglishE29.1 Identify the beginning uppercase letter and end punctuation mark of a sentence. | Teacher Edition* “Vowel Song” (verse 1)

Visuals* Alphabet Cards

High-Frequency Word Cards* HFW 7, 14, 131: all, another, saw

BJU Press Trove* Video: “Alphabet Song”
* Video: “Vowel Song v1”
* Video: “Capitalization and Punctuation”
 | Activitiespp. 47–48: Unit 1 Review |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 30 |
| TE134–35 | Phonics & EnglishP30.1/E30.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–25. | Teacher Edition* Unit 1 Test
 | * Unit 1 Test
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phonics & English 1, 5th Edition • Lesson Plan Overview

|  |
| --- |
| Legend |
| **TE** | Teacher Edition | **PS** | Phonics Song | **E** | English Visual |
| **WT** | Worktext | **P** | Phonics Visual | **HFW** | High-Frequency Word Card |
| **IA** | Instructional Aid | **C** | Color Word Card | **W** | Word Family Card |

 |
| Unit 2: Why Should I Help Others? |
| Pages | Objectives | Resources | Assessments |
| Lesson 31 |
| TE150–53WT61–64 | PhonicsP31.1 Explain why God created Eve.  BWS Helpfulness (recall)P31.2 Respond to the unit essential question, based on God’s creation of Adam, Eve, and families.  BWS Helpfulness (apply)P31.3 Analyze the unit opener illustration for connection to the unit theme.P31.4 Distinguish among the short-vowel sounds.P31.5 Decode words with short-vowel sounds.P31.6 Read the high-frequency word picture.EnglishE31.1 Write the plural form of a noun ending in ss, using the suffix -es.E31.2 Recall the definition of a syllable.E31.3 Identify syllables in plural words with the suffix -es. | Teacher Edition* “Phonics Song 1”
* IA 31.1: Leaf Pile Vowels
* IA 31.2: Sunny Lane Helpers

Visuals* PS1, 5, 9, 15, 21: ă, ĕ, ĭ, ŏ, ŭ
* Alphabet Cards

Word Family Cards* Word Family Cards for reviewW4a–W4j: set, net, wet, pet, let, get, met, vet, jet, yetW26a–W26e: wig, dig, big, pig, figW27a–W27d: tag, wag, bag, zagW28a–W28g: tug, hug, dug, bug, mug, rug, jugW37a–W37e: not, hot, dot, lot, got

High-Frequency Word Cards* HFW 120: picture

BJU Press Trove\** Audio: “Phonics Song 1”
* Video: “Vowel Song v1”
 | Activities* pp. 49–50
 |
| Lesson 32 |
| TE154–57WT65–66 | PhonicsP32.1 Distinguish among the final blends ld, lf, lk, lp, and lt.P32.2 Build words by using the final blends ld, lf, lk, lp, and lt.P32.3 Build words in the \_elt word family.P32.4 Classify words with blends and words without blends.P32.5 Read the high-frequency words give, me, my, and pretty. | Teacher Edition* “Phonics Song 1”

Visuals* PS4, 6, 12–14, 16, 19–20: d, f, l, m, n, p, s, t
* Alphabet Cards (including ld, lf, lk, lp, and lt)
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short

Word Family Cards* W53a–W53c: belt, melt, felt
* Word Family Cards with blends: nd, nt, st, mp (8 to 10 cards to scatter)
* Word Family Cards without blends (8 to 10 cards to scatter)
 | Activities* pp. 51–52
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 32 (continued) |
| TE154–57WT65–66 | EnglishE32.1 Form plural nouns by adding the suffix -s or -es. | High-Frequency Word Cards* HFW 70, 99, 104, 123: give, me, my, pretty

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Vowel Song v1”
* Video: “Ending Blends”

Materials* Six blindfolds
 |  |
| Lesson 33 |
| TE158–61WT67–68 | PhonicsP33.1 Build the final blends ct, pt, and xt.P33.2 Distinguish among the final blends ct, pt, and xt.P33.3 Decode words with final blends ct, pt, and xt.EnglishE33.1 Recall the features of a complete sentence.E33.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E33.3 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 1”
* IA 33.1: Penguins
* IA 33.2: Iceberg Word Cards

Visuals* PS3, 16, 20, 24: c, p, t, x
* Alphabet Cards (including ct, pt, xt)
* Sentence Puzzle Cards

Word Family Cards* W52a–W52b: wept, kept
* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 1”

Materials* Two plush penguins (or Pip and Puck from IA 33.1)
* 12 icebergs from IA 33.2, each iceberg labeled with one of the following words: next, melt, kept, text, act, mild, belt, help, felt, gulp, held, fact
 | Activities* pp. 53–54
 |
| Lesson 34 |
| TE162–65WT69–70 | PhonicsP34.1 Distinguish among the initial l blends bl, cl, fl, gl, and pl.P34.2 Build words with initial l blends.P34.3 Read the high-frequency word father.EnglishE34.1 Recall the definitions of a noun and an action verb.E34.2 Classify a word as a noun or an action verb.E34.3 Identify the noun and the action verb in a sentence. | Teacher Edition* “Phonics Song 1”
* IA 34: Iceberg Blends Word Mat, one copy for display and one copy per student or per pair of students

Visuals* PS2, 12, 19–20: b, l, s, t
* Alphabet Cards (including l blends)

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 63: father

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Beginning Blends”
* Phonics Storybook 11: Help, Tess!, optional
 | Activities* pp. 55–56
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 35 |
| TE166–69WT71–72 | PhonicsP35.1 Distinguish among the initial r blends br, cr, dr, fr, gr, pr, and tr.P35.2 Classify words as having initial l blends or initial r blends.P35.3 Decode words with initial r blends.P35.4 Build words with initial r blends.EnglishE35.1 Identify the noun and the action verb in a sentence.E35.2 Evaluate a group of words for the features of a complete sentence. | Teacher Edition* “Phonics Song 1”
* IA 35: Penguin Egg Blend Cards

Visuals* PS2–4, 6–7, 16, 18, 20: b, c, d, f, g, p, r, t
* Alphabet Cards (including r blends)
* Sentence Puzzle Cards

Word Family Cards* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 1”

Materials* Softball or other small ball
* A plush dog
* Five penguin eggs from IA 35, each egg labeled with one of the following l blends: bl, cl, fl, gl, and pl
 | Activities* pp. 57–58
 |
| Lesson 36 |
| TE170–73WT73–74 | PhonicsP36.1 Build words with initial s blends.P36.2 Distinguish among the initial s blends sc, sk, sl, sm, sn, sp, and sw.P36.3 Distinguish among sk, sp, and other final blends.P36.4 Decode words with initial and final s blends.EnglishE36.1 Explain why a given group of words is a complete sentence.E36.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E36.3 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* IA 36: Words with s Blends

Visuals* Alphabet Cards (including s blends)

Word Family Cards* W54a–W54c: ask, task, mask

BJU Press Trove* Link: Penguins tobogganing

Materials* Penguins Pip, Puck, Tip, and Tuck from IA 33.1
 | Activities* p. 59
* p. 60: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 37 |
| TE174–77WT75–76 | PhonicsP37.1 Build words with initial s blends scr, spl, spr, squ, and str.P37.2 Distinguish among three-letter s blends.P37.3 Decode words with three-letter s blends.P37.4 Read the high-frequency word always.EnglishE37.1 Distinguish between a singular and a plural noun.E37.2 Use the appropriate action verb in a sentence when the noun is singular or plural. | Teacher Edition* IA 33.1: Penguins
* IA 37: Action Verbs with Suffixes

Visuals* Alphabet Cards (including scr, spl, spr, squ, str)

High-Frequency Words* HFW 11: always

BJU Press Trove* Phonics Storybook 12: Grand at the Band, optional

Materials* The three-letter s blends from Lesson 36
* Pip and Puck Penguins from IA 33.1
* An Antarctic tobogganing hill with eight marked distances drawn for display
 | Activities* pp. 61–62
 |
| Lesson 38 |
| TE178–81WT77–78 | PhonicsP38.1 Associate /sh/ with the letters sh.P38.2 Identify /sh/ as an initial, middle, or final sound.P38.3 Decode words with initial and final /sh/.P38.4 Build words in the \_ish and \_ash word families.P38.5 Read the high-frequency words be, before, goes, good, or, them, and where.EnglishE38.1 Recall that the suffix -es is used for an action verb ending with sh.E38.2 Choose the suffix -s or -es for a given action verb. | Teacher Edition* “Phonics Song 2”
* IA 37: Action Verbs with Suffixes
* IA 38.1: Poodle Puzzle
* IA 38.2: Fish Word Cards

Visuals* PS27: sh
* Alphabet Cards (including all s blends)
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short

Word Family Cards* W55a–W55c: wish, dish, fish
* W56a–W56e: dash, cash, crash, trash, splash
* Word Family Cards for review, introducing words with shW6a–W6g: Ted, wed, bed, led, red, fed, shedW9a–W9d: nut, hut, but, shutW13a–W13k: tip, sip, nip, hip, dip, lip, zip, grip, skip, slip, shipW24a–W24g: tell, sell, well, bell, fell, yell, shellW37a–W37h: not, hot, dot, lot, got, trot, spot, shotW42a–W42d: sift, lift, gift, shift

High-Frequency Word Cards* HFW 23, 26, 72, 75, 116, 149, 178: be, before, goes, good, or, them, where

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Digraph sh”

Materials* A bucket or basket for the fish word cards
 | Activities* pp. 63–64
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 39 |
| TE182–85WT79–80 | PhonicsP39.1 Distinguish /sh/ from other final sounds.P39.2 Build words using sh.P39.3 Decode words with sh.P39.4 Read the high-frequency words thought, want, water, and work.EnglishE39.1 Analyze a word for the number of syllables by reading the base word with the suffix -es.E39.2 Determine whether a noun is singular or plural.E39.3 Choose the present-tense verb that completes a sentence. | Teacher Edition* “Phonics Song 2”

Visuals* PS27: sh
* Alphabet Cards (a, c, f, h, i, l, p, r, s [two copies], t, and w, plus some distractors)

Word Family Cards* Word Family Cards for reviewW48a–W48c: ox, box, foxW49a–W49c: hiss, kiss, missW51a–W51c: less, mess, dress
* Word Family Cards with consonant blends for each pair of students

High-Frequency Word Cards* HFW 156, 167, 173, 187: thought, want, water, work

BJU Press Trove* Audio: “Phonics Song 2”
* Video: Digraph sh”
* Video: “Going on a Bear Hunt”

Materials* A plush teddy bear
 | Activities* pp. 65–66
 |
| Lesson 40 |
| TE186–89WT81–82 | PhonicsP40.1 Distinguish /ch/ from /sh/.P40.2 Distinguish /nch/ from other final sounds.P40.3 Decode words with initial /ch/ and final /ch/.P40.4 Build words in the \_uch, \_inch, and \_unch word families.P40.5 Read the high-frequency words after, done, door, and who.EnglishE40.1 Define compound word.E40.2 Build a compound word from two given base words. | Teacher Edition* “Phonics Song 2”

Visuals* PS27–28: sh, ch
* Alphabet Cards

Word Family Cards* W57a–W57b: such, much
* W58a–W58c: inch, pinch, clinch
* W59a–W59c: bunch, lunch, crunch
* Word Family Cards for review, introducing words with chW13a–W13l: tip, sip, nip, hip, dip, lip, zip, grip, skip, slip, ship, chipW14a–W14i: tick, sick, wick, pick, kick, lick, stick, quick, chickW25a–W25k: will, hill, pill, kill, gill, mill, still, quill, fill, skill, chillW35a–W35g: top, hop, pop, mop, stop, drop, chop

High-Frequency Word Cards* HFW 4, 49–50, 180: after, done, door, who
 | Activities* pp. 67–68
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 40 (continued) |
| TE186–89WT81–82 |  | BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Digraph ch”
* Phonics Storybook 13: Lunch, optional

Materials* A lightweight empty lunch bag
* A backpack for holding the prepared word cards
 |  |
| Lesson 41 |
| TE190–93WT83–84 | PhonicsP41.1 Distinguish /ng/ from other final sounds.P41.2 Decode words with final /ng/.P41.3 Build words in the \_ang, \_ung, and \_ing word families.P41.4 Classify words into the \_ang, \_ung, and \_ing word families.EnglishE41.1 Recall that two base words make a compound word.E41.2 Build a compound word from two given base words.E41.3 Analyze the number of syllables in a compound word. | Teacher Edition* “Phonics Song 2”
* IA 41: Panda Bears with ng

Visuals* PS32: ng
* Alphabet Cards

Word Family Cards* W60a–W60e: sang, hang, bang, rang, sprang
* W61a–W61c: sung, hung, rung
* W62a–W62e: sing, wing, king, bring, spring
* Word Family Cards for review from \_ish, \_inch, and \_unch

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Digraph ch”
 | Activities* pp. 69–70
 |
| Lesson 42 |
| TE194–97WT85–86 | PhonicsP42.1 Distinguish /ng/ from other final sounds.P42.2 Distinguish /ng/ from /ngk/.P42.3 Decode words with /ngk/.P42.4 Build words in the \_ank, \_ink, and \_unk word families.P42.5 Read the high-frequency words some, there, and wash.EnglishE42.1 Identify the two parts of a sentence.E42.2 Choose the naming part that completes a sentence. | Teacher Edition* “Phonics Song 2”

Visuals* PS32: ng
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* W60a–W60e: sang, hang, bang, rang, sprang
* W61a–W61c: sung, hung, rung
* W62a–W62e: sing, wing, king, bring, spring
* W63a–W63d: ink, sink, blink, drink
* W65a–W65e: tank, sank, bank, plank, drank

High-Frequency Word Cards* HFW 140, 151, 171: some, there, wash
 | Activities* p. 71
* p. 72: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 42 (continued) |
| TE194–97WT85–86 |  | BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 14: A Pink Drink, optional

Materials* Four cards, each labeled with one of the following sentence parts: Ben; pets the cat.; The cat; jumps on a box.
 |  |
| Lesson 43 |
| TE198–201WT87–88 | PhonicsP43.1 Distinguish between initial, middle, and final /th/.P43.2 Decode words with /th/. P43.3 Build words using previous word families. P43.4 Read the high-frequency word hear.EnglishE43.1 Identify the two parts of a sentence.E43.2 Choose the action part that completes a sentence. | Teacher Edition* “Phonics Song 2”

Visuals* PS29: th
* Alphabet Cards
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* Word Family Cards for review, introducing words with thW2a–W2i: in, tin, sin, win, bin, pin, fin, skin, thinW14a–W14j: tick, sick, wick, pick, kick, lick, stick, quick, chick, thickW62a–W62f: sing, wing, king, bring, spring, thingW63a–W63e: ink, sink, blink, drink, thinkW65a–W65f: tank, sank, bank, plank, drank, thank

High-Frequency Word Cards* HFW 82: hear

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Digraph th”

Materials* Three colored cards, each labeled with th
* Images of a pin, a ring, a sink, a piggy bank, and a stick
* Four cards, each labeled with one of the following sentence parts: Chad; gets some fish.; The fish; swim in a tank.
 | Activities* pp.73–74
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 44 |
| TE202–5WT89–90 | PhonicsP44.1 Distinguish wh /hw/ from th /th/.P44.2 Decode words with wh /hw/.P44.3 Build words in the \_en, \_ip, and \_isk word families. P44.4 Classify words by word families. P44.5 Read the high-frequency word eyes.EnglishE44.1 Use the suffix -es for an action verb ending in ss, x, or zz.E44.2 Determine whether a noun is singular or plural.E44.3 Choose the action verb that completes a sentence. | Teacher Edition* “Phonics Song 2”
* IA 44: Word Family Practice

Visuals* PS29–30: th, wh
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short

Word Family Cards* W5a–W5h: ten, hen, den, Ben, pen, Ken, men, when
* W13a–W13l: tip, sip, nip, hip, dip, lip, zip, grip, skip, slip, ship, chip

High-Frequency Word Cards* HFW 61: eyes

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Digraph th”
* Video: “Digraph wh”
 | Activities* pp. 75–76
 |
| Lesson 45 |
| TE206–9WT91–92 | PhonicsP45.1 Recall details from a listening story about Uncle Short.P45.2 Identify consonant digraphs within words with initial sh, ch, th, and wh.P45.3 Distinguish among consonant digraphs.P45.4 Identify the vowel and consonant pattern as a closed syllable.P45.5 Build words with the suffixes -er and -est.P45.6 Identify the base word within a word that contains a suffix.P45.7 Decode words with -er and -est.P45.8 Construct comparative and superlative forms of adjectives. | Visuals* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Alley Cat -er, Alley Cat -est
* Alphabet Cards (including er, est)

Word Family Cards* Word Family Cards for review

Materials* Seven cards, each labeled with one of the following words: biggest, drummer, hitter, quitter, reddest, shopper, swimmer
* Four cards, each labeled with one of the following digraphs: sh, ch, th, or wh
 | Activities* pp. 77–78
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 46 |
| TE210–13WT93-95 | PhonicsP46.1 Distinguish the digraph /th/ from other consonant sounds.P46.2 Build words with the suffixes -ed and -ing by doubling the final consonant. P46.3 Recall that a short vowel and consonant make a closed syllable. P46.4 Decode words with the suffixes -ed as /әd/ and -ing. P46.5 Determine the correct word to complete a sentence.P46.6 Read the high-frequency words other, two, and were.EnglishE46.1 Identify the naming part and the action part of a sentence, using a graphic organizer. E46.2 Expand a sentence with a noun.E46.3 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.E46.4 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 2”
* IA 46: Building a Sentence

Visuals* PS29: th
* P8: Suffixes
* Alphabet Cards (including ed, ing)
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Alley Cat -ed, Alley Cat -ing
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 117, 162, 175: other, two, were

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Uncle Short’s Animal Shelter”
* Video: “Digraph th”

Materials* Five cards, each labeled with one of the following words: patted, petted, running, skidded, trotted
 | Activities* pp. 79-80
 |
| Lesson 47 |
| TE214–17WT97–99 | PhonicsP47.1 Distinguish a digraph from other initial, middle, and final sounds.P47.2 Build words with the suffixes -ed and -ing by doubling the final consonant.P47.3 Recall that a short vowel and consonant make a closed syllable.P47.4 Identify a base word within a word that contains a suffix.P47.5 Decode words with the suffixes -ed as /әd/ and -ing.  | Teacher Edition* “Phonics Song 2”
* IA 47: Cat Word Mat

Visuals* PS27–30: sh, ch, th, wh
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Alley Cat -ed, Alley Cat -ing
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* Word Family Cards for review
 | Activities* pp. 81–82
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 47 (continued) |
| TE214–17WT97–99 | EnglishE47.1 Identify the naming part and the action part of a sentence.E47.2 Compose a naming part for a sentence.E47.3 Expand a sentence with a noun.E47.4 Build a sentence, using a graphic organizer.E47.5 Evaluate a sentence for the features of a complete sentence.  | BJU Press Trove* Audio: “Phonics Song 2”

Materials* Two sentence parts cards labeled Seth and swings the bat.
* The display copy of IA 46: Building a Sentence
 |  |
| Lesson 48 |
| TE218–21WT101–2 | PhonicsP48.1 Build words with the suffixes -ed and -ing.P48.2 Identify a doubled consonant before a suffix.P48.3 Decode words with the suffixes -ed and -ing.EnglishE48.1 Identify the naming part and the action part of a sentence.E48.2 Compose an action part for a sentence.E48.3 Expand a sentence by adding a noun.E48.4 Build a sentence using a graphic organizer.E48.5 Evaluate a sentence for the features of a complete sentence. | Visuals* P8: Suffixes
* Alphabet Cards (including ed, ing)
* Phonics Characters: Mr. and Mrs. Short (together; two copies), Uncle Short, Alley Cat -ed, Alley Cat -ing

Word Family Cards* Word Family Cards for review

BJU Press Trove* Video: “Uncle Short’s Animal Shelter”
* Phonics Storybook 15: Beth Shopped, optional

Materials* Seven cards, each labeled with one of the following words: pet, rest, trot, plod, lift, hunt, pant
* An object to pass
* A T-Chart for display with Mr. and Mrs. Short over one column and Mr. and Mrs. Short with Uncle Short over the second column
* The display copy of IA 46: Building a Sentence
* Each student’s copy of Worktext pages 95 and 99
 | Activities* p. 83
* p. 84: Let’s Check
 |
| Lesson 49 |
| TE222–25WT103–5 | PhonicsP49.1 Identify le as /әl/ at the end of a word.P49.2 Associate le words with two syllables.P49.3 Decode words ending in le.P49.4 Read the high-frequency words about, could, many, and people. | Teacher Edition* IA 49: An Action I Like to Do

Visuals* PS12: l

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 2, 44, 98, 119: about, could, many, people
 | Activities* pp. 85–86
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 49 (continued) |
| TE222–25WT103–5 | EnglishE49.1 Identify the naming part and the action part of a sentence.E49.2 Illustrate a favorite activity.E49.3 Plan the naming part and the action part of an original sentence that describes an illustration.E49.4 Create a sentence with a detail about an illustration.E49.5 Evaluate a sentence for the features of a complete sentence. |  |  |
| Lesson 50 |
| TE226–29WT105–8 | PhonicsP50.1 Identify le as /әl/ at the end of a word.P50.2 Recall that le words have two syllables.P50.3 Decode words ending in le.P50.4 Build words ending in le.P50.5 Read the high-frequency word off.EnglishE50.1 Add details to a previously created illustration.E50.2 Plan the naming part and action part of a sentence that reflects an altered illustration.E50.3 Create a sentence with a detail about an altered illustration.E50.4 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* IA 49: An Action I Like to Do, blank copy for display

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 110: off

BJU Press Trove* Phonics Storybook 16: The Ranch, optional

Materials* Plush toy or soft ball to toss
* IA 49: An Action I Like to Do, display copy used inLesson 49
* Each student’s copy of Worktext page 105
 | Activities* pp. 87–88
 |
| Lesson 51 |
| TE230–33WT109–10 | PhonicsP51.1 Identify words that use the suffix -ed as /t/.P51.2 Distinguish between the final sounds /әd/ and /t/.P51.3 Decode words using the suffix -ed as /t/.P51.4 Choose the correct -ed word for a context sentence. | Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 62, 96: family, live

Materials* Three response cards for each student, each card labeled with one of the following: ed, t, d. The d card will be introduced in Lesson 52.
* A Bible
 | Activities* pp. 89–90
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 51 (continued) |
| TE230–33WT109–10 | PhonicsP51.5 Read the high-frequency words family and live.EnglishE51.1 Explain how a written proper noun looks different from a written common noun.E51.2 Classify words as nouns or proper nouns.E51.3 Rewrite a sentence to include a beginning uppercase letter for the proper noun and an end punctuation mark.E51.4 Evaluate a sentence for the features of a complete sentence. |  |  |
| Lesson 52 |
| TE234–37WT111–12 | PhonicsP52.1 Identify words that use suffix -ed as /d/.P52.2 Distinguish between the final sounds /әd/ and /d/.P52.3 Decode words with the suffix -ed.P52.4 Identify the base word in words with the suffix -ed.P52.5 Read the high-frequency words doing and great.EnglishE52.1 Recall details from a fictional listening selection.E52.2 Illustrate a helpful act. | Teacher Edition* IA 52.1: Three Ways to Say Suffix -ed
* IA 52.2: Journal

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 48, 76: doing, great

BJU Press Trove* Video: “ed Sounds”
* Video: “Journals”

Materials* Response cards ed, t, and d from Lesson 51, one set per student
* An example of a personal or prayer journal
 | Activities* pp. 91–92
 |
| Lesson 53 |
| TE238–41WT112–14 | PhonicsP53.1 Distinguish among the short-vowel sounds.P53.2 Decode words with short-vowel sounds and consonant blends.P53.3 Classify words by word families.P53.4 Read the high-frequency word as. | Teacher Edition* “Vowel Song” (verse 1)
* IA 52.2: Journal, display copy used in Lesson 52

Visuals* PS1, 5, 9, 15, 21: ă, ĕ, ĭ, ŏ, ŭ
 | Activities* p. 93
* p. 94: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 53 (continued) |
| TE238–41WT112–14 | EnglishE53.1 Create a sentence about the illustration from the previous lesson. | Word Family Cards* Word Family Cards for review W35a–W35f: top, hop, pop, mop, stop, dropW43a–W43f: hump, dump, bump, lump, stump, jumpW51a–W51c: less, mess, dressW62a–W62f: sing, wing, king, bring, spring, thingW65a–W65f: tank, sank, bank, plank, drank, thank

High-Frequency Word Cards* HFW 20: as

BJU Press Trove* Video: “Vowel Song v1”
* Video: “Ending Blends”
* Video: “Beginning Blends”
* Phonics Storybook 17: Winning, optional

Materials* Instructional Aid 52.2: Journal, display copy used in Lesson 52
 |  |
| Lesson 54 |
| TE242–45WT115–16 | PhonicsP54.1 Identify initial, middle, and final sounds.P54.2 Choose the word that matches the picture.P54.3 Choose the sentence that matches the picture.EnglishE54.1 Rewrite a sentence to include a beginning uppercase letter and an end punctuation mark.E54.2 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 1)

Visuals* PS1, 5, 9, 15, 21: ă, ĕ, ĭ, ŏ, ŭ
* P4: Vowels

Word Family Cards* Word Family Cards for reviewW5h: whenW13h: gripW14g–W14j: stick, quick, chick, thickW15e–W15f: stuck, truckW24g: shellW25j–W25k: skill, chillW31h: spentW42d: shiftW43e: stumpW46d: stampW51c: dressW52b: keptW53a–W53b: belt, meltW56c–W56e: crash, trash, splashW58c: clinchW59a–W59c: bunch, lunch, crunchW62d–W62f: bring, spring, thingW63d–W63e: drink, thinkW65d–W65f: plank, drank, thank
 | Activities* pp. 95–96: Unit 2 Review
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 54 (continued) |
| TE242–45WT115–16 |  | BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Vowel Song v1”
* Video: “Capitalization and Punctuation”

Materials* Two containers, each labeled with one of the following: Word Family Cards; Discard Container
 |  |
| Lesson 55 |
| TE246–47 | Phonics & EnglishP55.1/E55.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–49. | Teacher Edition* Unit 2 Test
 | * Unit 2 Test
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phonics & English 1, 5th Edition • Lesson Plan Overview

|  |  |  |
| --- | --- | --- |
| Legend |  |  |
| **TE** | Teacher Edition | **PS** | Phonics Song | **E** | English Visual |
| **WT** | Worktext | **P** | Phonics Visual | **HFW** | High-Frequency Word Card |
| **IA** | Instructional Aid | **C** | Color Word Card | **W** | Word Family Card |

 |
| Unit 3: Who Helps Me to Be Brave? |
| Pages | Objectives | Resources | Assessments |
| Lesson 56 |
| TE266–69WT117–20 | PhonicsP56.1 Analyze the unit opener illustration for connection to the unit theme.P56.2 Identify the source of help from Psalm 56:3. BWS Courage (explain)P56.3 Propose ways that God helps a person do what is right in situations that cause fear. BWS Courage (apply)P56.4 Distinguish among the short-vowel sounds. | Teacher Edition* “Vowel Song” (verse 1)

Visuals* P4: Vowels
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short

BJU Press Trove\** Video: “Vowel Song v1”
 | Activities* pp. 97–98
 |
| Lesson 57 |
| TE270–73WT121–22 | PhonicsP57.1 Recall details from a listening story about Miss Long and Marker e.P57.2 Associate /ā/ with the letter a.P57.3 Distinguish /ă/ from /ā/.P57.4 Decode words with the vowel pattern a\_e.P57.5 Classify words by word families.P57.6 Build words in a \_e word families.P57.7 Read the high-frequency words by and once.EnglishE57.1 Identify the two base words in a compound word.E57.2 Build compound words from two base words.E57.3 Identify the number of syllables in a compound word. | Teacher Edition* “Phonics Song 2”
* IA 57: Word Family Cakes

Visuals* PS33: ā
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Miss Long, Marker e

Word Family Cards* W64a–W64c: cane, lane, plane
* W66a–W66f: ate, hate, late, gate, state, plate
* W67a–W67c: ape, cape, grape
* W68a–W68c: name, came, game
* W69a–W69h: take, bake, cake, lake, make, rake, flake, shake
* W70a–W70c: sale, male, stale
* W71a–W71c: made, grade, trade
* W72a–W72f: save, wave, pave, cave, brave, slave

High-Frequency Word Cards* HFW 38, 113: by, once

BJU Press Trove* Audio: “Phonics Song 2”
 | Activities* pp. 99–100
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 58 |
| TE274–77WT123–24 | PhonicsP58.1 Associate /  ī/ with the letter i.P58.2 Distinguish /  ĭ/ from /  ī/.P58.3 Decode words with the vowel pattern i\_e.P58.4 Classify words by word families.P58.5 Create words with the vowel pattern i\_e.P58.6 Build words in the i\_e word families.P58.7 Read the high-frequency words alone, both, friend, and our.EnglishE58.1 Classify words as nouns or proper nouns.E58.2 Write a proper noun naming a person.  | Teacher Edition* “Phonics Song 2”

Visuals* PS35: ī
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short, Miss Long, Marker e

Word Family Cards* W73a–W73c: hike, bike, like
* W74a–W74c: tile, pile, mile
* W75a–W75h: nine, dine, line, mine, vine, fine, shine, whine
* W76a–W76d: time, dime, lime, crime
* W77a–W77d: hive, dive, five, drive
* W78a–W78h: tide, side, wide, hide, ride, bride, pride, slide
* W79a–W79c: tire, wire, fire
* W80a–W80b: bite, white

High-Frequency Word Cards* HFW 8, 29, 67, 118: alone, both, friend, our

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “A Signal Saves the Day”
* Phonics Storybook 18: A Cake and a Hike, optional

Materials* An object to pass
* Music for Hot Potato activity
 | Activities* pp. 101–2
 |
| Lesson 59 |
| TE278–81WT125–26 | PhonicsP59.1 Associate /ō/ with the letter o.P59.2 Distinguish /ŏ/ from /ō/.P59.3 Decode words with the vowel pattern o\_e. P59.4 Create words with the vowel pattern o\_e.P59.5 Build words in the \_one, \_ole, and \_oke word families.P59.6 Read the high-frequency words away, four, and these.EnglishE59.1 Identify the proper noun in a sentence. | Teacher Edition* “Phonics Song 2”
* “Vowel Song” (verse 1)
* IA 59: Word Family Doughnuts, two copies of each page

Visuals* PS33, 35–36: ā, ī, ō
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short, Miss Long, Marker e

Word Family Cards* W81a–W81b: bone, stone
* W85a–W85c: hole, pole, mole
* W88a–W88f: woke, poke, joke, broke, smoke, spoke
* Word Family Cards for reviewW68a–W68c: name, came, gameW74a–W74c: tile, pile, mileW75a–W75h: nine, dine, line, mine, vine, fine, shine, whine
 | Activities* pp. 103–4
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 59 (continued) |
| TE278–81WT125–26 |  | High-Frequency Word Cards* HFW 21, 66, 152: away, four, these

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Vowel Song v1”

Materials* Two empty and clean doughnut boxes, optional
 |  |
| Lesson 60 |
| TE282–85WT127–28 | PhonicsP60.1 Associate /ū/ with the letter u.P60.2 Distinguish /ŭ/ from /ū/.P60.3 Decode words with the vowel pattern u\_e.P60.4 Create words with the vowel pattern u\_e.P60.5 Build words in the \_ule, \_ute, and \_une word families.P60.6 Classify words according to their vowel sounds.EnglishE60.1 Illustrate a favorite person or place.E60.2 Create a sentence about the person or place in an illustration. | Teacher Edition* “Phonics Song 2”
* IA 52.2: Journal, one copy for modeling

Visuals* PS37: ū
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short, Miss Long, Marker e

Word-Family Cards* W82a–W82b: mule, rule
* W83a–W83b: cute, flute
* W84a–W84d: tune, dune, June, prune
* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Journals”

Materials* 10 cards, each labeled with one of the following words: cut, cute, cap, cape, tub, tube, mule, fill, hut, flute
 | Activitiespp. 105–6 |
| Lesson 61 |
| TE286–89WT129–30 | PhonicsP61.1 Distinguish among /ā/, /ī/, /ō/, and /ū/.P61.2 Decode words with /ā/, /ī/, /ō/, and /ū/.P61.3 Create words with /ā/, /ī/, /ō/, and /ū/.EnglishE61.1 Recall the definition of a present-tense action verb.E61.2 Choose the present-tense action verb that completes a sentence. | Teacher Edition* “Phonics Song 2”
* IA 61.1: Long-Vowel Pictures 1–4
* IA 61.2: Long-Vowel Pictures 5–8
* IA 61.3: Long-Vowel Pictures 9–10

Visuals* PS33, 35–37: ā, ī, ŏ, ū
* Alphabet Cards
* Phonics Characters: Miss Long, Marker e

Word Family Cards* Word Family Cards for review:W67a–W67c: ape, cape, grapeW71a–W71c: made, grade, tradeW76a–W76c: time, dime, limeW80a–W80b: bite, white
 | Activities* pp. 107–8
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 61 (continued) |
| TE286–89WT129–30 |  | Word Family Cards* W81a–W81b: bone, stoneW82a–W82b: mule, ruleW83a–W83b: cute, fluteW84a–W84c: tune, dune, JuneW88a–W88f: woke, poke, joke, broke, smoke, spoke

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “A Signal Saves the Day”
* Phonics Storybook 19: The Fire, optional
 |  |
| Lesson 62 |
| TE290–93WT131–32 | PhonicsP62.1 Recall details from a listening story about Marker e.P62.2 Recall that Marker e is removed when the suffix -ing or -ed is added to a word.P62.3 Identify a closed syllable.P62.4 Build and decode words with the suffixes -ed and -ing in closed-syllable words.P62.5 Identify words with the long-vowel silent e pattern.P62.6 Build and decode words with suffixes -ed and -ing in words with the silent e pattern.P62.7 Read the high-frequency words children, laugh, and new.EnglishE62.1 Use a present-tense action verb in a sentence.E62.2 Add the suffix -ed to show past action.E62.3 Choose the past-tense action verb that completes a sentence. | Teacher Edition* IA 62: Action Verbs

Visuals* Alphabet Cards (including ed, ing)
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker e, Alley Cat -ed, Alley Cat -ing

Word Family Cards* Word Family Cards for reviewW82a–W82b: mule, ruleW83a–W83b: cute, fluteW84a–W84d: tune, dune, June, pruneW85a–W85c: hole, pole, mole

High-Frequency Word Cards* HFW 40, 94, 106: children, laugh, new

BJU Press Trove* Video: “Dropping Silent e”

Materials* A card labeled with an X (to be placed over Alphabet Card e)
 | Activities* pp. 109–10
 |
| Lesson 63 |
| TE294–97WT133–34 | PhonicsP63.1 Identify the short- or long-vowel pattern within a word.P63.2 Identify the base word within a word that contains a suffix.P63.3 Build and decode words with suffixes -ed and -ing.P63.4 Read the high-frequency words someone and why. | Teacher Edition* IA 62: Action Verbs

Visuals* Alphabet Cards (including ing)
* Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short (three copies), Uncle Short, Miss Long (three copies), Marker  e, Alley Cat -ing

Word Family Cards* Word Family Cards for review
 | Activities* p. 111
* p. 112: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 63 (continued) |
| TE294–97WT133–34 | EnglishE63.1 Explain the difference between a present-tense verb and a past-tense verb.E63.2 Choose the action verb that completes the sentence. | High-Frequency Word Cards* HFW 141, 182: someone, why

BJU Press Trove* Video: “Marker e Runs Away”
* Video: “Past-Tense Verbs”

Materials* Four cards, each labeled with one of the following symbols or words: ¯ , ˘ , bat, cake
* A card labeled with an X (to be placed over Alphabet Card e)
 |  |
| Lesson 64 |
| TE298–301WT135–36 | PhonicsP64.1 Identify short and long vowels within a word with a suffix.P64.2 Decode words with the suffixes -ed and -ing.P64.3 Identify the base word within a word that contains a suffix.P64.4 Interpret the meaning of words with the suffixes -ed and -ing.P64.5 Read the high-frequency words son, very, and war.EnglishE64.1 Identify the topic of a paragraph. | Teacher Edition* IA 64: Building a Paragraph

Visuals* Phonics Characters: Alley Cat -ed, Alley Cat -ing

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 143, 166, 168: son, very, war

BJU Press Trove* Video: “Uncle Short’s Animal Shelter”
* Video: “Marker e Runs Away”
* Phonics Storybook 20: Skating, optional

Materials* One set of six cards for a charade activity, each card labeled with one of the following words: raking, petting, jumping, waving, smelling, poking. Create another set of six cards identical to the first set.
 | Activities* pp. 113–14
 |
| Lesson 65 |
| TE302–6WT137–38 | PhonicsP65.1 Recall details from a listening story about Miss Long and Miss Silent working as a team.P65.2 Associate Miss Long with the long vowel sound and Miss Silent as a silent vowel in a vowel team. P65.3 Distinguish /ă/ from /ā/.P65.4 Build words in the \_ain and \_ail word families.P65.5 Decode words with the vowel pattern ai.P65.6 Read the high-frequency words everywhere and their. | Teacher Edition* “Phonics Song 2”
* IA 64: Building a Paragraph

Visuals* PS33: ā
* P9: Long-Vowel Pattern Cards
* P10: Long-Vowel Pattern Cards
* P11: ā
* Alphabet Cards
* Phonics Characters: Miss Long, Miss Silent

Word Family Cards* W86a–W86e: pain, gain, main, rain, train
* W87a–W87f: tail, sail, nail, mail, fail, jail
* Word Family Cards for review (with silent e)

High-Frequency Word Cards* HFW 59, 148: everywhere, their
 | Activities* pp. 115–16
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 65 (continued) |
| TE302–6WT137–38 | EnglishE65.1 Identify the topic of a paragraph.E65.2 Identify the topic sentence in a paragraph.E65.3 Identify the supporting detail sentences in a paragraph. | BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Paragraph”

Materials* Image of people riding a tandem bicycle
 |  |
| Lesson 66 |
| TE308–11WT139–40 | PhonicsP66.1 Distinguish /ă/ from /ā/.P66.2 Identify y as a semivowel.P66.3 Build words in the \_ay word family.P66.4 Decode words with the vowel pattern ay.P66.5 Read the high-frequency words anyone, only, and three.EnglishE66.1 Identify the topic of a paragraph.E66.2 Identify the topic sentence of a paragraph.E66.3 Identify the supporting detail sentences in a paragraph.E66.4 Plan details for a writing assignment. | Teacher Edition* “Phonics Song 2”
* IA 66.1: Paragraph Review
* IA 66.2: Plan Together

Visuals* PS33: ā
* P11: ā
* Long-Vowel Pattern Card: ay
* Alphabet Cards
* Phonics Characters: Miss Long, Miss Silent
* E3: Writing Process, for permanent display

Word Family Cards* W89a–W89l: say, way, hay, day, pay, lay, may, stay, clay, play, pray, tray
* Word Family Cards for reviewW68a–W68c: name, came, gameW69a–W69h: take, bake, cake, lake, make, rake, flake, shakeW86a–W86e: pain, gain, main, rain, trainW87a–W87f: tail, sail, nail, mail, fail, jail

High-Frequency Word Cards* HFW 17, 115, 157: anyone, only, three

BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 21: A Day of Play, optional

Materials* Two large bike pictures
* Photos or other items to remind the students of a shared activity
 | Activities* pp. 117–18
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 67 |
| TE312–15WT141–42 | PhonicsP67.1 Recall details about Miss Long from a listening story.P67.2 Distinguish /ĕ/ from /ē/.P67.3 Build words with the open syllable e.P67.4 Decode words with the open syllable e.P67.5 Classify words according to their vowel and consonant patterns.P67.6 Read the high-frequency words everyone, heard, knew, and watch.EnglishE67.1 Create a topic sentence collaboratively.E67.2 Create a supporting detail sentence collaboratively. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”
* IA 67: Draft Together

Visuals* PS5, 34: ĕ, ē
* P12: ē
* Long-Vowel Pattern Card: e
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short, Miss Long (three copies), Miss Silent, Marker e

Word Family Cards* W90a–W90d: we, he, me, she
* Word Family Cards for reviewW13h–W13l: grip, skip, slip, ship, chipW69a–W69h: take, bake, cake, lake, make, rake, flake, shakeW71a–W71c: made, grade, tradeW86a–W86e: pain, gain, main, rain, trainW87a–W87f: tail, sail, nail, mail, fail, jailW89a–W89l: say, way, hay, day, pay, lay, may, stay, clay, play, pray, tray

High-Frequency Word Cards* HFW 58, 83, 92, 172: everyone, heard, knew, watch

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”

Materials* The display copy of the completed planning chart (IA 66.2)
 | Activities* pp. 119–20
 |
| Lesson 68 |
| TE316–19WT143–44 | PhonicsP68.1 Distinguish /ĕ/ from /ē/.P68.2 Build words in the \_eat, \_eam, \_eet, \_eep, and \_ee word families.P68.3 Decode words with the vowel patterns ee and ea.P68.4 Classify words according to their vowel patterns.EnglishE68.1 Create a supporting detail sentence for a classroom topic.E68.2 Evaluate a supporting detail sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”
* IA 68: Our Activity

Visuals* PS5, 34: ĕ, ē
* P12: ē
* Long-Vowel Pattern Cards: ee, ea
* Alphabet Cards
* Phonics Characters: Miss Long, Miss Silent

Word Family Cards* W91a–W91d: eat, seat, heat, meat
* W92a–W92d: team, steam, dream, stream
* W94a–W94f: feet, meet, greet, sweet, street, sheet
* W95a–W95f: weep, deep, beep, steep, sleep, sweep
 | Activities* pp. 121–22
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 68 (continued) |
| TE316–19WT143–44 | EnglishE68.3 Choose a noun to complete the naming part of a sentence.E68.4 Choose an action verb to complete the action part of a sentence. | Word Family Cards* W96a–W96f: see, fee, flee, free, tree, three
* Word Family Cards for reviewW4a–W4c: set, net, wetW5a–W5c: ten, hen, denW6c–W6f: bed, led, red, fed

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”
* Phonics Storybook 22: Sweet Treat, optional

Materials* The display copy of the completed planning chart (IA 66.2)
* The display copy of the draft (IA 67)
 |  |
| Lesson 69 |
| TE320–23WT145–46 | PhonicsP69.1 Classify words with /ē/ vowel patterns and other long-vowel patterns.P69.2 Recall y as a semivowel.P69.3 Identify different word families that rhyme.P69.4 Read the high-frequency word learn.EnglishE69.1 Illustrate the topic and detail sentences created in previous lessons.E69.2 Discuss an illustration with a partner.E69.3 Read sentences to a partner. | Teacher Edition* “Phonics Song 2”

Visuals* PS34: ē
* P11–12: ā, ē
* Long-Vowel Pattern Card: ey
* Alphabet Cards
* Phonics Characters: Miss Long, Miss Silent

High-Frequency Word Cards* HFW 95: learn

BJU Press Trove* Audio: “Phonics Song 2”

Materials* Several tic-tac-toe grids drawn for display and labeled with the words as shown in the sample grids within the lesson
* Illustrated children’s books
* Each student’s completed copy of IA 68
* Paper for paragraph illustrations
 | Activities* p. 123
* p. 124: Let’s Check
 |
| Lesson 70 |
| TE324–27WT147–48 | PhonicsP70.1 Distinguish short and long vowels in words with suffixes.P70.2 Decode words with various vowel patterns and suffixes.P70.3 Read the high-frequency words even and read.EnglishE70.1 Propose adjectives that describe color, shape, or size.E70.2 Choose an adjective that describes the color, shape, or size of a noun in an illustration. | Visuals* Alphabet Cards (including ing and ed)
* Phonics Characters: Mr. and Mrs. Short, Uncle Short, Miss Long, Miss Silent, Marker e, Alley Cat -ed, Alley Cat -ing

Word Family Cards* Word Family Cards for reviewW94a–W94f: feet, meet, greet, sweet, street, sheetW95a–W95f: weep, deep, beep, steep, sleep, sweepW96a–W96f: see, fee, flee, free, tree, three
 | Activities* pp. 125–26
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 70 (continued) |
| TE324–27WT147–48 |  | High-Frequency Word Cards* HFW 55, 128: even, read /rĕd/

BJU Press Trove* Video: “Adjectives”

Materials* A card labeled X (to be placed over Alphabet Card e)
* Two cards, each labeled with one of the following words: Long, Short
* A pen and other familiar objects of varying colors, shapes, and sizes
 |  |
| Lesson 71 |
| TE328–31WT149–50 | PhonicsP71.1 Recall facts from an informational text listening selection.P71.2 Distinguish /ē/ from other final sounds.P71.3 Recall y as a semivowel.P71.4 Decode words ending in y as /ē/.P71.5 Read the high-frequency words brother, clothes, every, school, something, world, and write.EnglishE71.1 Classify an adjective as describing color, shape, or size.E71.2 Choose an adjective for each item in an illustration. | Teacher Edition* “Phonics Song 2”
* IA 71: Plane

Visuals* PS34: ē
* Alphabet Cards

Word Family Cards* Word Family Cards for review (including words with long e patterns)

High-Frequency Word Cards* HFW 31, 41, 56, 133, 142, 188, 191: brother, clothes, every, school, something, world, write

BJU Press Trove* Audio: “Phonics Song 2”

Materials* Image of the Wright brothers’ first plane
* Eight cards, each labeled with one of the following words: fishy, meaty, sleepy, sticky, needy, dusty, steamy, leaky
 | Activities* pp. 127–28
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 72 |
| TE332–35WT151–52 | PhonicsP72.1 Decode words ending in y as /ē/.P72.2 Recall that words ending in y have two syllables.P72.3 Build and decode words with y.P72.4 Choose the correct word for a context sentence.P72.5 Read the high-frequency words also, special, and women.EnglishE72.1 Recall details from a fictional listening selection.E72.2 Classify an adjective as describing color, shape, or size.E72.3 Choose an adjective for a given item in an illustration. | Visuals* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Miss Silent

Word Family Cards* Word Family Cards for reviewW69a–W69h: take, bake, cake, lake, make, rake, flake, shakeW88a–W88f: woke, poke, joke, broke, smoke, spokeW90a–W90d: we, he, me, sheW92a–W92d: team, steam, dream, stream

High-Frequency Word Cards* HFW 10, 144, 185: also, special, women

BJU Press Trove* Phonics Storybook 23: Tippy and Chappy, optional

Materials* Four planes from Instructional Aid 71, each labeled with one of the following vowel patterns: a\_e, o\_e, e, and ea
 | Activities* pp. 129–30
 |
| Lesson 73 |
| TE336–39WT153–54 | PhonicsP73.1 Distinguish between words with short- and long-vowel sounds.P73.2 Classify words by vowel patterns.P73.3 Read the high-frequency words empty, please, and warm.EnglishE73.1 Identify the naming part and the action part of a sentence.E73.2 Choose a naming part to complete a sentence.E73.3 Choose an action part to complete a sentence. | Teacher Edition* “Phonics Song 2”
* IA 73.1: Puzzle (four copies)
* IA 73.2: Sentence Parts

Visuals* PS33–34: ā, ē
* Alphabet Cards (including ld, lk, lp, pt, xt)
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* Word Family Cards for reviewW87a–W87f: tail, snail, nail, mail, fail, jail

High-Frequency Word Cards* HFW 54, 121, 169: empty, please, warm

BJU Press Trove* Audio: “Phonics Song 2”
 | Activities* p. 131
* p. 132: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 74 |
| TE340–43WT155–56 | PhonicsP74.1 Build words in the ie word family.P74.2 Decode words with the long i vowel patterns.P74.3 Classify words by word families.P74.4 Read the high-frequency words because, near, and through.EnglishE74.1 Identify the present-tense linking verb is or are in a sentence. | Teacher Edition* “Phonics Song 2”
* IA 74: Hot Air Balloon, three copies

Visuals* PS 35: ī
* P11–13: ā, ē, ī
* Long-Vowel Pattern Card: ie
* Alphabet Cards
* Phonics Characters: Miss Long, Miss Silent

Word Family Cards* W93a–W93d: die, pie, lie, tie
* Word Family Cards for reviewW73a–W73c: hike, bike, likeW78a–W78f: tide, side, wide, hide, ride, bride

High-Frequency Word Cards* HFW 24, 105, 158: because, near, through

BJU Press Trove* Audio: “Phonics Song 2”

Materials* Three balloons from IA 74, each labeled with one of the following word families: \_ide, \_ike, \_ie
* A "trip around the world" course with a starting point on a globe illustration; five signs to mark the destinations
* Grapes or other food for a snack
 | Activities* pp. 133–34
 |
| Lesson 75 |
| TE344–47WT157–58 | PhonicsP75.1 Distinguish /ī/ from /ē/.P75.2 Decode words ending in y as /ī/.EnglishE75.1 Recall that is and are are present-tense linking verbs.E75.2 Identify the past-tense linking verbs was and were in a sentence. | Teacher Edition* “Phonics Song 2”
* “Vowel Song”

Visuals* PS35: ī
* P13: ī
* Long-Vowel Pattern Card: y
* Alphabet Cards

Word Family Cards* W97a–W97f: by, my, fly, cry, dry, fry
* Word Family Cards for reviewW68a–W68c: name, came, gameW75a–W75h: nine, dine, line, mine, vine, fine, shine, whineW93a–W93c: die, pie, lie

BJU Press Trove* Audio: “Phonics Song 2”
* Audio: “Vowel Song”
* Phonics Storybook 24: A Dry Pie, optional
 | Activities* pp. 135–36
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 75 (continued) |
| TE344–47WT157–58 |  | Materials* A paper airplane
* Nine cards, each labeled with one of the following words: sky, fishy, handy, try, dry, needy, stuffy, why, fly
* An image of the Wright brothers’ first flight
 |  |
| Lesson 76 |
| TE348–51WT159–60 | PhonicsP76.1 Distinguish /  ī/ from other vowel sounds.P76.2 Build words in the \_igh and \_ight word families.P76.3 Decode words with the vowel pattern igh.P76.4 Distinguish rhyming words from nonrhyming words.P76.5 Read the high-frequency words ear, floor, and going.EnglishE76.1 Identify a noun as singular or plural.E76.2 Choose the linking verb is or was when the noun in the naming part is singular.E76.3 Choose the linking verb are or were when the noun in the naming part is plural. | Teacher Edition* “Phonics Song 2”
* IA 76: Using Verbs

Visuals* PS35: ī
* P13: ī
* Long-Vowel Pattern Card: igh
* Alphabet Cards

Word Family Cards* W98a–W98b: sigh, high
* W100a–W100h: sight, night, light, might, right, fight, flight, bright
* Word Family Cards for reviewW74a–W74c: tile, pile, mileW85a–W85c: hole, pole, moleW91a–W91d: eat, seat, heat, meatW97a–W97f: by, my, fly, cry, dry, fry

High-Frequency Word Cards* HFW 51, 64, 73: ear, floor, going

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Linking Verbs”

Materials* Flashlight to pass
* Music for Hot Potato activity
* Five white cards, each labeled with one of the following words: my, why, pie, fight, tight
* Five colored cards, each labeled with one of the following words: high, sigh, by, kite, white
* Ball or other small object to pass
 | Activities* pp. 137–38
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 77 |
| TE352–55WT161–62 | PhonicsP77.1 Distinguish between y as /ī/ and y as /ē/.P77.2 Build words in the \_igh word family.P77.3 Read the high-frequency word again.EnglishE77.1 Identify a noun as singular or plural.E77.2 Use the correct form of an action verb when the noun subject is singular.E77.3 Use the correct form of an action verb when the noun subject is plural. | Teacher Edition* IA 76: Using Verbs

Visuals* P12–13: ē, ī
* Alphabet Cards

Word Family Cards* Word Family Cards for reviewW98a–W98b: sigh, highW100a–W100h: sight, night, light, might, right, fight, flight, bright

High-Frequency Word Cards* HFW 5: again

Materials* Two cards, each labeled with one of the following letters: ī, ē
* Six cards, each labeled with one of the following words: try, hilly, bumpy, shy, dry, fluffy
 | Activities* pp. 139–40
 |
| Lesson 78 |
| TE356–59WT163–64 | PhonicsP78.1 Distinguish /ĭ/ from /ī/.P78.2 Decode words with long i vowel patterns.P78.3 Classify words by vowel patterns.EnglishE78.1 Identify the topic of a paragraph.E78.2 Identify the parts of a paragraph.E78.3 Identify the purpose and audience of a paragraph. | Teacher Edition* “Phonics Song 2”
* IA 78.1: Dogs and Their Bones
* IA 78.2: Parts of a Paragraph

Visuals* PS35: ī
* Phonics Characters: Miss Long, Miss Silent, Marker e

Word Family Cards* W98a–W98b: sigh, high
* W100a–W100h: sight, night, light, might, right, fight, flight, bright

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Paragraph”
* Phonics Storybook 25: A Night Flight, optional
 | Activities* pp. 141–42
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 79 |
| TE360–63WT165–66 | PhonicsP79.1 Distinguish /ŏ/ from /ō/. P79.2 Build words in the \_oat, \_oe, and \_oast word families.P79.3 Decode words with long o vowel patterns.P79.4 Read the high-frequency words below, pull, and without.EnglishE79.1 Recall facts from an informational listening selection.E79.2 Identify the purpose and the audience in an informational listening selection.E79.3 Identify the purpose and audience of an assigned informative paragraph.E79.4 Plan details for an informative paragraph. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”
* IA 79: Informative Paragraph: Plan, one copy for display

Visuals* PS15, 36: ŏ, ō
* P14: ō
* Long-Vowel Pattern Cards: o\_e, oa, oe
* Alphabet Cards
* Phonics Characters: Miss Long, Marker e, Miss Silent

Word Family Cards* W99a–W99e: boat, coat, goat, float, throat
* W101a–W101e: toe, hoe, doe, foe, Joe
* W102a–W102c: boast, coast, roast
* Word Family Cards for reviewW81a–W81b: bone, stoneW88a–W88f: woke, poke, joke, broke, smoke, spokeW89a–W89l: say, way, hay, day, pay, lay, may, stay, clay, play, pray, trayW92a–W92d: team, steam, dream, streamW97a–W97f: by, my, fly, cry, dry, fry

High-Frequency Word Cards* HFW 28, 124, 183: below, pull, without

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”

Materials* Images of a saguaro cactus, a prickly pear cactus, and a barrel cactus
* Items or images related to the chosen informative writing topic, optional
 | Activities* p. 143
* p. 144: Let’s Check
 |
| Lesson 80 |
| TE364–67WT167–69 | PhonicsP80.1 Build words in the \_ow and \_own word families.P80.2 Decode words with long o vowel patterns.P80.3 Recall that w is a semivowel.EnglishE80.1 Create a topic sentence for an informative paragraph.E80.2 Create a supporting detail sentence for an informative paragraph. | Teacher Edition* Phonics Song 2”
* “Vowel Song” (verse 2)
* IA 80.1: Sled and Snowball Cards
* IA 80.2: Paragraph Paper

Visuals* PS36: ō
* P14: ō
* Long-Vowel Pattern Card: ow
* Alphabet Cards
* Phonics Characters: Miss Long, Miss Silent
* E1: Sentences
 | Activities* pp. 145–46
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 80 (continued) |
| TE364–67WT167–69 |  | Word Family Cards* W103a–W103f: bow, blow, grow, slow, snow, throw
* W104a–W104e: own, blown, flown, grown, thrown
* Word Family Cards for reviewW99a–W99e: boat, coat, goat, float, throatW101a–W101e: toe, hoe, doe, foe, Joe

BJU Press Trove* Audio: “Phonics Song 2”
* Audio: “Vowel Song v1–2”

Materials* The completed planning chart (IA 79), one copy for display and one copy per student
 |  |
| Lesson 81 |
| TE368–70WT169, 171–72 | PhonicsP81.1 Recall long-vowel patterns.P81.2 Decode words with long vowels.EnglishE81.1 Create two more supporting detail sentences to complete an informative paragraph. | Visuals* PS33–37: ā, ē, ī, ō, ū
* P11–14: ā, ē, ī, ō
* Alphabet Cards

Word Family Cards* Word Family Cards for review (with long vowels)

BJU Press Trove* Phonics Storybook 26: The Slow Boat, optional

Materials* The display copy and each student’s copy of the completed planning chart (IA 79)
* The display copy of the draft (IA 80.2)
* Each student’s draft (WT p. 169)
 | Activities* pp. 147–48
 |
| Lesson 82 |
| TE372–75WT169, 173–75 | PhonicsP82.1 Distinguish /sh/ from /ch/.P82.2 Decode words with /sh/ and /ch/.P82.3 Distinguish rhyming words from nonrhyming words.EnglishE82.1 Explain the purpose of the Revise and Proofread steps.E82.2 Evaluate a paragraph for a connection between the topic sentence and supporting detail sentences. | Teacher Edition* “Phonics Song 2”
* IA 82: Proofreading Practice

Visuals* PS27–28: sh, ch

Word Family Cards* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Digraph sh”
* Video: “Digraph ch”
 | Activities* pp. 149–50
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 82 (continued) |
| TE372–75WT169, 173–75 | EnglishE82.3 Evaluate sentences for spelling and the complete features of a sentence.E82.4 Use appropriate proofreading marks to indicate changes. | Materials* 15 cards, each labeled with one of the following words: ship, chip, shut, chat, champ, shot, shame, chain, show, sheet, cheat, shine, chime, sheep, cheap
* A red colored pencil for each student
* Each student’s completed draft (WT p. 169)
 |  |
| Lesson 83 |
| TE376–79WT177–79 | PhonicsP83.1 Decode words with long o vowel patterns.P83.2 Identify base words within words with suffixes.P83.3 Classify words by word families.P83.4 Read the high-frequency words know, quiet, should, under, and use.EnglishE83.1 Rewrite an informative paragraph, incorporating corrections from proofreading. | Teacher Edition* “Phonics Song 2”

Visuals* PS36: ō
* P14: ō
* Long-Vowel Pattern Card: o
* Phonics Character: Miss Long

Word Family Cards* W105a–W105c: so, no, go
* Word Family Cards for reviewW81a–W81b: bone, stone W85a–W85c: hole, pole, moleW88a–W88f: woke, poke, joke, broke, smoke, spokeW90a–W90c: we, he, meW97a–W97f: by, my, fly, cry, dry, fryW99a–W99d: boat, coat, goat, floatW101a–W101c: toe, hoe, doeW103a–W103f: bow, blow, grow, slow, snow, throwW104a–W104c: own, blown, flown

High-Frequency Word Cards* HFW 93, 127,138, 164, 165: know, quiet, should, under, use

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Miss Long Alone”

Materials* Several books that are informational texts
* Each student’s proofread paragraph (WT p. 169)
 | Activities* pp. 151–52
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 84 |
| TE380–83WT181–82 | PhonicsP84.1 Distinguish /ŭ/ from /ū/.P84.2 Decode words with short and long u vowel patterns.P84.3 Build words with the long-vowel pattern ue.P84.4 Read the high-frequency words everybody and head.EnglishE84.1 Rewrite an informative paragraph, incorporating corrections from proofreading. E84.2 Illustrate an informative paragraph.E84.3 Present an informative paragraph to peers. | Teacher Edition* “Phonics Song 2”
* IA 84.1: Clue Cards

Visuals* PS37: ū
* P15: ū
* Long-Vowel Pattern Cards: u\_e, ue
* Phonics Characters: Miss Long, Marker e, Miss Silent

Word Family Cards* W106a–W106c: blue, glue, true
* Word Family Cards for review

High-Frequency Word Cards* HFW 57, 81: everybody, head

BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 27: Blue Glue, optional

Materials* A magnifying glass or an image of a magnifying glass
* Each student’s proofread paragraph (WT p. 169)
* Each student’s final copy (WT p. 179)
* Paper for paragraph illustrations
 | Teacher Edition* IA 84.2: Informative Paragraph Rubric

Activities* pp. 153–54
 |
| Lesson 85 |
| TE384–87WT183–84 | PhonicsP85.1 Distinguish /ŭ/ from /ū/.P85.2 Recall that le words have two syllables.P85.3 Decode short- and long-vowel words ending in le.EnglishE85.1 Explain that number words and articles are adjectives. E85.2 Choose the number word that completes a sentence. | Visuals* PS21, 37: ŭ, ū
* Phonics Characters: Mr. and Mrs. Short, Miss Long

Word Family Cards* Word Family Cards for review

BJU Press Trove* Video: “Adjectives”
* Video: “Articles”

Materials* Blank white cards, one for display and one per student
* Three books for display
* An apple (or image of an apple)
 | Activities* pp. 155–56
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 86 |
| TE388–391WT185–86 | PhonicsP86.1 Distinguish words with short vowels from words with long vowels.P86.2 Identify the vowel sound in the first syllable of words ending in le.P86.3 Read the high-frequency word been.EnglishE86.1 Distinguish a period from a question mark.E86.2 Distinguish a statement from a question. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”
* IA 86: Sentence Punctuation

Visuals* PS1, 5, 9, 15, 21, 33–37: ă, ĕ, ĭ, ŏ, ŭ, ā, ē, ī, ō, ū
* P16: Syllables with le
* Alphabet Cards
* Phonics Characters: Mrs. Short and Miss Long
* E1: Sentences

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 27: been

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”

Materials* Paper clips to make chains
* Five cards, each labeled with one of the following words: staple, jumble, middle, grumble, bundle
 | Activities* p. 157
* p. 158: Let’s Check
 |
| Lesson 87 |
| TE392–95WT187–88 | PhonicsP87.1 Build words with the suffixes -ed and -ing.P87.2 Distinguish between short- and long-vowel sounds.P87.3 Decode words with short and long vowels.P87.4 Classify words based on their vowel patterns.P87.5 Read the high-frequency words anything and front.EnglishE87.1 Classify a sentence as a statement, a question, or an exclamation.E87.2 Use correct punctuation for a statement, a question, and an exclamation.E87.3 Create a question.E87.4 Evaluate a question for the features of a complete sentence. | Teacher’s Edition* IA 86: Sentence Punctuation

Visuals* P8: Suffixes
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker e, Alley Cat -ed, Alley Cat -ing
* E1: Sentences

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 18, 69: anything, front

BJU Press Trove* Video: “Uncle Short’s Animal Shelter”
* Video: “Marker e Runs Away”
* Video: “Capitalization and Punctuation”

Materials* A blank piece of 8½ x 11-inch paper, one per student
* 12 cards, each labeled with one of the following words: tack, stack, rake, take, poke, like, crash, dish, chat, white, sink, try
* The display copy of IA 86: Sentence Punctuation
 | Activities* pp. 159–60
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 88 |
| TE396–99WT189–90 | PhonicsP88.1 Distinguish /s/ from /k/ in words beginning with c.P88.2 Recall that a, o, and u follow hard c.P88.3 Recall that e, i, and y follow soft c.EnglishE88.1 Classify a sentence as a statement, a question, or an exclamation.E88.2 Use correct punctuation for a statement, a question, and an exclamation.E88.3 Create an exclamation.E88.4 Evaluate an exclamation for the features of a complete sentence. | Teacher Edition* “Phonics Song 1”

Visuals* PS3: c
* P17–18: Hard c /k/, Soft c /s/
* E1: Sentences

Word Family Cards* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 1”

Materials* Four cards, each labeled with one of the following words: cinch, cape, cell, cute
 | Activities* pp. 161–62
 |
| Lesson 89 |
| TE400–403WT191–92 | PhonicsP89.1 Distinguish words beginning with hard c from words beginning with soft c. P89.2 Build words in the \_ace and \_ice word families. P89.3 Decode words with initial and final soft c.P89.4 Read the high-frequency word does.EnglishE89.1 Create a journal entry.E89.2 Illustrate a journal entry. | Teacher Edition* IA 52.2: Journal, one copy for display

Visuals* P17–18: Hard c /k/, Soft c /s/
* Alphabet Cards
* Phonics Characters: Miss Long, Marker e

Word Family Cards* W108a–W108f: lace, race, face, place, grace, space
* W109a–W109f: nice, mice, price, slice, spice, twice
* Word Family Cards for review (VCe words)

High-Frequency Word Cards* HFW 47: does

BJU Press Trove* Video: “Journals”
* Phonics Storybook 28: The City, optional

Materials* Images of a stop sign and a yield sign
 | Activities* pp. 163–64
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 90 |
| TE404–07WT193–94 | PhonicsP90.1 Distinguish short-vowel sounds from long-vowel sounds.P90.2 Decode words with long-vowel patterns.P90.3 Apply phonics skills presented in Lessons 1–87.EnglishE90.1 Rewrite a group of words in sentence order.E90.2 Evaluate a sentence for the features of a complete sentence. | Visuals* P11–15: ā, ē, ī, ō, ū
* Long-Vowel Pattern Cards
* Phonics Characters: Miss Long, Marker e, Miss Silent

Word Family Cards* Word Family Cards for review, at least one per student

Materials* Five cards, each labeled with one of the following words: the, children, played, a, game
 | Activities* pp. 165–66: Unit 3 Review
 |
| Lesson 91 |
| TE408–09 | Phonics & EnglishP91.1/E91.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–87. | Teacher Edition* Unit 3 Test
 | * Unit 3 Test
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phonics & English 1, 5th Edition • Lesson Plan Overview

|  |
| --- |
| Legend |
| **TE** | Teacher Edition | **PS** | Phonics Song | **E** | English Visual |
| **WT** | Worktext | **P** | Phonics Visual | **HFW** | High-Frequency Word Card |
| **IA** | Instructional Aid | **C** | Color Word Card | **W** | Word Family Card |

 |
| Unit 4: Why Should I Keep Trying? |
| Pages | Objectives | Resources | Assessments |
| Lesson 92 |
| TE428–31WT195–98 | PhonicsP92.1 Analyze the unit opener illustration for connection to the unit theme.P92.2 Explain how Nehemiah persevered. BWS Perseverance (recall)P92.3 Explain how the story answers the essential question.  BWS Perseverance (apply)P92.4 Compare and contrast responses to a hard task in an illustration. BWS Perseverance (evaluate)P92.5 Recall that e, i, and y follow soft c.P92.6 Recall letters in alphabetical order.P92.7 Distinguish /s/ from /k/ in words beginning with c. | Teacher Edition* IA 92: Hard c or Soft c

Visuals* P17–18: Hard c /k/, Soft c /s/
* Alphabet Cards

Word Family Cards* Word Family Cards for review
* W80a–W80b: bite, white
* W93a–W93d: die, pie, lie, tie
* W97a–W97f: by, my, fly, cry, dry, fry
* W98a–W98b: sigh, high
 | Activities* pp. 167–68
 |
| Lesson 93 |
| TE432–35WT199–200 | PhonicsP93.1 Recall details from a listening story about Bossy r.P93.2 Associate Bossy r with r-influenced vowels.P93.3 Distinguish /är/ from short and long a.P93.4 Build words in the \_ark, \_arm, \_ar, and \_art word families.P93.5 Decode words with /är/.EnglishE93.1 Propose synonyms for given words.E93.2 Match a synonym to a given word. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”

Visuals* PS1, 18, 33, 38: ă, r, ā, ar
* P19: R-influenced Vowel: ar
* Alphabet Cards
* Phonics Character: Bossy r

Word Family Cards* W107a–W107c: dark, bark, mark
* W110a–W110c: arm, harm, farm
* W111a–W111e: bar, car, far, jar, star
* W112a–W112f: art, dart, part, cart, start, smart

BJU Press Trove\** Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”
* Video: “Synonyms”

Materials* A small ball
 | Activities* pp. 169–70
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 94 |
| TE436–39WT201–2 | PhonicsP94.1 Distinguish /är/ from short and long a.P94.2 Decode words with /är/.P94.3 Classify words by word families.P94.4 Read the high-frequency word though.EnglishE94.1 Identify the singular pronoun that can replace a given noun.E94.2 Identify the singular pronoun in the naming part of a sentence. | Teacher Edition* “Phonics Song 2”
* “Cowboy” (song)
* IA 94.1: Boots
* IA 94.2: Singular Pronouns

Visuals* PS38: ar
* P19: R-influenced Vowel: ar
* Phonics Character: Bossy r

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 155: though

BJU Press Trove* Audio: Phonics Song 2”
* Video: “Cowboy”
* Phonics Storybook 29: The Farm Sleeps, optional

Materials* 14 boot word cards from Instructional Aid 94.1, each labeled with one of the following words: ark, mark, park, dark, arm, harm, start, part, smart, cart, car, bar, scar, star
* A cowboy hat to hold the prepared word cards
 | Activities* pp. 171–72
 |
| Lesson 95 |
| TE440–43WT203–4 | PhonicsP95.1 Distinguish /ôr/ from short and long o.P95.2 Decode words with /ôr/.P95.3 Build words in the \_ore and \_orn word families.EnglishE95.1 Identify the naming part that uses the pronoun I correctly.E95.2 Create a sentence that includes the pronoun I. | Teacher Edition* “Phonics Song 2”
* IA 95: Lassos

Visuals* PS39: or
* P14, 19–20: ō, R-influenced Vowel: ar, R-influenced Vowel: or
* Alphabet Cards
* Phonics Character: Bossy r

Word Family Cards* W113a–W113c: more, store, chore
* W114a–W114e: torn, horn, born, corn, thorn
* Word Family Cards for reviewW107a–W107c: dark, bark, markW110a–W110c: arm, harm, farmW111a–W111e: bar, car, far, jar, starW112a–W112f: art, dart, part, cart, start, smart

BJU Press Trove* Audio: “Phonics Song 2”
 | Activities* pp. 173–74
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 95 (continued) |
| TE440–43WT203–4 |  | Materials* Two lassos or ropes to make large circles on the floor
* Two sets of 10 lasso word cards prepared from Instructional Aid 95, each card labeled with one of the following words: chore, horn, store, corn, fork, thorn, torn, horse, score, storm
 |  |
| Lesson 96 |
| TE444–47WT205–6 | PhonicsP96.1 Distinguish /är/ from /ôr/.P96.2 Decode words with /är/ and /ôr/.P96.3 Evaluate word meaning within the context of a sentence. P96.4 Read the high-frequency words along, answer, and year.EnglishE96.1 Choose the plural pronoun that can replace the naming part of a sentence. | Teacher Edition* “Phonics Song 2”
* “Two Miles to Go” (song)
* IA 96: Plural Pronouns

Visuals* PS33, 38–39: ā, ar, or
* P19–20: R-influenced Vowel: ar, R-influenced Vowel: or
* Phonics Character: Bossy r

Word Family Cards* W67c: grape
* W86e: train
* W89c: hay
* W110c: farm
* W111b: car
* W112d: cart
* W113b: store
* W114d: corn
* Word Family Cards for review

High-Frequency Word Cards* HFW 9, 15, 192: along, answer, year

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Two Miles to Go”
* Video: “Plural Pronouns”

Materials* Eight images of the following items: grape, train, hay, farm, car, cart, store, corn
 | Activitiespp. 175–76 |
| Lesson 97 |
| TE448–51WT207–8 | PhonicsP97.1 Decode words with /ā/, /ō/, /är/, and /ôr/.P97.2 Identify words in the same word family.P97.3 Analyze r-influenced words in the context of a sentence.P97.4 Read the high-frequency words move and toward. | Visuals* P19–20: R-influenced Vowel: ar, R-influenced Vowel: or
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* Word Family Cards for reviewW72a–W72f: save, wave, pave, cave, brave, slaveW81a–W81b: bone, stoneW107a–W107c: dark, bark, mark
 | Activities* p. 177
* p. 178: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 97 (continued) |
| TE448–51WT207–8 | EnglishE97.1 Identify the subject part of a sentence.E97.2 Identify the verb part of a sentence.E97.3 Choose the subject part that completes a sentence. | Word Family Cards* Word Family Cards for reviewW111d: jarW112c, W112e: part, startW113a–W113c: more, store, choreW114b–W114d: horn, born, corn

High-Frequency Word Cards* HFW 103, 161: move, toward

BJU Press Trove* Phonics Storybook 30: To the Store, optional

Materials* Six cards, each labeled with one of the following sentence parts: Cowboy Sam, The saddle, works on a ranch, The ranch, His horse, helps Cowboy Sam
 |  |
| Lesson 98 |
| TE452–55WT209–10 | PhonicsP98.1 Distinguish er /ûr/ from short and long e.P98.2 Decode words with /är/, /ôr/, and /ûr/ spelled er.P98.3 Build words in the \_erk, \_erve, and \_ern word families.P98.4 Evaluate word meaning within the context of a sentence.P98.5 Identify key details from a listening selection.EnglishE98.1 Identify the topic sentence of a paragraph.E98.2 Identify the supporting detail sentences in a paragraph. | Teacher Edition* IA 98.1: Saddlebags
* IA 98.2: Paragraphs

Visuals* P12, 19–21: ē, R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er
* Alphabet Cards
* Phonics Character: Bossy r

BJU Press Trove* Video: “Personal Story”

Word Family Cards* Word Family Cards for review

Materials* Beef jerky sticks cut into bite-sized pieces for each student
* 15 saddlebag word cards from Instructional Aid 98.1, each card labeled with one of the following words: corn, barn, yard, jerky, more, start, farm, horse, chore, part, herd, serve, born, harm, verse. Prepare enough sets of saddlebag cards so that each student has a card.
 | Activities* pp. 179–80
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 99 |
| TE456–59WT211–12 | PhonicsP99.1 Distinguish ur /ûr/ from short and long u.P99.2 Decode words with /är/, /ôr/, and /ûr/ spelled er or ur.P99.3 Read the high-frequency word most.EnglishE99.1 Recall details from a personal story.E99.2 Identify the purpose and audience in the listening selection.E99.3 Identify the purpose and audience of an assigned personal story.E99.4 Plan a personal story paragraph. | Teacher Edition* IA 94.1: Boots
* IA 99: Personal Story: Plan

Visuals* P15, 19–22: ū, R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur
* Alphabet Cards
* Phonics Character: Bossy r

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 101: most

Materials* 15 boot word cards prepared from Instructional Aid 94.1, each card labeled with one of the following words: slurp, hurt, church, turn, purr, turkey, curve, burn, curb, fur, turtle, Saturday, nurse, hamburger, spur
 | Activities* pp. 181–82
 |
| Lesson 100 |
| TE460–63WT213–15 | PhonicsP100.1 Distinguish ir /ûr/ from short and long i.P100.2 Decode words with /är/, /ôr/, and /ûr/.P100.3 Build words in the \_irl and \_irt word families.EnglishE100.1 Create a topic sentence for a personal story paragraph.E100.2 Create a supporting detail sentence for a personal story paragraph. | Teacher Edition* “Phonics Song 2”
* IA 100: Bay and Gray Horses
* IA 80.2: Paragraph Paper
* IA 98.2: Paragraphs

Visuals* PS40: er/ir/ur
* P13, 21–23: ī, R-influenced vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir
* Alphabet Cards
* Phonics Character: Bossy r

Word Family Cards* W115a–W115c: girl, swirl, twirl
* W116a–W116d: dirt, skirt, squirt, shirt
* Word Family Cards for reviewW107a–W107c: dark, bark, markW110a–W110c: arm, harm, farmW111c–W111e: far, jar, starW112a–W112f: art, dart, part, cart, start, smartW113a–W113c: more, store, choreW114c–W114e: born, corn, thorn

BJU Press Trove* Audio: “Phonics Song 2”

Materials* The display copy of the completed planning chart (IA 99)
* Each student’s planning chart (WT p. 212)
 | Activities* pp. 183–84
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 101 |
| TE464–67WT217–18 | PhonicsP101.1 Identify /ûr/ in words.P101.2 Classify r-influenced words by /är/, /ôr/, and /ûr/.P101.3 Evaluate word meaning by matching a word to a picture.P101.4 Evaluate word meaning within the context of a sentence.P101.5 Read the high-frequency words busy, early, and honey.EnglishE101.1 Create two more supporting detail sentences for a personal story paragraph. | Teacher Edition* “Phonics Song 2”

Visuals* PS40: er/ir/ur
* P21–23: R-influenced vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir

Word Family Cards* Word Family Cards for reviewW107a–W107c: dark, bark, markW110a–W110c: arm, harm, farmW111a–W111e: bar, car, far, jar, starW112a–W112f: art, dart, part, cart, start, smartW113a–W113c: more, store, choreW114a–W114e: torn, horn, born, corn, thornW115a–W115c: girl, swirl, twirlW116a–W116d: dirt, skirt, squirt, shirt

High-Frequency Word Cards* HFW 36, 52, 88: busy, early, honey

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Bossy r”
* Phonics Storybook 31: Curt’s Surprise, optional
* Video: “Paragraph”

Materials* Three paper plates, each labeled with one of the following team names: Cowboy Breakfast, Cowboy Lunch, and Cowboy Dinner
* Nine paper plates, each labeled with one of the following partial words: squ\_\_t, f\_\_st, b\_\_n, g\_\_l, st\_\_t, t\_\_n, h\_\_n, b\_\_k, sh\_\_t
* Three vowel pattern cards made to fit the paper plate words, each card labeled with one of the following: ar, or, ir
* The display copy of the planning chart (IA 99)
* The display copy of the draft (IA 80.2)
* Each student’s planning chart and draft (WT pp. 212, 215)
 | Activities* pp. 185–86
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 102 |
| TE468–71WT215, 219–20 | PhonicsP102.1 Distinguish r-influenced vowels from other vowels.P102.2 Decode words with r-influenced vowels.P102.3 Identify words by vowel pattern.EnglishE102.1 Evaluate the clarity of a paragraph.E102.2 Use appropriate proofreading marks to indicate changes. | Teacher Edition* “Phonics Song 2”
* “Cowboy” (song)

Visuals* PS38–40: ar, or, er/ir/ur
* P19–20, 23: R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: ir
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Miss Long (three copies), Miss Silent, Marker e, Bossy r
* E4: Revise

Word Family Cards* Word Family Cards for reviewW107a–W107c: dark, bark, markW111a–W111e: bar, car, far, jar, starW113a–W113c: more, store, choreW114a–W114e: torn, horn, born, corn, thornW115a–W115c: girl, swirl, twirlW116a–W116d: dirt, skirt, squirt, shirt

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Cowboy”
* Video: “R-influenced Vowels”

Materials* 18 cards, each labeled with one of the following words: bar, be, brain, broke, fail, for, fur, her, rake, ran, red, rib, ride, row, rule, run, she, sir
* A cowboy hat to hold the prepared word cards
* Music to play during the game
* The display copy of the draft (IA 80.2)
* Each student’s draft (WT p. 215)
* A red colored pencil for each student
 | Activities* pp. 187–88
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 103 |
| TE472–75WT221–22 | PhonicsP103.1 Classify words by r-influenced vowel patterns.P103.2 Build words with r-influenced vowels. P103.3 Form compound words. P103.4 Read the high-frequency words any and bought.EnglishE103.1 Evaluate sentences for spelling and the complete features of a sentence. E103.2 Use appropriate proofreading marks to indicate changes. | Teacher Edition* “Phonics Song 2”

Visuals* PS38–40: ar, or, er/ir/ur
* P19–23: R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir
* Alphabet Cards
* E5: Proofread

Word Family Cards* Word Family Cards for reviewW107a–W107c: dark, bark, markW110a–W110c: arm, harm, farmW111a–W111e: bar, car, far, jar, starW112a–W112f: art, dart, part, cart, start, smartW113a–W113c: more, store, choreW114a–W114e: torn, horn, born, corn, thornW115a–W115c: girl, swirl, twirlW116a–W116d: dirt, skirt, squirt, shirt

High-Frequency Word Cards* HFW 16, 30: any, bought

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Bossy r”

Materials* A rope tied to make a lasso
* A large yellow paper star labeled with ar, or, er, ir, ur and attached to an empty chair
* 10 cards, each labeled with one of the following words: turn, born, swerve, third, barn, curb, twirl, spur, her, part
* Two different cowboy hats
* The display copy of the teacher’s revised draft (IA 80.2) with the following mistakes inserted: a missing uppercase letter, a spelling error, and a missing end punctuation mark
* Each student’s revised draft (WT p. 215)
* A red colored pencil for each student
 | Activities* p. 189
* p. 190: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 104 |
| TE476–79WT223–25 | PhonicsP104.1 Recall the letters that make the r-influenced sound.P104.2 Alphabetize words with an r-influenced vowel pattern.P104.3 Classify words by r-influenced vowel patterns.P104.4 Decode words with r-influenced vowels in a sentence.P104.5 Read the high-frequency word gone.EnglishE104.1 Rewrite a personal story, incorporating corrections from proofreading. | Teacher Edition* IA 80.2: Paragraph Paper, blank copy for display

Visuals* P19–23: R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir

Word Family Cards* Word Family Cards for reviewW107a–W107c: dark, bark, markW110b–W110c: harm, farmW111b, W111d: car, jarW112a, W112c, W112e: art, part, startW113a–W113c: more, store, choreW114a–W114c: torn, horn, bornW115a, W115c: girl, twirlW116a–W116b: dirt, skirt

High-Frequency Word Cards* HFW 74: gone

BJU Press Trove* Video: “R-influenced Vowels”
* Phonics Storybook 32: Smart, optional

Materials* Three cards, each labeled with one of the following: ar, or, and er/ir/ur
* Several illustrated books that are narrative texts
* The display copy of the teacher’s proofread draft (IA 80.2)
* Each student’s proofread draft (WT p. 215)
 | Activities* pp. 191–92
 |
| Lesson 105 |
| TE480–83WT227–28 | PhonicsP105.1 Decode words with various vowel patterns.P105.2 Distinguish between rhyming words and nonrhyming words.P105.3 Create and illustrate nonsense words within a word family.P105.4 Read the high-frequency words push and shoe.EnglishE105.1 Rewrite a personal story with corrections from proofreading. | Word Family Cards* Word Family Cards for review, at least one per student

High-Frequency Word Cards* HFW 125, 137: push, shoe

Materials* Blank white 8 1/2 x 11-inch paper, one piece per student
* 16 cards, each labeled with one of the following words: tree, he, bite, light, place, face, cent, bend, send, rent, blue, clue, cot, not, note, boat
* An object to pass
* The display copy of the teacher’s proofread draft (IA 80.2) and final copy (IA 80.2)
 | Teacher Edition* IA 105: Personal Story Rubric

Activities* pp. 193–94
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 105 (continued) |
| TE480–83WT227–28 | EnglishE105.2 Illustrate a personal story.E105.3 Present a personal story to peers. | Materials* Each student’s proofread draft (WT p. 215) and final copy (WT p. 225)
* Paper for story illustrations
 |  |
| Lesson 106 |
| TE484–87WT229–30 | PhonicsP106.1 Recall details about a loon from an informational listening selection.P106.2 Decode words with short and long o vowel patterns.P106.3 Distinguish /oo/ from other vowel sounds.P106.4 Decode words with /oo/.P106.5 Classify words with /oo/ by word families.P106.6 Read the high-frequency word special.EnglishE106.1 Identify the omitted letter in a contraction.E106.2 Identify the contraction formed from two given words. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”
* IA 106: Contractions

Visuals* PS15, 36, 41: ŏ, ō, oo
* P14, P24: ō, Long oo
* Alphabet Cards

Word Family Cards* W117a–W117c: room, bloom, broom
* W118a–W118c: tool, pool, cool
* W119a–W119c: toot, hoot, boot
* W120a–W120c: soon, noon, moon
* Word Family Cards for reviewW37a–W37h: not, hot, dot, lot, got, trot, spot, shotW99a–W99e: boat, coat, goat, float, throatW103a–W103f: bow, blow, grow, slow, snow, throw

High-Frequency Word Cards* HFW 144: special

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”
* Link: A common loon’s call (wail)

Materials* Four cards, each labeled with one of the following word families: \_oom, \_ool, \_oot, and \_oon
 | Activities* pp. 195–96
 |
| Lesson 107 |
| TE488–91WT231–32 | PhonicsP107.1 Distinguish /oo/ from other vowel sounds.P107.2 Decode words with /oo/.P107.3 Analyze words with the vowel sound /oo/ to determine meaning. | Teacher Edition* “Phonics Song 2”
* IA 106: Contractions

Visuals* PS41: oo
* P24: Long oo
 | Activities* pp. 197–98
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 107 (continued) |
| TE488–91WT231–32 | EnglishE107.1 Identify the omitted letter in a contraction.E107.2 Identify the contraction formed from two given words. | Word Family Cards* Word Family Cards for reviewW117a–117c: room, bloom, broomW118a–W118b: tool, poolW119c: bootW120c: moon

BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 33: Cool at the Pool, optional

Materials* Four cards, each labeled with one of the following sets of words: stool/stepstool, drool/drooling, moon/moonbeam, spoon/teaspoon
* Six cards, each labeled with one of the following contractions: aren’t, didn’t, doesn’t, isn’t, wasn’t, weren’t
* Six cards, each labeled with one of the following sets of words: are not, did not, does not, is not, was not, were not
 |  |
| Lesson 108 |
| TE492–95WT233–34 | PhonicsP108.1 Distinguish /o͝o/. from other vowel sounds.P108.2 Decode words with the vowel sound /o͝o/.P108.3 Distinguish /oo/ from /o͝o/.P108.4 Analyze words with the vowel sound /o͝o/ to determine meaning.EnglishE108.1 Distinguish between a contraction and a singular possessive noun.E108.2 Identify the owner in a phrase with a possessive noun. | Teacher Edition* “Phonics Song 2”

Visuals* PS41–42: oo, *o͝o*
* P24–25: Long oo, Short *o͝o*
* Alphabet Cards

Word Family Cards* W121a–W121f: took, hook, book, cook, look, brook
* W122a–W122d: wood, hood, good, stood

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Possessives”

Materials* Sixteen cards, each labeled with one of the following words: toothbrush, loose, spoon, afternoon, moonlight, cool, tool, smooth, pool, bedroom, foot, good, look, firewood, cook, bookshelf
* An object that belongs to you
 | Activities* pp. 199–200
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 109 |
| TE496–99WT235–36 | PhonicsP109.1 Distinguish /oo/ from /o͝o/.P109.2 Create words with /oo/ and /o͝o/.EnglishE109.1 Use a singular possessive noun in a phrase.E109.2 Identify the item that is owned in a phrase with a possessive noun. | Teacher Edition* “Phonics Song 2”
* IA 109: Loon or Cook Word Mat, one copy per pair of students

Visuals* PS41–42: oo, *o͝o*
* P24–25: Long oo, Short *o͝o*
* Alphabet Cards

BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 34: Hook a Fish, optional
* Link: Song “Head, Shoulders, Knees, and Toes”
 | Activities* p. 201
* p. 202: Let’s Check
 |
| Lesson 110 |
| TE500–503WT237–38 | PhonicsP110.1 Distinguish /oo/ from /*o͝o*/.P110.2 Decode words with /oo/ and /*o͝o*/ vowel patterns.P110.3 Recall that a compound word can be formed with two words.EnglishE110.1 Recall the definition of an adjective.E110.2 Use the suffix -er to compare two nouns. | Teacher Edition* “Phonics Song 2”

Visuals* PS41–42: oo, *o͝o*
* P24–25: Long oo, Short *o͝o*

Word Family Cards* Word Family Cards for reviewW117a–W117c: room, bloom, broomW118a–W118c: tool, pool, coolW119a–W119c: toot, hoot, bootW120a–W120c: soon, noon, moonW121a–W121f: took, hook, book, cook, look, brookW122a–W122d: wood, hood, good, stood

Materials* Two hoops (or yarn to make two large circles), each hoop labeled with one of the following: Long oo, Short oo
* Two small bean bags for tossing
* A pen
* Two sharpened pencils that are different colors and different lengths
* Two books that are different thicknesses
* Five cards, each labeled with one of the following: er, bright, fast, short, thick
 | Activities* pp. 203–4
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 111 |
| TE504–7WT239–40 | PhonicsP111.1 Distinguish between /är/, /ôr/, and /ûr/.P111.2 Analyze vowel patterns to identify a word family.EnglishE111.1 Use the suffix -er to compare two nouns.E111.2 Use the suffix -est to compare more than two nouns. | Teacher Edition* “Phonics Song 2”

Visuals* PS38–40: ar, or, er/ir/ur

Word Family Cards* Word Family Cards for reviewW34a–W34g: sock, dock, lock, rock, block, clock, flockW53a–W53c: belt, melt, feltW55a–W55c: wish, dish, fishW63a–W63d: ink, sink, blink, drinkW108a–W108f: lace, race, face, place, grace, space

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Bossy r”
* Video: “R-influenced Vowels”
* Video: “Comparatives and Superlatives”

Materials* Building blocks
* Four sets of three Bossy r cards: ar, or, er/ir/ur
* 14 word cards, each labeled with one of the following words: ride, table, cent, cart, circle, truck, dirt, hurt, swirl, price, fence, slide, tent, able
* A container to hold Word Family Cards
* Four cards, each labeled with one of the following: er, est, bright, deep
 | Activities* pp. 205–6
 |
| Lesson 112 |
| TE508–11WT241–43 | PhonicsP112.1 Decode words with various o vowel patterns and sounds.P112.2 Decode words with /ou/ in vowel pattern ow.P112.3 Build words in the \_ow and \_own word families.EnglishE112.1 Identify examples of a beginning uppercase letter and rhyming words in poetry.E112.2 Plan a couplet by listing rhyming words. | Teacher Edition* “Phonics Song 2”
* IA 112: Spring Poems

Visuals* PS43: ou/ow
* P14: ō
* Long-Vowel Pattern Cards for /ō/
* Alphabet Cards

Word Family Cards* W123a–W123c: now, how, cowW124a–W124f: town, down, clown, crown, brown, frown
* Word Family Cards for reviewW37a–W37h: not, hot, dot, lot, got, trot, spot, shotW99a–W99e: boat, coat, goat, float, throatW103a–W103f: bow, blow, grow, slow, snow, throwW118a–W118c: tool, pool, coolW121a–W121c: took, hook, book
 | Activities* pp. 207–8
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 112 (continued) |
| TE508–11WT241–43 |  | BJU Press Trove* Audio: “Phonics Song 2”

Materials* 10 cards, each labeled with one of the following words: coat, pole, cone, throat, so, hoe, snow, bone, go, crow
 | Activities* pp. 207–8
 |
| Lesson 113 |
| TE512–15WT245–46 | PhonicsP113.1 Decode words with /ou/ in vowel patterns ow and ou.P113.2 Build words in the \_our, \_ouse, \_out, and \_ound word families.P113.3 Distinguish rhyming words from nonrhyming words.P113.4 Read the high-frequency words bush and worm.EnglishE113.1 Create a sentence for the second line of a couplet.E113.2 Evaluate a couplet for end rhyme. | Teacher Edition* “Phonics Song 2”
* IA 112: Spring Poems
* IA 113: Spring Couplet: Draft

Visuals* PS43: ou/ow
* Alphabet Cards

Word Family Cards* W125a–W125c: our, sour, flour
* W126a–W126c: house, mouse, blouse
* W127a–W127c: out, sprout, shout
* W128a–W128e: sound, pound, round, found, ground
* Word Family Cards for reviewW123a–W123c: now, how, cowW124a–W124f: town, down, clown, crown, brown, frown

High-Frequency Word Cards* HFW 35, 189: bush, worm

BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 35: The Brown Mouse, optional

Materials* An object to pass
* Music for Hot Potato activity
* Six cards, each card labeled with one of the following words: count, growl, ouch, cloud, pout, ounce
* An umbrella
* Each student’s list of rhyming words (WT p. 243)
 | Activities* pp. 209–10
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 114 |
| TE516–19WT247–49 | PhonicsP114.1 Distinguish /j/ from /g/.P114.2 Recall special vowels e, i, and y after soft c.P114.3 Identify special vowels e, i, and y after soft g.P114.4 Decode words with soft g.P114.5 Decode words with /ôr/ spelled oar.P114.6 Read the high-frequency words build and types.EnglishE114.1 Evaluate sentences in a couplet for spelling and the features of a complete sentence, using proofreading marks.E114.2 Rewrite a sentence in a couplet, incorporating corrections from proofreading.E114.3 Present a couplet to peers. | Teacher Edition* “Phonics Song 2”
* IA 112: Spring Poems

Visuals* PS38–39, 43: ar, or, ou/ow
* P17–18, 26–27: Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/

Word Family Cards* Word Family Cards for reviewW108a–W108f: lace, race, face, place, grace, spaceW109a–W109f: nice, mice, price, slice, spice, twice

High-Frequency Word Cards* HFW 33, 163: build, types

BJU Press Trove* Audio: “Phonics Song 2”

Materials* Two signs, one labeled ou and one labeled ow
* 10 cards, each labeled with one of the following words: town, pound, crowd, count, down, sound, shout, brown, sour, now
* Three cards, each labeled with one of the following words: oar, roar, soar
* Illustrated books of children’s poems
* The teacher’s revised draft (IA 113)
* Each student’s revised draft (WT p. 246)
* A red colored pencil for each student
 | Teacher Edition* IA 114: Couplet Rubric

Activities* pp. 211–12
 |
| Lesson 115 |
| TE520–23WT251–52 | PhonicsP115.1 Identify /j/ as an initial or final sound.P115.2 Decode words with various sounds and consonants.P115.3 Analyze words to determine similar vowel patterns.P115.4 Evaluate word meaning within the context of a sentence. | Teacher Edition* “Phonics Song 2”
* “There Are Twelve Months” (song)

Visuals* PS40: er/ir/ur
* P17–18, 26–27: Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/
* Alphabet Cards
* Phonics Characters: Mr. and Mrs. Short (together), Miss Long, Marker e
* E6: Months of the Year
* E7: Months Word Cards
 | Activities* p. 213
* p. 214: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 115 (continued) |
| TE520–23WT251–52 | EnglishE115.1 Recall the difference between a common noun and a proper noun.E115.2 Identify names of the months as proper nouns.E115.3 Identify a month that is written correctly. | Word Family Cards* W129a–W129f: age, wage, page, cage, rage, stage
* Word Family Cards for reviewW108a–W108f: lace, race, face, place, grace, spaceW109a–W109f: nice, mice, price, slice, spice, twiceW123a–W123c: now, how, cowW124a–W124f: town, down, clown, crown, brown, frownW127a–W127c: out, sprout, shout

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Months of the Year”

Materials* Words written for display in columnsColumn 1: oar, more, roar, soarColumn 2: town, frown, plow, houseColumn 3: serve, turn, corn, dirtColumn 4: blue, boom, soon, hoot
* A Bible
* A twelve-month calendar
* Four cards, each labeled with one of the following words: autumn, winter, spring, summer
 |  |
| Lesson 116 |
| TE524–27WT253–54 | PhonicsP116.1 Decode soft g as an initial or final sound.P116.2 Decode soft c as an initial or final sound.P116.3 Distinguish rhyming words from nonrhyming words.EnglishE116.1 Identify days of the week that are correctly capitalized.E116.2 Create a sentence using the word Sunday.E116.3 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* IA 116: Rhyme Time Mat, one per student
* “God Made Seven Days in a Week” (song)
* “There Are Twelve Months” (song)

Visuals* P17–18, 26–27: Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/
* E6: Months of the Year
* E7: Months Word Cards
* E8: Days of the Week
* E9: Days of the Week Word Cards

Word Family Cards* Word Family Cards for reviewW108a–W108f: lace, race, face, place, grace, spaceW109a–W109f: nice, mice, price, slice, spice, twiceW129a–W129f: age, wage, page, cage, rage, stage

BJU Press Trove* Phonics Storybook 36: Gentle Giraffe, optional
* Video: “Days of the Week”
* Video: “There Are Twelve Months”
 | Activities* pp. 215–16
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 116 (continued) |
| TE524 –27WT253–54 |  | Materials* A rock (or an image of a large rock)
* A pillow (or an image of a pillow)
* 12 cards, each labeled with one of the following words: cent, city, race, color, pack, came, germ, gym, age, game, grass, pig
* A token for each student to mark words on IA 116
* A calendar for the current month
 |  |
| Lesson 117 |
| TE528–31WT255–56 | PhonicsP117.1 Distinguish /oi/ from other vowel sounds.P117.2 Decode words with /oi/.P117.3 Build words in the \_oy and \_oil word families.P117.4 Match words to definitions.P117.5 Read the high-frequency words become and young.EnglishE117.1 Identify holidays that are correctly capitalized. | Teacher Edition* “Phonics Song 2”
* “God Made Seven Days in a Week” (song)
* “There Are Twelve Months” (song)

Visuals* PS44: oi/oy
* P14: ō
* Long-Vowel Pattern Cards: o\_e, oa, oe, ow, o
* E6: Months of the Year
* E7: Months Word Cards
* E8: Days of the Week
* E9: Days of the Week Word Cards
* E10: Holidays

Word Family Cards* W130a–W130c: toy, boy, joy
* Word Family Cards for review

High-Frequency Word Cards* HFW 25, 194: become, young

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Days of the Week”
* Video: “There Are Twelve Months”

Materials* 10 cards, each labeled with the following words: pole, joke, home, goat, toe, coast, snow, no, go, so
* Partial words written for display: s\_\_l, b\_\_, j\_\_, f\_\_l, j\_\_n, b\_\_
* Cards to complete the displayed partial words: oi (four copies), oy (two copies)
* Eight cards, each labeled with the following words: point, joint, coin, join, noise, noisy, choice, voice
 | Activities* pp. 217–18
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 118 |
| TE532–35WT257–58 | PhonicsP118.1 Distinguish /oi/ from other vowel sounds.P118.2 Decode words with various o vowel patterns.P118.3 Classify words by word families.P118.4 Evaluate word meaning within the context of a sentence.P118.5 Read the high-frequency word buy.EnglishE118.1 Recall the difference between present- and past-tense action verbs.E118.2 Choose the present- or past-tense action verb that completes a sentence. | Teacher Edition* “Phonics Song 2”

Visuals* PS44: oi/oy

Word Family Cards* Word Family Cards for reviewW108a–W108f: lace, race, face, place, grace, spaceW129a–W129f: age, wage, page, cage, rage, stage

High-Frequency Word Cards* HFW 37: buy

BJU Press Trove* Phonics Storybook 37: Too Much Noise, optional
* Video: “Past-Tense Verbs”

Materials* Four brown lunch bags
* Four images, each of a toy, soil, a broom, and a book; one image attached to each lunch bag
* 12 cards, each labeled with one of the following words: joy, boy, oil, foil, spoil, room, zoom, bloom, took, look, shook, hook
* Several blank cards for students to write nonsense words
* The three cards labeled with words from the \_oar word family (from Lesson 114)
 | Activities* pp. 219–20
 |
| Lesson 119 |
| TE536–39WT259–60 | PhonicsP119.1 Decode words with various o vowel patterns.P119.2 Evaluate word meaning within the context of a sentence.P119.3 Read the high-frequency word sure.EnglishE119.1 Recall the difference between present- and past-tense linking verbs.E119.2 Choose the present- or past-tense linking verb that completes a sentence. | Teacher Edition* “Phonics Song 2”
* IA 119: Linking Verb Review

Visuals* PS44: oi/oy

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 145: sure

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Linking Verbs”
* Phonics Storybook 38: The Moose, optional
 | Activities* pp. 221–22
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 119 (continued) |
| TE536–39WT259–60 |  | Materials* 12 word cards, each labeled with one of the following words: joy, boy, oil, foil, spoil, room, zoom, bloom, took, look, shook, hook (from L118)
* Eight sentences written on sentence strips: Cheer with joy near a boy. Toil in the soil. Row a boat down low. Frown as you sit on the ground. Eat corn with a fork. Make a noise with your voice. Look at a book. Zoom around the room.
* A container for the sentence strips
* A bell or noisemaker
 |  |
| Lesson 120 |
| TE540–43WT261–62 | PhonicsP120.1 Distinguish /ô/ from other vowel sounds.P120.2 Decode words with /ô/.P120.3 Build words in the \_aw, \_awn, \_all, and \_aul word families.P120.4 Classify words by word families.P120.5 Analyze word meaning within the context of a sentence.P120.6 Read the high-frequency word except.EnglishE120.1 Create a journal entry that describes a holiday.E120.2 Illustrate a journal entry. | Teacher Edition* “Phonics Song 2”
* IA 52.2: Journal

Visuals* PS45: au/aw
* P11: ā
* Long-Vowel Pattern Cards: a\_e, ai, ay
* Alphabet Cards
* E10: Holidays

Word Family Cards* W131a–W131f: saw, law, raw, jaw, draw, straw
* W132a–W132c: dawn, lawn, yawn
* W133a–W133i: all, tall, wall, hall, ball, call, mall, fall, stall

High-Frequency Word Cards* HFW 60: except

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Journals”

Materials* Eight cards, each labeled with the following words: gate, cape, made, sale, raid, tail, pay, stay
* Three signs, each labeled with one of the following word families: \_aw, \_awn, \_all
* Music to play for a game
 | Activities* p. 223
* p. 224: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 121 |
| TE544–47WT263–64 | PhonicsP121.1 Decode words with soft and hard c and soft and hard g.P121.2 Decode words with r-influenced vowel patterns and various o vowel patterns.P121.3 Evaluate word meaning within the context of a sentence.EnglishE121.1 Choose the subject part that completes a sentence.E121.2 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 2”

Visuals* PS41–44: oo, *o͝o*, ou/ow, oi/oy
* P18–23, 27: Soft c /s/, R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir, Soft g /j/
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Capitalization and Punctuation”

Materials* A rock (or an image of a large rock)
* A pillow (or an image of a pillow)
* 12 cards, each labeled with one of the following words: cent, city, race, color, pack, came, germ, gym, age, game, grass, pig (from Lesson 116)
* 20 words written on small pieces of paper (easily crumpled into balls): crown, house, owl, round, out, found, mouse, down, flower, shout, coin, boy, joy, oil, boil, join, point, voice, soil, noise
* Two buckets, each labeled with one of the following: ou/ow and oi/oy
* Three cards, each labeled with one of the following sentence parts: grow quickly, The brown dirt, and The tiny seeds
 | Activities* pp. 225–26
 |
| Lesson 122 |
| TE548–49 | Phonics & EnglishP122.1/E122.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–119 | Teacher Edition* Unit 4 Test
 | * Unit 4 Test
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phonics & English 1, 5th Edition • Lesson Plan Overview

|  |
| --- |
| Legend |
| **TE** | Teacher Edition | **PS** | Phonics Song | **E** | English Visual |
| **WT** | Worktext | **P** | Phonics Visual | **HFW** | High-Frequency Word Card |
| **IA** | Instructional Aid | **C** | Color Word Card | **W** | Word Family Card |

 |
| Unit 5: What Brings Me Joy? |
| Pages | Objectives | Resources | Assessments |
| Lesson 123 |
| TE562–65WT265–68 | PhonicsP123.1 Analyze the unit opener illustration for connection to the unit theme. BWS Joy (evaluate)P123.2 Explain how making things brings joy. BWS Joy (explain) P123.3 Explain how giving to others brings joy. BWS Joy (explain)P123.4 Distinguish between /ô/, /oi/, and /ou/.P123.5 Decode words with the vowel patterns a(l), au, and aw in /ô/.P123.6 Distinguish between soft and hard c and g. | Teacher Edition* “Phonics Song 2”

Visuals* PS43–45: ou/ow, oi/oy, au/aw
* P17–18, 26–27: Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/
* Alphabet Cards

Word Family Cards* Word Family Cards for reviewW124a–W124f: town, down, clown, crown, brown, frownW127a–W127c: out, sprout, shoutW130a–W130c: toy, boy, joyW131a–W131f: saw, law, raw, jaw, draw, strawW133a–W133i: all, tall, wall, hall, ball, call, mall, fall, stall

BJU Press Trove\** Audio: “Phonics Song 2”
* Phonics Storybook 39: Paul, the Cat, and the Wall, optional

Materials* One red paper oval labeled Hard Sound
* One yellow paper triangle labeled Soft Sound
* 10 cards, each labeled with one of the following words: gate, cent, gentle, cape, cell, cane, gem, garden, gym, corn
 | Activities* pp. 227–28
 |
| Lesson 124 |
| TE566–69WT269–71 | PhonicsP124.1 Decode words with various o vowel patterns.P124.2 Build words in the \_ost, \_ong, \_oss, and \_oft word families. P124.3 Read the high-frequency words across and heart.P124.4 Choose a word to complete a sentence. | Teacher Edition* “Phonics Song 2”
* IA 124.1: Parts of a Note
* IA 124.2: Thank-You Note: Plan

Visuals* PS45: au/aw
* Alphabet Cards
 | Activities* pp. 229–30
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 124 (continued) |
| TE566–69WT269–71 | EnglishE124.1 Recall details from a thank-you note listening selection.E124.2 Identify the purpose and audience of a thank-you note listening selection.E124.3 Identify the parts of a letter.E124.4 Plan a thank-you note. | Word Family Cards* W134a–W143c: cost, lost, frost
* W135a–W135c: song, long, strong
* W136a–W136e: toss, boss, loss, moss, cross
* W139a–W139b: soft, loft
* Word Family Cards for reviewW131a–W131f: saw, law, raw, jaw, draw, strawW132a–W132c: dawn, lawn, yawnW133a–W133i: all, tall, wall, hall, ball, call, mall, fall, stall

High-Frequency Words* HFW 3, 84: across, heart

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Thank-You Note”
* Phonics Storybook 40: The Long, Strong Song, optional

Materials* A small beanbag to toss
* Four cards, each labeled with one of the following word families: \_ost, \_ong, \_oss, \_oft
 |  |
| Lesson 125 |
| TE570–73WT273–74 | PhonicsP125.1 Distinguish between /s/ and /k/. P125.2 Decode words with the soft and hard c. P125.3 Classify words by their soft or hard c sounds.P125.4 Analyze word meaning within the context of a sentence.EnglishE125.1 Create a thank-you note. | Teacher Edition* IA 125: Thank-You Note: Draft

Visuals* P17–18: Hard c /k/, Soft c /s/

Word Family Cards* Word Family Cards for reviewW108a–W108f: lace, race, face, place, grace, spaceW109a–W109f: nice, mice, price, slice, spice, twice

Materials* 13 white cards, each labeled with one of the following words: crawl, clap, call, cell, cause, cuddle, cross, fancy, lacy, fence, center, cinch, cost
* Six colored cards, each labeled with one of the following words: pencil, cap, price, prince, race, candle
* The display copy of the completed planning web (IA 124.2)
* Each student’s planning web (WT p. 271)
 | Activities* pp. 231–32
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 126 |
| TE574–77WT275–76 | PhonicsP126.1 Distinguish between the soft and hard g.P126.2 Decode words with the soft and hard g.P126.3 Decode words with vowel patterns au, aw, and all.P126.4 Decode words in the \_oft, \_ong, \_oss, and \_ost word families.EnglishE126.1 Evaluate the clarity of a thank-you note.E126.2 Evaluate sentences for spelling and the features of a complete sentence.E126.3 Use appropriate proofreading marks to indicate changes. | Visuals* P26–27: Hard g /g/, Soft g /j/
* E4: Revise
* E5: Proofread

Word Family Cards* Word Family Cards for review, from the \_oft, \_ong, \_oss, and \_ost word families

Materials* The prepared red paper oval and yellow triangle used in Lesson 123
* 10 cards, each labeled with one of the following words: gem, gym, goat, gain, ginger, gate, guppy, go, germ, page
* Each student’s draft (WT p. 274)
* A red colored pencil for each student
 | Activities* pp. 233–34
 |
| Lesson 127 |
| TE578–81WT277–78 | PhonicsP127.1 Distinguish short-vowel sounds from long-vowel sounds.P127.2 Decode two-syllable words with short- and long-vowel sounds.P127.3 Identify the number of syllables in a two-syllable word.P127.4 Read the high-frequency words hour and minute.EnglishE127.1 Rewrite a thank-you note, incorporating corrections from revising and proofreading.E127.2 Present a thank-you note to its recipient. | Teacher Edition* “Vowel Song” (verse 1)

Visuals* P11–15: ā, ē, ī, ō, ū
* Long-Vowel Pattern Cards

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 89, 100: hour, minute

BJU Press Trove* Video: “Vowel Song v1”

Materials* A thank-you note or note of encouragement for each student
* Each student’s revised draft (WT p. 274)
* Writing paper for each student’s final thank-you note
 | Teacher Edition* IA 127: Thank-You Note Rubric

Activities* pp. 235–36
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 128 |
| TE582–85WT279–80 | PhonicsP128.1 Distinguish /j/ from /g/.P128.2 Build words in the \_edge and \_udge word families.P128.3 Decode words with /j/.P128.4 Analyze word meaning within the context of a sentence.EnglishE128.1 Identify an antonym for a given word.E128.2 Choose the antonym that completes a sentence. | Teacher Edition* “Phonics Song 2”

Visuals* PS10: j

Word Family Cards* W137a–W137d: edge, wedge, ledge, pledge
* W138a–W138e: nudge, budge, fudge, judge, grudge
* Word Family Cards for reviewW129a–W129f: age, wage, page, cage, rage, stage

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Synonyms”
* Video: “Antonyms”

Materials* 15 pieces of 8 ½ x 11-inch white paper for creating giant alphabet cards
* A colorful marker to reveal the letter d on white paper
* Pairs of objects to represent these antonyms: big, little, bumpy, smooth
 | Activities* p. 237
* p. 238: Let’s Check
 |
| Lesson 129 |
| TE586–89WT281–82 | PhonicsP129.1 Distinguish /ch/ from other consonant blends.P129.2 Build words in the \_atch and \_itch word families.P129.3 Decode words with tch.P129.4 Analyze word meaning within the context of a sentence.P129.5 Read the high-frequency word nowhere.EnglishE129.1 Identify the suffix -ly.E129.2 Define adverb.E129.3 Choose the adverb that completes a sentence. | Teacher Edition* “Phonics Song 2”
* IA 129: Adverbs with the Suffix -ly

Visuals* PS28: ch
* Alphabet Cards

Word Family Cards* W140a–W140h: hatch, batch, patch, catch, latch, match, snatch, scratch
* W141a–W141g: itch, hitch, ditch, pitch, stitch, switch, twitch
* Word Family Cards for reviewW137a–W137d: edge, wedge, ledge, pledgeW138a–W138e: nudge, budge, fudge, judge, grudge

High-Frequency Word Cards* HFW 108: nowhere
 | Activities* pp. 239–40
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 129 (continued) |
| TE586–89WT281–82 |  | BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 41: Midge and Madge, optional

Materials* One piece of 8 ½ x 11-inch white paper labeled with the letter t in white crayon and the letters ch in bold black to make tch
* A colorful marker to reveal the invisible letter t on the white paper
 |  |
| Lesson 130 |
| TE590–93WT283–84 | PhonicsP130.1 Distinguish between l and r blends.P130.2 Decode words with l and r blends.P130.3 Decode words with the augh, igh, dge, and tch patterns.P130.4 Analyze word meaning within the context of a sentence.EnglishE130.1 Recall the definition of an adjective.E130.2 Identify the suffix -y.E130.3 Choose the adjective that completes a sentence. | Teacher Edition* IA 130.1: Blends, one copy for display and one copy per pair of students
* IA 130.2: Adjectives with the Suffix -y

Word Family Cards* Word Family Cards for review

BJU Press Trove* Video: “Silent Letters d, t, and gh”

Materials* An object to pass
* 11 cards, each labeled with one of the following words: black, brick, clip, fluff, crown, grape, frill, plant, pray, track, drink
* One piece of 8 ½ x 11-inch white paper labeled with the letters au written in bold black and gh written in white crayon to make augh
* A colorful marker to reveal the invisible letters gh on the white paper
 | Activities* pp. 241–42
 |
| Lesson 131 |
| TE594–97WT285–86 | PhonicsP131.1 Decode words with silent letters.P131.2 Decode words with /ô/.P131.3 Read the high-frequency word brought.EnglishE131.1 Expand a sentence by adding an adverb. | Teacher Edition* IA 131.1: Silent Letter Review Cards (two sets)
* IA 131.2: Silent Letter Review Pictures

Word Family Cards* Word Family Cards for reviewW134a–W134c: cost, lost, frostW135a–W135c: song, long, strongW136a–W136e: toss, boss, loss, moss, crossW139a–W139b: soft, loft

High-Frequency Word Cards* HFW 32: brought

BJU Press Trove* Video: “Silent Letters d, t, and gh”

Materials* Two toy hoops
* A large rubber band
 | Activities* pp. 243–44
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 132 |
| TE598–601WT287–88 | PhonicsP132.1 Distinguish among words with various short- and long-vowel patterns.P132.2 Decode words with /ô/.EnglishE132.1 Create a journal entry about a favorite song. | Teacher Edition* “Phonics Song 1”
* "Phonics Song 2”
* IA 80.2: Paragraph Paper

Visuals* PS15, 41, 43, 45: ŏ, oo, ou/ow, au/aw
* Alphabet Cards (including initial blends)

Word Family Cards* W142a–W142g: hog, dog, log, fog, jog, frog, smog
* W143a–W143c: moth, cloth, broth
* W144a–W144b: off, scoff

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”
* Phonics Storybook 42: Frogs on a Log, optional

Materials* Two blank cards per student
 | Activities* pp. 245–46
 |
| Lesson 133 |
| TE602–5WT289–90 | PhonicsP133.1 Decode words with r-influenced vowels.P133.2 Distinguish /âr/ from other vowel sounds.P133.3 Build words in the \_are and \_air word families.EnglishE133.1 Define fragment.E133.2 Distinguish between a fragment and a sentence.E133.3 Rewrite a group of words that is a complete sentence to include a beginning uppercase letter and an end punctuation mark.E133.4 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* IA 133: Matching Rhymes

Visuals* Phonics Visuals P19–23: R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir
* Alphabet Cards
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* W145a–W145d: dare, care, stare, share
* W146a–W146f: air, hair, pair, fair, stair, chair
* Word Family Cards for review

BJU Press Trove* Phonics Storybook 43: Billy and the Hare, optional

Materials* Cowboy hat
* A whole cracker in a resealable bag
* A fragment of a broken cracker in a resealable bag
* A cracker snack for each student
 | Activities* pp. 247–48
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 134 |
| TE606–9WT291–92 | PhonicsP134.1 Analyze rhyming words in the context of a sentence.P134.2 Decode words with /ô/.P134.3 Decode words with /f/ spelled ph.P134.4 Identify the number of syllables in a two-syllable word.P134.5 Read the high-frequency words whole and word.EnglishE134.1 Distinguish between a fragment and a sentence.E134.2 Choose a subject part or a verb part to complete a sentence.E134.3 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”
* IA 134: Ph Word Cards

Visuals* PS6, 31: f, ph

Word Family Cards* W81a–W81c: bone, stone, phone
* Word Family Cards for reviewW135a–W135c: song, long, strongW139a–W139b: soft, loftW142a–W142g: hog, dog, log, fog, jog, frog, smog

High-Frequency Word Cards* HFW 181, 186: whole, word

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”
* Video: “Digraph ph”
* Phonics Storybook 44: Phil and Phebe, optional
* Video: “Capitalization and Punctuation”

Materials* A cell phone (powered off)
 | Activities* p. 249
* p. 250: Let’s Check
 |
| Lesson 135 |
| TE610–13WT293–94 | PhonicsP135.1 Decode words with /f/ spelled ph.P135.2 Decode words with igh and augh.P135.3 Choose the correct homophone to complete a sentence.EnglishE135.1 Recall the difference between a present- and a past-tense action verb.E135.2 Identify an action verb as present or past tense.E135.3 Choose the present- or past-tense action verb that completes a sentence. | Teacher Edition* IA 135.1: Ph Matching Game
* IA 135.2: Homophones

BJU Press Trove* Video: “Digraph ph”
* Video: “Homophones”
* Video: “Past-Tense Verbs”
 | Activities* pp. 251–52
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 136 |
| TE614–17WT295–96 | PhonicsP136.1 Identify the number of syllables in a word.P136.2 Identify the suffix of a word.P136.3 Identify rhyming words.P136.4 Analyze word meaning within the context of a sentence.P136.5 Read the high-frequency words buried and guess.EnglishE136.1 Use a future-tense verb in a sentence.E136.2 Choose the future-tense verb that completes a sentence. | Teacher Edition* IA 52.1: Three Ways to Say Suffix -ed
* IA 136: Suffix Review

Visuals* Phonics Characters: Alley Cat -er, Alley Cat -est, Alley Cat -ed, Alley Cat -ing

Word Family Cards* Word Family Cards for reviewW80c: writeW82b: ruleW91c: heatW94a: feetW100e: rightW101a: toeW105b: noW106c: trueW118a: toolW145d: shareW146e: stairW158e: stew

High-Frequency Word Cards* HFW 34, 77: buried, guess

BJU Press Trove* Video: “Future-Tense Verbs”

Materials* Sticky tabs to cover the colored suffixes on IA 136
* A Bible
 | Activities* pp. 253–54
 |
| Lesson 137 |
| TE618–21WT297–98 | PhonicsP137.1 Distinguish /ô/ from other vowel sounds.P137.2 Decode words with /ô/.P137.3 Build words with /ô/.P137.4 Analyze word meaning within the context of a sentence.EnglishE137.1 Distinguish among present-, past-, and future-tense verbs.E137.2 Identify the present, past, or future-tense verb in a sentence. | Teacher Edition* “Phonics Song 2”
* IA 137.1: “Humpty Dumpty”
* IA 137.2: Action Verb Review

Visuals* PS45: au/aw
* Alphabet Cards

BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 45: The Fawn, optional

Materials* A book of illustrated nursery rhymes featuring “Humpty Dumpty,” optional
* A tic-tac-toe grid for display, labeled with the following words: call, halt, fog, fawn, draw, cloth, strong, haul, moss
* Five cards, each labeled with an X
* Five cards, each labeled with an O
 | Activities* pp. 255–56
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 138 |
| TE622–24WT299–300 | PhonicsP138.1 Distinguish /ô/ from other vowel sounds.P138.2 Decode words with various vowel sounds and patterns.P138.3 Classify words into word families.EnglishE138.1 Identify pairs of synonyms. | Word Family Cards* Word Family Cards for reviewW110a, W110c: arm, farmW111b, W111e: car, starW133g, W133i: mall, stallW134a, W134c: cost, frostW135b–W135c: long, strongW136a, W136c–W136e: toss, loss, moss, crossW145a–W145d: dare, care, stare, shareW146b–W146d, W146f: hair, pair, fair, chair

BJU Press Trove* Video: “Synonyms”
 | Activities* pp. 257–58
 |
| Lesson 139 |
| TE626–29WT301–2 | PhonicsP139.1 Recall the lines in “Jesus Loves Me” that express joy. BWS Joy (recall)P139.2 Distinguish among various final consonant blends.P139.3 Build words with suffixes.EnglishE139.1 Use a preposition to help explain location. | Visuals* Alphabet Cards (including final blends and suffixes)
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker e, Alley Cat -ing, Alley Cat -ed

Word Family Cards* Word Family Cards for review

Materials* Two pointers
* A card labeled X to be placed over Alphabet Card e
* A plush animal
 | Activities* pp. 259–60
 |
| Lesson 140 |
| TE630–33WT303–4 | PhonicsP140.1 Recall from a listening selection how a baker finds joy in making a blackbird pie. BWS Joy (recall)P140.2 Distinguish /tw/ from other initial consonant sounds.P140.3 Decode words with initial consonant blend tw and digraphs sh and ch.P140.4 Identify rhyming words.P140.5 Identify homophones. | Teacher Edition* IA 140.1: Pies
* IA 140.2: Pie Word Cards

Visuals* Alphabet Cards

Word Family Cards* Word Family Cards for review

BJU Press Trove* Video: “Sing a Song of Sixpence”

Materials* 11 cards, each labeled with one of the following words: chest, chill, shin, ship, shook, shop, shrink, shrug, shut, twin, twist
 | Activities* p. 261
* p. 262: Let’s Check
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 140 (continued) |
| TE630–33WT303–4 | EnglishE140.1 Use the pronoun I correctly when referring to oneself.E140.2 Identify the singular pronoun that replaces a noun in the subject part of a sentence.E140.3 Identify the plural pronoun that replaces a noun in the subject part of a sentence. |  |  |
| Lesson 141 |
| TE634–37WT305–6 | PhonicsP141.1 Distinguish among /oi/, /ôr/, and /är/.P141.2 Decode words with -ly, /oi/, /ôr/, and /är/.EnglishE141.1 Identify nouns in a series of words.E141.2 Read nouns in a series with correct expression. | Teacher Edition* “Phonics Song 2”
* IA 141: Words with -ly

Visuals* PS38–39, 44: ar, or, oi/oy

Word Family Cards* Word Family Cards from the following word families: \_oil, \_oin, \_ar, \_arp, \_art, \_ore, \_orn, at least one card per student

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Commas”
* Phonics Storybook 46: Twinkle and the Twins, optional

Materials* An object to pass
* Music for Hot Potato activity
 | Activities* pp. 263–64
 |
| Lesson 142 |
| TE638–42WT307–9 | PhonicsP142.1 Identify the base word in words with suffixes and prefixes.P142.2 Distinguish between opposites formed with the prefix un-.P142.3 Choose a word with the prefix un- or re- to complete a sentence.P142.4 Read the high-frequency word child. | Teacher Edition* IA 142: Opinion Paragraph: Plan, one copy for display and one copy per student

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 39: child

Materials* Sticky tabs
 | Activities* pp. 265–66
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 142 (continued) |
| TE638–42WT307–9 | EnglishE142.1 Recall details from an opinion listening selection.E142.2 Identify the purpose and audience in the opinion listening selection.E142.3 Identify the purpose and audience of an assigned opinion paragraph.E142.4 Plan details for an opinion paragraph.E142.5 Create the topic sentence for an opinion paragraph. |  |  |
| Lesson 143 |
| TE644–47WT311–13 | PhonicsP143.1 Decode words with prefixes.P143.2 Identify the prefix of a word.P143.3 Identify the location for syllabication in words with prefixes.EnglishE143.1 Create two supporting detail sentences for an opinion paragraph.E143.2 Evaluate the clarity of a paragraph.E143.3 Evaluate sentences for spelling and the complete features of a sentence.E143.4 Use appropriate proofreading marks to indicate changes. | Teacher Edition* IA 143: Opinion Paragraph: Draft

Visuals* E4–E5: Revise, Proofread

Word Family Cards* Word Family Cards for review

BJU Press Trove* Video: “Paragraph”

Materials* A small beanbag for tossing
* Two cards, each labeled with one of the following prefixes: un, re
* The display copy of the teacher’s planning chart (IA 142)
* Each student’s planning chart (IA 142)
* A red colored pencil for each student
 | Activities* pp. 267–68
 |
| Lesson 144 |
| TE648–51WT315–17 | PhonicsP144.1 Classify a word as having a prefix or suffix.P144.2 Identify the correct prefix for a word.EnglishE144.1 Rewrite an opinion paragraph, incorporating corrections from proofreading.E144.2 Present an opinion paragraph to peers. | Teacher Edition* IA 144.1: Prefixes and Suffixes Word Cards

Word Family Cards* Word Family Cards for review

BJU Press Trove* Phonics Storybook 47: Asleep, optional

Materials* A T-chart labeled with the headings Prefixes and Suffixes
* A Bible
* The display copy of the teacher’s proofread draft (IA 143)
* Each student’s proofread draft (WT p. 313)
 | Teacher Edition* IA 144.2: Opinion Paragraph Rubric

Activities* pp. 269–70
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 145 |
| TE652–55WT319–20 | PhonicsP145.1 Decode words with various vowel sounds and patterns.P145.2 Decode words with consonant blends and digraphs.EnglishE145.1 Choose the verb part that completes a sentence.E145.2 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 2”

Visuals* PS45: au/aw
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* Word Family Cards for review (set 1)W124a–W124b: town, downW127a, W127c: out, shoutW130a–W130b: toy, boyW131e–W131f: draw, strawW133a–W133b: all, tallW134a–W134b: cost, lostW136a, W136e: toss, crossW142b–W142c: dog, logW145b, W145d: care, shareW146a–W145b: air, hair
* Word Family Cards for review (set 2)W108d–W108f: place, grace, spaceW109d–W109f: slice, spice, twiceW129d–W129f: cage, rage, stageW137a, W137d: edge, pledgeW138c–W138d: fudge, judgeW140a–W140b: hatch, batchW141a, W141c: itch, ditch

BJU Press Trove* Audio: “Phonics Song 2”

Materials* Three cards, each labeled with one of the following sentence parts: The cars, melt slowly., move quickly.
 | Activities* pp. 271–72
 |
| Lesson 146 |
| TE656–57 | Phonics & EnglishP146.1/E146.1 Demonstrate mastery of the phonics and English skills presented in Lessons 1–141. | Teacher Edition* Unit 5 Test
 | * Unit 5 Test
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Phonics & English 1, 5th Edition • Lesson Plan Overview

|  |
| --- |
| Legend |
| **TE** | Teacher Edition | **PS** | Phonics Song | **E** | English Visual |
| **WT** | Worktext | **P** | Phonics Visual | **HFW** | High-Frequency Word Card |
| **IA** | Instructional Aid | **C** | Color Word Card | **W** | Word Family Card |

 |
| Unit 6: How Can I Be Creative? |
| Pages | Objectives | Resources | Assessments |
| Lesson 147 |
| TE674–78WT321–24 | PhonicsP147.1 Analyze the unit opener illustration for connection to the unit theme.  BWS Creativity (evaluate)P147.2 Recall that people are made in God’s image.  BWS Creativity (recall)P147.3 Explain how the man in the listening selection was creative.P147.4 Distinguish /oo/from / o͝o /.P147.5 Decode words with \_air and \_are.P147.6 Decode y as /ē/ and y as /ī/.P147.7 Read the high-frequency words pour and ready. | Visuals* P24–25: Long oo, Short oo

Word Family Cards* Word Family Cards for reviewW145a–W145d: dare, care, stare, shareW146a–W146f: air, hair, pair, fair, stair, chair

High-Frequency Word Cards* HFW 122, 129: pour, ready

BJU Press Trove\** Link: Playing Pan Pipes

Materials* Image of bamboo stalks
 | Activities* pp. 273–74
 |
| Lesson 148 |
| TE680–83WT325–26 | PhonicsP148.1 Decode vowel pattern ie as /ē/.P148.2 Build words with /ē/ spelled ie.P148.3 Recall the correct usage of suffixes -er and -est within a sentence.EnglishE148.1 Distinguish a sentence from a fragment.E148.2 Create a sentence from a fragment.E148.3 Evaluate a sentence for the complete features of a sentence. | Teacher Edition* “Phonics Song 2”
* IA 148: Sentence or Fragment?

Visuals* PS34–35: ē, ī
* P12: ē, with Long-Vowel Pattern Cards affixed
* Alphabet Cards
* Phonics Characters: Miss Long, Miss Silent

Word Family Cards* W93a–W93c: die, pie, lie
* W147a–W147d: brief, grief, chief, thief
* W148a–W148c: field, yield, shield
* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 2”

Materials* Three cards, each labeled with one of the following words: niece, piece, shriek
* 12 plastic cups turned upside down, each labeled with one of the following words: field, yield; brief, grief, chief, thief; feet, meet, greet, sweet, street, sheet
 | Activities* pp. 275–76
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 149 |
| TE684–87WT327–28 | PhonicsP149.1 Recall various vowel patterns.P149.2 Decode words with /ē/ spelled ie.P149.3 Decode words with r-influenced vowels.EnglishE149.1 Distinguish a singular noun from a plural noun.E149.2 Choose the action verb that shows subject-verb agreement. | Teacher Edition* IA 149: More Action Verb Review

Visuals* Phonics Characters: Miss Long, Miss Silent, Bossy r

Word Family Cards* Word Family Cards for review (set 1)W110a–W110c: arm, harm, farmW111b–W111e: car, far, jar, starW146b–W146f: hair, pair, fair, stair, chairW147c–W147d: chief, thiefW148a–W148c: field, yield, shield
* Word Family Cards for review (set 2)W93a–W93d: die, pie, lie, tieW145a–W145d: dare, care, stare, shareW146a–W146f: air, hair, pair, fair, stair, chairW147a–W147d: brief, grief, chief, thiefW148a–W148c: field, yield, shield

BJU Press Trove* Phonics Storybook 48: The Cake Thief, optional
* Link: Sea turtles

Materials* 35 small tokens (such as buttons or coins)
* A purse
* A man’s shirt with a pocket
 | Activities* pp. 277–78
 |
| Lesson 150 |
| TE688–91WT329–30 | PhonicsP150.1 Decode words ending in y with suffixes -es and -ed.P150.2 Read the high-frequency word shall.EnglishE150.1 Distinguish a singular noun from a plural noun.E150.2 Choose the linking verb that shows subject-verb agreement. | Teacher Edition* IA 150: More Linking Verb Review

Word Family Cards* Word Family Cards for reviewW97a–W97f: by, my, fly, cry, dry, fryW147a–W147d: brief, grief, chief, thiefW148a–W148c: field, yield, shield

High-Frequency Word Cards* HFW 135: shall

BJU Press Trove* Video: “Suffixes y to i”
* Video: “Linking Verbs”

Materials* Three 3 x 5-inch cards cut in half; with one half labeled s and the other half labeled es
* Several coins, including two pennies
* 18 cards, each labeled with one of the following words: family, families, pony, ponies, butterfly, butterflies, city, cities, story, stories, firefly, fireflies, daddy, daddies, trophy, trophies, spy, spies
* Building blocks or cubes
 | Activities* pp. 279–80
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 151 |
| TE692–95WT331–32 | PhonicsP151.1 Decode words with /ĕ/ in the vowel pattern ea.P151.2 Decode words with /ĕ/ and /ē/.P151.3 Build words in the \_ead word family.P151.4 Alphabetize words to the second letter.P151.5 Read the high-frequency word dear.EnglishE151.1 Use a preposition to help explain location.E151.2 Choose a preposition that completes a sentence. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”

Visuals* PS5, 34: ĕ, ē
* Alphabet Cards
* Phonics Characters: Mrs. Short, Miss Silent

Word Family Cards* W149a–W149h: head, lead, read, dead, bread, tread, spread, thread
* Word Family Cards for reviewW6a–W6g: Ted, wed, bed, led, red, fed, shedW91a–W91d: eat, seat, heat, meatW92a–W92c: team, steam, dream

High-Frequency Word Cards* HFW 45: dear

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2”

Materials* A lunchbox with a few rocks, a ring, and a small toy plane inside
 | Activities* p. 281
* p. 282: Let’s Check
 |
| Lesson 152 |
| TE696–99WT333–34 | PhonicsP152.1 Recall details from a listening selection about Miss Long.P152.2 Decode words with /ī/ in a closed syllable.P152.3 Build words in the \_ild and \_ind word families.EnglishE152.1 Explain how a biography is different from a fictional story.E152.2 Identify facts in a biographical paragraph.E152.3 Identify the audience and purpose of a biographical paragraph. | Visuals* Alphabet Cards
* Phonics Characters: Mr. Short, Uncle Short, Miss Long

Word Family Cards* W150a–W150c: wild, mild, child
* W152a–W152h: wind, bind, mind, kind, rind, find, blind, grind
* Word Family Cards for review (set 1)W149a–W149h: head, lead, read, dead, bread, tread, spread, thread
* Word Family Cards for review (set 2)W100a–W100h: sight, night, light, might, right, fight, flight, brightW147a–W147d: brief, grief, chief, thiefW148a–W148c: field, yield, shield

BJU Press Trove* Phonics Storybook 49: Kora and Ken, optional

Materials* An index card for each student
* Grade-appropriate biographies or excerpts from biographies, including the person who will be the topic of the biography, from print and online sources
* Recordings of music by J. S. Bach
 | Activities* pp. 283–84
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 153 |
| TE700–703WT335–36 | PhonicsP153.1 Decode words with /ō/ in closed syllables.P153.2 Build words in the \_olt, \_old, and \_oll word families.EnglishE153.1 Recall details from a biographical listening selection.E153.2 Identify the topic sentence of a biographical paragraph.E153.3 Identify supporting detail sentences in a biographical paragraph.E153.4 Identify the audience and purpose of a biographical paragraph. | Visuals* Alphabet Cards
* Phonics Characters: Mr. Short, Uncle Short, Miss Long

Word Family Cards* W151a–W151c: bolt, colt, jolt
* W153a–W153j: old, told, sold, hold, bold, cold, gold, fold, mold, scold
* W154a–W154c: roll, scroll, stroll

BJU Press Trove* Phonics Storybook 50: My Bold Colt, optional
 | Activities* pp. 285–86
 |
| Lesson 154 |
| TE704–7WT337–38 | PhonicsP154.1 Decode words with silent letters.P154.2 Decode words with long vowels in closed syllables.P154.3 Decode words ending in y with suffixes -es and -ed.EnglishE154.1 Research a topic collaboratively.E154.2 Identify relevant facts about a topic during research.E154.3 Record a fact about a topic based on research. | Teacher Edition* “Phonics Song 2”
* IA 154: Report: Plan

Visuals* PS45: au/aw

Word Family Cards* Word Family Cards for review (set 1)W155a–W155c: talk, walk, chalkW156a–W156b: half, calf
* Word Family Cards for review (set 2)W100a–W100h: sight, night, light, might, right, fight, flight, brightW137a–W137d: edge, wedge, ledge, pledgeW140a–W140h: hatch, batch, patch, catch, latch, match, snatch, scratchW150a–W150c: wild, mild, childW152a–W152h: wind, bind, mind, kind, rind, find, blind, grindW153a–W153j: old, told, sold, hold, bold, cold, gold, fold, mold, scold

BJU Press Trove* Audio: “Phonics Song 2”

Materials* A Bible
* Excerpts to be read aloud from print and online sources about the topic of the report
* Items or representative items related to the life of the topic of the report, such as photos, books, or songs
 | Activities* pp. 287–88
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 155 |
| TE708–11WT339–40 | PhonicsP155.1 Decode words with silent gh, l, and w.P155.2 Identify rhyming words.P155.3 Identify homophones.EnglishE155.1 Research a topic collaboratively.E155.2 Identify relevant facts about a topic during research.E155.3 Record two facts about a topic based on research. | Teacher Edition* IA155: Silent w Words

Word Family Cards* Word Family Cards for reviewW41a–W41c: list, fist, wristW80a–W80c: bite, white, writeW100a–W100h: sight, night, light, might, right, fight, flight, brightW155a–W155c: talk, walk, chalkW156a–W156b: half, calf

BJU Press Trove* Phonics Storybook 51: Half of the Chalk, optional

Materials* Tic-tac-toe grid for display, with spaces numbered 1–9
* Five Xs
* Five Os
* The display copy of the teacher’s planning chart (IA 154)
* Each student’s planning chart (WT p. 338)
* Excerpts to be read aloud from print and online sources about the topic of the report
 | Activities* pp. 289–90
 |
| Lesson 156 |
| TE712–15WT341–44 | PhonicsP156.1 Distinguish among various s blends.P156.2 Distinguish words with silent k from words with /k/.P156.3 Decode words with silent k in kn.EnglishE156.1 Create a title for a biographical paragraph.E156.2 Create a topic sentence for a biographical paragraph. | Teacher Edition* IA 80.2: Paragraph Paper

Visuals* Alphabet Cards

Word Family Cards* W100a–W100i: sight, night, light, might, right, fight, flight, bright, knight
* W103a–W103g: bow, blow, grow, slow, snow, throw, know
* W104a–W102f: own, blown, flown, grown, thrown, known
* Word Family Cards for review

Materials* 10 cards, each labeled with one of the following phrases: a brave knight, a skinned knee, a shiny doorknob, a tight knot, a butter knife, knead the bread, knit the scarf, knock on the door, know her name, hurt my knuckle
* A small foam ball
* A basket or bucket
* The display copy of the teacher’s planning chart (IA 154)
* Each student’s planning chart (WT p. 338)
 | Activities* pp. 291–92
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 157 |
| TE716–19WT345–46 | PhonicsP157.1 Decode words with silent consonants l, w, k, and b.P157.2 Distinguish real words from nonsense words.EnglishE157.1 Create a supporting detail sentence with a partner.E157.2 Create two more supporting detail sentences independently. | Visuals* Alphabet Cards

Word Family Cards* W157a–W157d: numb, dumb, crumb, thumb
* Word Family Cards for review

BJU Press Trove* Video: “Silent Letters l, w, k, and b”
* Phonics Storybook 52: My Lamb, optional

Materials* A trash bag
* Two toy hoops or circles
* 22 words written on scraps of paper towel, old plastic bottles, wrappers, empty food boxes, etc.: crumb, night, thumb, dumb, knot, know, walk, half, calf, sight, wrong, wrinkle, prumb, stight, zalk, galf, knom, bim, tralk, wrim, wresh, kneb
* The display copy of the teacher’s planning chart (IA 154)
* The display copy of the teacher’s draft (IA 80.2)
* Each student’s planning chart and draft (WT pp. 338 and 343–44)
 | Activities* p. 293
* p. 294: Let’s Check
 |
| Lesson 158 |
| TE720–23WT347–48 | PhonicsP158.1 Distinguish among various words with /oo/.P158.2 Decode words with /oo/ spelled ew.P158.3 Build words in the \_ew word family.EnglishE158.1 Evaluate the clarity of a biographical paragraph.E158.2 Use appropriate proofreading marks to indicate changes. | Teacher Edition* “Phonics Song 2”

Visuals* PS37, 42: ū, oo
* Alphabet Cards
* E4: Revise

Word Family Cards* W158a–W158l: new, dew, pew, few, stew, blew, flew, drew, screw, chew, threw, knew
* Word Family Cards for reviewW106a–W106c: blue, glue, trueW118a–W118c: tool, pool, coolW119a–W119c: toot, hoot, bootW120a–W120c: soon, noon, moon

BJU Press Trove* Audio: “Phonics Song 2”

Materials* A displayed football field with 10-yard marks
* Two paper football cut-outs (different colors)
* Each student’s draft (WT pp. 343–44)
* A red colored pencil for each student
 | Activities* pp. 295–96
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 159 |
| TE724–27WT349–50 | PhonicsP159.1 Decode words with /oo/.P159.2 Choose the picture that matches the phrase.P159.3 Read the high-frequency word tear.EnglishE159.1 Evaluate sentences for spelling and the features of a complete sentence.E159.2 Use appropriate proofreading marks to indicate changes. | Teacher Edition* “Phonics Song 2”

Visuals* PS41: oo
* E5: Proofread

Word Family Cards* Word Family Cards for reviewW117a–W117c: room, bloom, broomW118a–W118c: tool, cool, poolW119a–W119c: toot, hoot, bootW120a–W120c: soon, noon, moonW158a–W158l: new, dew, pew, few, stew, blew, flew, drew, screw, chew, threw, knew

High-Frequency Word Cards* HFW 146: tear

BJU Press Trove* Audio: “Phonics Song 2”
* Phonics Storybook 53: Drew’s Stew

Materials* Each student’s revised draft (WT pp. 343–44)
* A red colored pencil for each student
 | Activities* pp. 297–98
 |
| Lesson 160 |
| TE728–31WT351–54 | PhonicsP160.1 Decode words with silent consonants and words with long-vowel patterns. P160.2 Identify a word that matches a clue.EnglishE160.1 Rewrite a biographical paragraph, incorporating corrections from proofreading. | Word Family Cards* W150a–W150c: wild, mild, child
* W152a–W152h: wind, bind, mind, kind, rind, find, blind, grind
* W153a–W153j: old, told, sold, hold, bold, cold, gold, fold, mold, scold
* W154a–W154c: roll, scroll, stroll
* Word Family Cards for review

BJU Press Trove* Video: “Silent Letters l, w, k, and b”

Materials* 12 cards, each labeled with one of the following words: half, knit, calf, wrist, wrinkle, limb, lamb, chalk, wreath, comb, knife, crumb
* A blank piece of paper or a small whiteboard for each pair of students
* A container to hold Word Family Cards
* Grade-appropriate biographies for display
* Each student’s proofread draft (WT pp. 343–44)
 | Activities* pp. 299–300
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 161 |
| TE732–35WT355–56 | PhonicsP161.1 Decode words with r-influenced vowel patterns.P161.2 Decode words with silent consonants.P161.3 Identify syllables within a word.EnglishE161.1 Rewrite a biographical paragraph, incorporating corrections from proofreading.E161.2 Illustrate a biographical paragraph. | Teacher Edition* “Phonics Song 2”
* IA 161.1: Silent Letter Puzzles
* IA 161.2: Dividing Syllables, one copy per pair of students

Visuals* PS38–40: ar, or, er/ir/ur

Word Family Cards* Word Family Cards for reviewW107a–W107c: dark, bark, markW113a–W113c: more, store, choreW114a–W114e: torn, horn, born, corn, thornW115a–W115c: girl, swirl, twirl

BJU Press Trove* Audio: “Phonics Song 2”
* Video: “Silent Letters l, w, k, and b”

Materials* Six large cards, each labeled with one of the following words and folded at the syllable break indicated: padd/le, nap/kin, pudd/le, sad/dle, furr/y (Note: Two of the syllable breaks are incorrect)
* A container to hold Word Family Cards
* Music for Hot Potato activity
* Illustrated biographies for display
* Each student’s proofread draft (WT pp. 343–44) and final copy (WT pp. 353–54)
* A piece of paper for an illustration for each student
 | Teacher Edition* IA 161.3: Report Rubric

Activities* pp. 301–2
 |
| Lesson 162 |
| TE736–39WT357–58 | PhonicsP162.1 Decode words with a long vowel and two consonants.EnglishE162.1 Identify the omitted letter or letters in a contraction.E162.2 Identify the contraction formed from a given word or words.E162.3 Rewrite a sentence using a contraction.E162.4 Evaluate a sentence for the features of a complete sentence. | Visuals* Alphabet Cards
* Phonics Characters: Mr. Short, Uncle Short, Miss Long

Word Family Cards* W150a–W150c: wild, mild, child
* W152a–W152h: wind, bind, mind, kind, rind, find, blind, grind
* W153a–W153j: old, told, sold, hold, bold, cold, gold, fold, mold, scold
* W154a–W154c: roll, scroll, stroll
* Word Family Cards for review

Materials* Six cards, each labeled with one of the following contractions: aren’t, can’t, didn’t, don’t, wasn’t, won’t
* Six cards, each labeled with one of the following sets of words: are not, cannot, did not, do not, was not, will not
 | Activities* pp. 303–4
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 163 |
| TE740–43WT359–60 | PhonicsP163.1 Identify the number of syllables in words ending in y.P163.2 Decode words ending in /ē/ or /ī/ spelled with y.P163.3 Read the high-frequency word often.EnglishE163.1 Identify the omitted letter or letters in a contraction.E163.2 Identify the contraction formed from a given word or words.E163.3 Choose the contraction that completes a sentence. | Teacher Edition* “Phonics Song 1”
* “Vowel Song” (verse 2)

Visuals* PS23, 25: w, y

Word Family Cards* Word Family Cards for review

High-Frequency Word Cards* HFW 111: often

BJU Press Trove* Audio: “Phonics Song 1”
* Video: “Vowel Song v1–2”

Materials* Eight cards, each labeled with one of the following words: baby, cry, daisy, dry, duty, empty, fry, kitty
* Two cards, each labeled with one of the following words: reply, supply
* Two large cards, each labeled with one of the following: Long e, Long i
* Cards labeled can’t, don’t, won’t, cannot, do not, and will not (from Lesson 162)
* Six cards, each labeled with one of the following contractions: he’s, I’ll, I’m, it’s, we’ll, you’ll
* Six cards, each labeled with one of the following sets of words: he is, I will, I am, it is, we will, you will
 | Activities* p. 305
* p. 306: Let’s Check
 |
| Lesson 164 |
| TE744–47WT361–62 | PhonicsP164.1 Decode words with /ĕ/ in the vowel pattern ea.P164.2 Identify syllables within a word with like middle consonants.P164.3 Recall that a suffix can be a separate syllable.EnglishE164.1 Distinguish between a statement, a question, and an exclamation.E164.2 Use correct punctuation for a statement, a question, and an exclamation.E164.3 Create a statement, a question, or an exclamation.E164.4 Evaluate a sentence for the features of a complete sentence.E164.5 Read a sentence aloud with expression that reflects the end punctuation. | Teacher Edition* “Phonics Song 1”
* IA 164: Adding Suffix -s or -es

Visuals* PS5: ĕ
* Alphabet Cards
* E1: Sentences

Word Family Cards* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 1”

Materials* Two large cards, each labeled with one of the following words: bread /ĕ/, team /ē/
* Eight cards, each labeled with one of the following words: spread, thread, dead, head, cream, dream, seat, treat
 | Activities* pp. 307–8
 |
| Pages | Objectives | Resources | Assessments |
| Lesson 165 |
| TE748–51WT363–64 | PhonicsP165.1 Construct words with suffixes.P165.2 Decode words from various word families.EnglishE165.1 Recall the purpose of opinion writing.E165.2 Create two sentences that express an opinion about a topic. | Visuals* Alphabet Cards (including ed, ing)
* Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker e, Alley Cat -ed, Alley Cat -ing

Word Family Cards* Word Family Cards for review

BJU Press Trove* Video: “Journals”

Materials* Two tic-tac-toe grids drawn for display
 | Activities* pp. 309–10
 |
| Lesson 166 |
| TE752–55WT365–66 | PhonicsP166.1 Decode words ending in /ī/ spelled with y.P166.2 Distinguish soft g from hard g.P166.3 Decode words with various vowel sounds.EnglishE166.1 Read an opinion journal entry to a partner.E166.2 Compare and contrast an opinion with a partner’s opinion about the same topic. | Teacher Edition* “Phonics Song 1”
* “Phonics Song 2”

Visuals* PS35: ī
* P26–27: Hard g /g/, Soft g /j/

Word Family Cards* W64a–W64c: cane, lane, plane
* W69a–W69h: take, bake, cake, lake, make, rake, flake, shake
* W81a–W81c: bone, stone, phone
* W84a–W84d: tune, dune, June, prune
* W96a–W96f: see, fee, flee, free, tree, three
* W97a–W97f: by, my, fly, cry, dry, fry
* W100a–W100i: sight, night, light, might, right, fight, flight, bright, knight
* Word Family Cards for review

BJU Press Trove* Audio: “Phonics Song 1”
* Audio: “Phonics Song 2"

Materials* A container to hold Word Family Cards
* Music for Hot Potato activity
* A set of colored markers
* A box of crayons
* Each student’s opinion journal entry (WT p. 364)
 | Activities* pp. 311–12
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 167 |
| TE756–59WT367–68 | PhonicsP167.1 Decode words with /âr/ spelled air or are. P167.2 Decode words with suffixes -es and -ed.EnglishE167.1 Identify the comparisons in an analogy.E167.2 Choose a word to complete an analogy. | Word Family Cards* W145a–W145c: dare, care, stare, share
* W146a–W146f: air, hair, pair, fair, stair, chair
* Word Family Cards for review

BJU Press Trove* Video: “Analogies”

Materials* A fork
* A drinking glass
 | Activities* pp. 313–14
 |
| Lesson 168 |
| TE760–63WT369–70 | PhonicsP168.1 Identify syllables within various words.EnglishE168.1 Identify the comparisons in an analogy.E168.2 Choose a word to complete an analogy.E168.3 Illustrate an analogy. | Word Family Cards* Word Family Cards for reviewW147a–W147d: brief, grief, chief, thiefW148a–W148c: field, yield, shieldW149a–W149h: head, lead, read, dead, bread, tread, spread, thread

BJU Press Trove* Video: “Analogies”
 | Activities* p. 315
* p. 316: Let’s Check
 |
| Lesson 169 |
| TE764–67WT371–72 | PhonicsP169.1 Decode words with l and r blends.EnglishE169.1 Distinguish between singular and plural nouns.E169.2 Choose the singular or plural noun that completes the sentence. | Teacher Edition* IA 130.1: Blends

Word Family Cards* Word Family Cards for review

BJU Press Trove* Video: “Nouns Name”

Materials* The blend cards from Instructional Aid 130.1 (used in Lesson 130)
* 12 cards, each labeled with one of the following words: cloud, cry, blink, bread, flap, free, glass, green, plant, print, truck, treat
* Two socks
* Items or groups of items to be displayed around the room: a box, three boxes, a penny, five pennies, a book with a single story, a book with multiple stories
* Six cards, each labeled with one of the following words: box, boxes, penny, pennies, story, stories
 | Activities* pp. 317–18
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 170 |
| TE768–71WT373–74 | PhonicsP170.1 Decode words with r-influenced vowels.P170.2 Identify suffixes and prefixes of words.P170.3 Read the high-frequency word eight.EnglishE170.1 Identify the proper noun in a sentence.E170.2 Identify the possessive noun in a sentence. | Visuals* Phonics Visuals P19–23: R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir
* Phonics Character: Bossy r

Word Family Cards* Word Family Cards for reviewW107a–W107c: dark, bark, markW110a–W110c: arm, harm, farmW111a–W111e: bar, car, far, jar, starW112a–W112f: art, dart, part, cart, start, smartW113a–W113c: more, store, choreW114a–W114e: torn, horn, born, corn, thornW115a–W115c: girl, swirl, twirlW116a–W116d: dirt, skirt, squirt, shirt

High-Frequency Word Cards* HFW 53: eight

Materials* 10 cards, each labeled with one of the following words: farm, shark, corn, store, verse, herd, dirt, stir, curl, spur
* An object that belongs to you
 | Activities* pp. 319–20
 |
| Lesson 171 |
| TE772–75WT375–76 | PhonicsP171.1 Decode words with various long-vowel patterns.P171.2 Decode words with initial consonant blends and digraphs.EnglishE171.1 Choose the adjective that completes a sentence.E171.2 Choose the adjective with the suffix -er or -est when comparing two or more nouns. | Visuals* P11–15: ā, ē, ī, ō, ū

Word Family Cards* Word Family Cards for reviewW69g–W69h: flake, shakeW75g–W75h: shine, whineW84c–W84d: June, pruneW86c–W86e: main, rain, trainW89j–W89l: play, pray, trayW92b–W92d: steam, dream, streamW94d–W94f: sweet, street, sheet W93a–W93c: die, pie, lieW99c–W99e: goat, float, throatW100f–W100h: fight, flight, brightW103d–W103f: slow, snow, throw W106a–W106c: blue, glue, trueW158j–W158k: chew, threw

BJU Press Trove* Video: “Comparatives and Superlatives”

Materials* Four sheets of paper, each labeled with one of the following digraphs: ch, sh, th, wh
* Three objects of varying sizes
 | Activities* pp. 321–22
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 172 |
| TE776–79WT377–78 | PhonicsP172.1 Decode words with silent consonants.P172.2 Decode words with various vowel sounds and patterns.EnglishE172.1 Distinguish a sentence from a fragment.E172.2 Create a sentence from a fragment.E172.3 Evaluate a sentence for the features of a complete sentence. | Visuals* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

Word Family Cards* Word Family Cards for reviewW101a–W101c: toe, hoe, doeW106a–W106c: blue, glue, trueW145b–W145d: care, stare, shareW146d–W146f: fair, stair, chairW147a, W147c–W147d: brief, chief, thiefW148a–W148c: field, yield, shieldW150a–W150c: wild, mild, childW152d, W152f–W152g: kind, find, blindW153b, W153g, W153j: told, gold, scoldW154a–W154c: roll, scroll, strollW157a, W157c–W157d: numb, crumb, thumb

BJU Press Trove* Video: “Silent Letters l, w, k, and b”

Materials* Seven cards labeled with the following words: limb, knit, calf, wrist, lamb, comb, knife
* A treasure box
 | Activities* p. 323
* p. 324: Let’s Check
 |
| Lesson 173 |
| TE780–82WT379–80 | PhonicsP173.1 Decode words with various vowel sounds and patterns.P173.2 Decode words with silent consonants.P173.3 Decode words with consonant blends and digraphs.P173.4 Decode words with prefixes and suffixes.EnglishE173.1 Create a sentence.E173.2 Evaluate a sentence for the features of a complete sentence. | Visuals* Alphabet Cards

Word Family Cards* Word Family Cards for reviewW98a–W98b: sigh, highW100g–W100i: flight, bright, knightW104d–W104f: grown, thrown, knownW132a–W132c: dawn, lawn, yawnW149e, W149g–W149h: bread, spread, threadW151a–W151c: bolt, colt, joltW155a–W155c: talk, walk, chalkW156a–W156b: half, calfW158g–W158h, W158k–W158l: flew, drew, threw, knew

Materials* 10 word cards, each labeled with one of the following words: share, field, colder, comb, talk, redhead, kneecap, daughter, chewing, unkind
 | Activities* pp. 325–26
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 174 |
| TE784–85 | Phonics & EnglishP174.1/E174.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–173. | Teacher Edition* Unit 6 Test
 | * Unit 6 Test
 |
| Lesson 175 |
| TE786–88WT381–82 | PhonicsP175.1 Recall letters in alphabetical order.P175.2 Arrange words in alphabetical order.EnglishE175.1 Distinguish a sentence from a fragment.E175.2 Create a sentence from a fragment. E175.3 Evaluate a sentence for the features of a complete sentence. | Visuals* Alphabet Cards

Word Family Cards* Word Family Cards for reviewW23b–W213d: sand, hand, bandW24e–W24g: fell, yell, shellW35e–W35g: stop, drop, chopW41a–W41c: list, fist, wristW108c–W108e: face, place, graceW138b–W138d: budge, fudge, judgeW143a–W143c: moth, cloth, brothW148a–W148c: field, yield, shieldW152c–W152e: mind, kind, rindW158a–W158c: new, dew, pew

BJU Press Trove* Video: “Alphabet Song”
 | Activities* pp. 327–28
 |
| Lesson 176 |
| TE790–93WT383–84 | PhonicsP176.1 Distinguish blends and digraphs from other consonants.P176.2 Choose words to complete a sentence.EnglishE176.1 Write a noun and a verb in the correct order to complete a sentence.E176.2 Distinguish a sentence from a fragment.E176.3 Create a sentence from a fragment.E176.4 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* “Phonics Song 2”
* IA 176: Initial and Final Consonant Word Cards

Visuals* PS27–30, 32: sh, ch, th, wh, ng
* Sentence Puzzle Cards
* Sentence Parts Puzzle Cards

BJU Press Trove* Audio: “Phonics Song 2”
 | Activities* pp. 329–30
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 177 |
| TE794–97WT385–86 | PhonicsP177.1 Distinguish words with short-vowel sounds from words with long-vowel sounds.P177.2 Classify words by vowel sounds.EnglishE177.1 Choose a noun to complete a sentence.E177.2 Choose the subject part that completes a sentence. | Teacher Edition* IA 177: Long-Vowel Pattern Word Cards

Visuals* P11–15: ā, ē, ī, ō, ū

Word Family Cards* W69a–W69b: take, bake
* W78g–W78h: pride, slide
* W83a–W83b: cute, flute
* W86d–W86e: rain, train
* W88a–W88b: woke, poke
* W89a–W89b: say, way
* W92c–W92d: dream, stream
* W93a–W93b: die, pie
* W94c–W94d: greet, sweet
* W96d–W96e: free, tree
* W97d–W97e: cry, dry
* W100g–W100h: flight, bright
* W101a–W101b: toe, hoe
* W102a–W102b: boast, coast
* W103e–W103f: snow, throw
 | Activities* pp. 331–32
 |
| Lesson 178 |
| TE798–801WT387–88 | PhonicsP178.1 Decode r-influenced vowels and other vowel patterns.P178.2 Match words to verbal and visual clues.P178.3 Read the high-frequency word ahead.EnglishE178.1 Propose adjectives that describe color, shape, or size.E178.2 Choose an adjective that describes the color, shape, or size of a noun in an illustration.E178.3 Create a sentence that includes an adjective.E178.4 Evaluate a sentence for the features of a complete sentence. | Teacher Edition* IA 95: Lassos

Visuals* P19–23: R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir
* Phonics Character: Bossy r

Word Family Cards* Word Family Cards for reviewW107a–W107c: dark, bark, markW110a–W110c: arm, harm, farmW111a–W111e: bar, car, far, jar, starW112a–W112f: art, dart, part, cart, start, smartW113a–W113c: more, store, choreW114a–W114e: torn, horn, born, corn, thornW115a–W115c: girl, swirl, twirlW116a–W116d: dirt, skirt, squirt, shirt

High-Frequency Word Cards* HFW 6: ahead

BJU Press Trove* Video: “Adjectives”

Materials* A box and other familiar objects of varying colors, shapes, and sizes
 | Activities* pp. 333–34
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Pages | Objectives | Resources | Assessments |
| Lesson 179 |
| TE802–4WT389–90 | PhonicsP179.1 Decode words with various vowel patterns.EnglishE179.1 Choose an action verb to complete a sentence.E179.2 Match a subject part to a verb part to make a complete sentence. | Word Family Cards* Word Family Cards for review (set 1)W89k: prayW92c: dreamW100f: fightW105b: noW108b: raceW117c: broomW135c: strongW137d: pledgeW140h: scratchW142f: frogW145d: shareW146b: hairW149g: spreadW152f: findW155a: talkW157d: thumbW158j: chew
* Word Family Cards for review (set 2)W102a–W102c: boast, coast, roastW104a–W104c: own, blown, flownW124a–W124d: town, down, clown, crownW136a–W136d: toss, boss, loss, moss W147a–W147d: brief, grief, chief, thiefW149a–W149d: head, lead, read, dead W150a–W150c: wild, mild, childW151a–W151c: bolt, colt, joltW152a–W152d: wind, bind, mind, kindW155a–W155c: talk, walk, chalkW156a–W156b: half, calf

Materials* Word cards from IA 176
 | Activities* pp. 335–36
 |
| Lesson 180 |
| TE806–9WT391–92 | PhonicsP180.1 Identify the location for syllabication.EnglishE180.1 Rewrite a group of words in sentence order.E180.2 Create a sentence.E180.3 Evaluate a sentence for the features of a complete sentence.E180.4 Illustrate a sentence. | Teacher Edition* IA 180: Watermelon Syllables

Word Family Cards* Word Family Cards from Unit 6 for review

Materials* A small object to pass
* Music for Hot Potato activity
 | Activities* pp. 337–38
 |