

**Teacher Edition**

# Phonics & English **1**

**TEACHER EDITION**

Fifth Edition



Part  
**1**

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## Units

### Part 1

**Unit 1:** Who should I love?

**Unit 2:** Why should I help others?

**Unit 3:** Who helps me to be brave?

### Part 2

**Unit 4:** Why should I keep trying?

**Unit 5:** What brings me joy?

**Unit 6:** How can I be creative?

## Teacher Resources

Instructional Aids

Songs

Alphabet Cards

Unit Tests

PreCursive Alphabet

Index

Photo Credits

Explaining the Gospel



# UNIT FEATURES

## Unit Question

Engages and focuses student interest throughout the unit and is related to biblical worldview shaping.

## Unit Objectives

List the educational outcomes for each unit and include biblical worldview shaping. The unit objectives are provided in the first lesson of each unit.

Worktext pages 1-4

**Who should I love?**

**Unit 1 Phonics Objectives**

- Identify consonants and short vowels and associate them with their corresponding sounds.
- Read and build word families.
- Read high-frequency words.
- Apply the biblical principles of loving God and loving others.

**Unit 1 English Objectives**

- Identify sentence features: a beginning uppercase letter, appropriate spacing, and an end punctuation mark.
- Use nouns and action verbs.
- Evaluate sentences, using a self-assessment tool.

**Unit 1 Theme**

Unit 1 focuses on the theme of love. Students will identify different aspects of love shown through the unit opener illustration and in several listening stories. *Jesus' Teachings* reinforces this theme through a variety of selections.

Phonics page 1

**Engage**

What do you think about the picture? What do you see? What do you think about the picture? What do you see? What do you think about the picture? What do you see?

**Read**

Read the story. Listen to the audio. Read the story. Listen to the audio. Read the story. Listen to the audio.

**Write**

Write the words. Write the words. Write the words. Write the words. Write the words. Write the words.

**Assess**

Assess your learning. Assess your learning. Assess your learning. Assess your learning. Assess your learning. Assess your learning.

## Unit Synopsis

Describes the unit theme and appears in the first lesson of each unit.

## Unit Review Lessons

Review key phonics and English concepts covered in the unit and prepare the students for the unit test.

Unit 1 Review

Listen to your teacher to complete this page. Circle the beginning sound.

- b d t **t** table
- r g **g** wagon
- b t **t** doughnut
- o
- n

Circle the word that matches the picture.

16.	duck	chuck	huck
17.	nest	neck	nest
18.	hand	band	wand
19.	hat	bat	wat
20.	gift	quit	gift

Circle the ending.

- f
- m
- d
- l
- b

Match the picture that matches the picture.

- 
- 

Circle the answer.

- Did he have a tent?  Yes  No
- Did he have a tent?  Yes  No
- Did he have a tent?  Yes  No
- Did he have a tent?  Yes  No

Phonics & English

## Unit Tests

Provide cumulative assessment of the students' mastery of phonics and English concepts.

Unit 1 Test: Lessons 1-25

Listen to your teacher to complete this page. Circle the beginning sound.

- b p t **t** lion
- t g d **g** dog
- b w r **r** rat
- o n
- f d

Circle the word that matches the picture.

16.	cat	bat	fat
17.	nest	net	nest
18.	hand	band	wand
19.	hat	bat	wat
20.	gift	quit	gift

Circle the ending.

- f
- m
- d
- l
- b

Match the picture that matches the picture.

- 
- 

Circle the answer.

- Did he have a tent?  Yes  No
- Did he have a tent?  Yes  No
- Did he have a tent?  Yes  No
- Did he have a tent?  Yes  No

Phonics & English



# PHONICS LESSON FEATURES

**Biblical Worldview Shaping**  
Provides a summary of the focus of the biblical instruction or application included in the lesson as it pertains to the unit theme and the lesson objective.

**Printed Resources**  
Include materials printed in the Teacher Edition or in the Visuals packet for the lesson, such as Phonics Songs and Visuals, Instructional Aids, Alphabet Cards, Word Family Cards, and High-Frequency Word Cards.

**Digital Resources**  
Include materials located in BJU Press Trove for the lesson, such as audio recordings, videos, or web links.

**Materials**  
Identify materials that need to be collected for the lesson.

**Listening Selections**  
Provide biblical worldview shaping opportunities and introduction of Phonics Characters and concepts; allow students to practice listening comprehension skills.

## 4

Worktext pages 9-10

### Phonics

#### Objectives

- P4.1 Evaluate the actions of the characters in a listening story.
- 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.

#### Biblical Worldview Shaping

- **Love** (evaluate): Those who love others should treat them as they would want to be treated. (P4.1)

#### Printed Resources

- "Phonics Song 1"
- "Vowel Song" (verse 1)
- Phonics Songs PS9, 14, 19-20: l, n, s, t
- Phonics Visual P1: Colors
- Color Word Cards C1-S: blue, purple, black, white, green
- Phonics Visual P4: Vowels
- Phonics Visual P6: The López Family
- Phonics Visual P7: The Miller Family
- Alphabet Cards
- Word Family Cards W1a-W1b: it, sit W2a-W2c: in, tin, sin HFW 170: was

#### Digital Resources

- Audio: "Phonics Song 1"
- Video: "Alphabet Song"
- Video: "Vowel Song v1"

#### Materials

- A clean, empty soup can holding a pencil

### Engage

#### Unloving Actions

Use **Phonics Visual P6: The López Family** to introduce members of the López family. Point to each member of the family as you read aloud his or her name.

Use **Phonics Visual P7: The Miller Family** to introduce members of the Miller family. Point to each member of the family as you read aloud his or her name.

Read a **listening story** aloud to introduce characters who are unloving to one another. Remind the students to use good listening

### Little Sister

Carlos and Rosa López were going over to the Millers' house to play board games with Lucas and Lilly. Little sister Ana saw them getting ready to leave.

"Where are you going?" Ana asked.  
Carlos answered, "We are going to play games with Lucas and Lilly."

"Can I come, too?" asked Ana.  
"You don't know how to play our games," Rosa said.  
"Please!" Ana begged.

Carlos said, "OK. You can come, but don't bother us."  
Carlos told Maria that Ana was coming with them. Ana grabbed her teddy bear and walked happily with Carlos and Rosa.

When the children got to the Millers' house, Ana ran inside and bounced up and down.

"Where's Buddy?" she squealed. "I wanna play with Buddy!"  
Buddy came up to Ana, wagging his tail. Ana squealed again and began petting him.

Lilly had set up a game on the kitchen table. Lucas, Carlos, and Rosa sat down, and they all began playing.

"Oh, no!" Ana wailed. "Buddy took my bear!"  
Buddy, thinking Ana was playing tug-of-war with him, was pulling on the bear as Ana tried to get it away. She began to cry loudly.

Lucas jumped up from the table. "No, Buddy!" he said sharply. Buddy dropped the bear, and Lucas snatched it up. He shoved it into Ana's hands with an impatient sigh.

Rosa was annoyed. "Ana, can't you ever keep quiet!" she snapped. "We didn't even want you to come!"  
Ana's face fell. She hugged her bear and left the kitchen, crying softly.

Lead a **discussion** to evaluate characters' actions.

- **Where are Carlos and Rosa going?** To play games with Lucas and Lilly.
  - **How do Carlos and Rosa respond when their little sister Ana asks if she can go with them?** Rosa says Ana does not know how to play the games. Carlos tells Ana she can come if she does not bother them.
  - **What does Buddy the dog do that makes Ana cry?** He pulls on her stuffed bear.
  - **How does Lucas respond to Buddy?** He speaks sharply to Buddy. He is impatient.
  - **How does Rosa treat Ana when she cries?** Possible answers: She snaps at Ana and asks why Ana can't ever keep quiet. She tells Ana that they didn't want her to come.
  - **How would you describe the way Carlos, Rosa, and Lucas behave?** Possible answers: They are unkind and unloving to Ana. They are mean.
- Explain that the Bible tells us in Matthew 7:12 to treat others as we would like to be treated.
- **How do you feel when someone treats you unkindly?** Possible answers: sad, angry







# PHONICS LESSON FEATURES

## High-Frequency Words

Introduce words that are frequently used but are not decodable at the time of the lesson.

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### High-Frequency Words

Highlight **irregular sounds** to introduce the word *come*.  
Will you *come* with me to the store?

### Apply

#### Worktext

Provide **guided practice** of Worktext pages 15–16 to identify /d/.

1. Read the directions and guide completion of numbers 1–9.  
Model the thinking processes.
2. Direct attention to Mr. and Mrs. Short on page 16.
3. Remind the students that Mr. and Mrs. Short represent the short-vowel sound and the following consonant in the word families.
4. Read the directions for numbers 10–11. Instruct the students to read aloud the words in the word bank.
5. Model the thinking process: read the first word from the word bank, read each word family, compare the letters and sounds, and write the word under the correct word family.
6. Read the directions for numbers 12–13.
7. Instruct the students to read the sentence in number 12 independently. Then invite a student to read the sentence aloud and ask the following questions:
  - Which picture matches the sentence?
  - Why is that the correct picture?
8. Follow the instruction procedure used in number 7 to complete number 13.

### Assess

#### Activities

Assign as **independent practice** Activities pages 3–4 to assess comprehension of phonics concepts.

## Differentiated Instruction

### Visual Learning

To help learners develop an association between word family endings and words in those word families, collect **paint cans** and label them with word family endings. Prepare paintbrushes with words for each family on a brush. Invite students to match each paintbrush to the correct paint can. A variation of this activity could be to have paint cans with colors on them. The students then match color word cards with the correct can color.

## Differentiated Instruction

Suggests alternative activities for adapting lessons to reinforce concepts.

## Worktext

Provides formative assessment of the students' understanding during teacher-guided instruction. Provides the teacher the opportunity to modify instruction to meet the students' needs. Prepares the students to work independently.

## Activities

Provide independent practice of that day's lesson and a spiral review reinforcing concepts from previous lessons.

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# ENGLISH LESSON FEATURES

99

**Words with ur**

Find the words whose long vowels change the vowel sound. Circle the pattern. Write the long vowel.

1. rule	2.  turn	3. true	4.  curb
5. rust	6.  curl	7.  hurt	8. rush

Write the word that completes each sentence.

9. The cowboy has yellow spurs.

10. The hot sun might burn.

11. The cowboy brushes the fur.

12. The cowboy prays at church.

Phonics & English 1 Workbook Lesson 99 208

**Personal Story Plan**

Follow your teacher's directions to complete your plan.

Topic

Detail 1

Detail 2

Detail 3

99 Lesson 99

The seventh day of the week is Saturday.  
 The doctor's helper is a nurse.  
 At the fast-food restaurant, I ordered a hamburger.  
 Clark nudged the horse with the spur on his boot.

5. After all the words have been used, conclude the activity with each group counting their boots. Invite the team with the most boot word cards to stand up, click his or her spurs, and shout, "Yippoo-ki-yay!"

**Reviewing Word Families**  
 Use the **Reviewing Word Families** procedure (see Lesson 92) to review several word families.

**High-Frequency Words**  
 Highlight irregular sounds to introduce the word *most*. Jaxon read the *most* books in the class context.

Apply

**Worktext**  
 Provide **guided practice** of Worktext page 211 to review words with vowel pattern *ur*.

- Instruct the students to work with a partner to identify the Phonics Character and the word in the shaded box.
- Read the directions and guide completion of numbers 1-8.

Unit 4 Lesson 99 • 457

## Instructional Aids

Allow the students to visualize the content during teacher modeling or review activities.

3. Read the directions for numbers 9-12. Invite volunteers to read the completed sentences aloud.

## English

### Objectives

- E99.1 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.

### Printed Resource

- Instructional Aid 99: Personal Story Plan

**Personal Story Project:** The following is an overview of the writing project the students will complete in Lessons 99-105.  
 Lesson 99: Plan the personal story (choose the topic; list supporting detail ideas for the supporting sentences).  
 Lesson 100: Draft a topic sentence and one supporting detail sentence.  
 Lesson 101: Draft two supporting detail sentences.  
 Lesson 102: Revise for clarity; choose a title.

## Writing Project Overviews

Describe the steps of the writing project by lesson number.

Lesson 103. Proofread and evaluate. Lessons 104–5. Publish (rewrite and illustrate) and present the story to peers.

## Engage

**Sample Personal Story**  
Read a listening selection aloud to provide an example of a personal story for the students. Explain that Abby wrote this personal story to tell her class about a fun activity.

**A Birthday Trip**  
My family visited Grandpa's big farm on his birthday. First, I petted the fluffy white cat. My brothers and I sledged down the steep hill. Then everyone sang to Grandpa and gave him gifts.

- Lead a discussion to identify details from the listening selection.
- **What is the topic of Abby's story?** going to Grandpa's farm
  - **What details about the visit does the paragraph give?** Abby petted the cat, she and her brothers went sledging. The family celebrated her grandfather's birthday by singing to him and giving him presents.
  - **What adjectives did Abby use to describe color, shape, and size?** big, fluffy, white

- Provide direct instruction to explain features of a personal story.
1. Explain that, even though Abby's paragraph gives facts like an informative paragraph, it is written as a story. A story tells about events, characters, and what characters say and do.
  2. Point out that using words to describe how things look, as Abby did, makes a writer's story more interesting and real to readers.
  3. Mention that the time-order words *first* and *then* also help put Abby's story in the right order.
  4. Explain that in the next few lessons, the students will learn to write a paragraph that tells a personal story.

## Instruct

**Purpose and Audience**  
Provide guided instruction to review purpose and audience in writing.

1. Remind the students that the reason for writing something is the writer's purpose. Explain that people write personal stories for different reasons. Someone might write a story in a journal to entertain, to help people understand, or to teach a valuable lesson.

**What is the purpose of writing her paragraph?** to tell

her audience is who the writer is

Abby's personal story? her class

## Writing Process

Provides structure for learning and practicing the skills needed for effective writing: planning, drafting, revising, proofreading, and publishing.

- Do you think Abby would understand and enjoy writing a personal story? Yes, Abby made her story easy to understand and included details that would be interesting to other children.

## The Writing Process

Review the Plan step of the Writing Process.

1. Direct attention to the displayed English Visual E3: Writing Process and read each step as you point to the corresponding picture.

1. **What is a good writer's first step?** Plan
  2. Explain that for the personal story project, the students will choose their own topics and then plan how to tell their stories. After they have finished their paragraphs, they will share them with the class.
  3. **What is the purpose of the paragraph you will be writing?** to tell a story about something that has happened to me
  - **Who will you write your story for (the audience)?** the other students in the class
- Emphasize that as the students plan and write their stories, they should think about their audience and write in a way that the class will understand and enjoy.

## Planning a Personal Story

Model planning a personal story.

1. Display Instructional A19.
2. Use a think-aloud approach as you determine what to include on the planning chart. Incorporate both drawing and writing words or phrases in the orange detail boxes. Model the use of adjectives and exact verbs to make the story details interesting.

The following is a sample plan:

- Topic: went to the park  
Detail 1: liked on trails  
Detail 2: pretty trees (draw trees or other park items)  
Detail 3: had a picnic
3. Point out that the students can also use time-order words *first*, *next*, *then*, and *last* to help make the order of events clear.

## Apply

### Personal Story: Plan

Guide the students in planning their personal stories.

1. Direct attention to the graphic organizer on Worktext page 99. Point out that it is like the one they completed for the informative paragraph.
2. Brainstorm a list of possible topics for the students' stories. Make another list of words the students may want to use to tell details.
3. Direct attention to the topic box. Explain that the students will begin by choosing a topic for their story and writing it in the box. They will write a few words to tell what their story is about in preparation for writing the topic sentence during the Draft step.

**What will the topic sentence be about?** the main idea of the story

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**Listening Selections**  
Provide an example of the current writing project; allows the students to practice listening comprehension skills.

**Modeling**  
Provides examples of steps in the Writing Process before students perform them in their writing projects.

## Differentiated Instruction

### Planning Orally

Students whose language skills need to be strengthened will benefit from oral prompting and discussion in order to write details about a topic. Telling the story orally first may help them develop and sequence their ideas.

## Differentiated Instruction

Suggests alternative activities for adapting lessons to reinforce steps in the Writing Process.

## Lesson Plan Overview

### Legend

<b>TE</b>	Teacher Edition	<b>PS</b>	Phonics Song	<b>E</b>	English Visual
<b>WT</b>	Worktext	<b>P</b>	Phonics Visual	<b>HFW</b>	High-Frequency Word Card
<b>IA</b>	Instructional Aid	<b>C</b>	Color Word Card	<b>W</b>	Word Family Card

UNIT 1: WHO SHOULD I LOVE?			
PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 1</b>			
<p><b>TE</b> 18–21</p> <p><b>WT</b> 1–4</p>	<p><b>Phonics</b></p> <p><b>P1.1</b> Analyze the unit opener illustration for connection to the unit theme.</p> <p><b>P1.2</b> Identify the two commandments in Mark 12:30–31. <b>BWS</b> Love (recall)</p> <p><b>P1.3</b> Propose ways to apply the commandments personally. <b>BWS</b> Love (apply)</p> <p><b>P1.4</b> Associate /t/ with the letter <i>t</i>.</p> <p><b>P1.5</b> Distinguish /t/ from other initial sounds.</p> <p><b>P1.6</b> Read and write the word <i>blue</i>.</p> <p><b>P1.7</b> Read the high-frequency words <i>color</i> and <i>love</i>.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• “Phonics Song 1”</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• PS20: <i>t</i></li> <li>• P1: <i>Colors</i></li> <li>• P2 <i>Color Word Cards</i> C1: <i>blue</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 42, 97: <i>color, love</i></li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• Audio: “Phonics Song 1”</li> <li>• Video: “Alphabet Song”</li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• PreCursive Handwriting Wall Charts, for permanent display</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Handwriting lines for permanent display</li> </ul>	
<b>Lesson 2</b>			
<p><b>TE</b> 22–24</p> <p><b>WT</b> 5–6</p>	<p><b>Phonics</b></p> <p><b>P2.1</b> Explain how the characters in a listening story show love. <b>BWS</b> Love (explain)</p> <p><b>P2.2</b> Recall that the letter <i>t</i> is a consonant.</p> <p><b>P2.3</b> Associate /i/ with the letter <i>i</i>.</p> <p><b>P2.4</b> Recall the five vowels.</p> <p><b>P2.5</b> Distinguish /i/ from other initial sounds.</p> <p><b>P2.6</b> Form a word by blending two sounds.</p> <p><b>P2.7</b> Read and write the word <i>purple</i>.</p> <p><b>P2.8</b> Read the high-frequency word <i>here</i>.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• “Phonics Song 1”</li> <li>• “Vowel Song” (verse 1)</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• PS9, 20: <i>i, t</i></li> <li>• P1: <i>Colors</i></li> <li>• P2 C1–C2: <i>blue, purple</i></li> <li>• P3: <i>The Tanaka Family</i></li> <li>• P4: <i>Vowels</i></li> <li>• Alphabet Cards</li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 86: <i>here</i></li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• Audio: “Phonics Song 1”</li> <li>• Video: “Alphabet Song”</li> <li>• Video: “Vowel Song v1”</li> </ul>	

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

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 3</b>			
<p>TE 26–28</p> <p>WT 7–8</p>	<p><b>Phonics</b></p> <p><b>P3.1</b> Explain how the characters in a listening story show love.  <b>BWS</b> Love (explain)</p> <p><b>P3.2</b> Associate /s/ with the letter <i>s</i>.</p> <p><b>P3.3</b> Distinguish between the vowel <i>i</i> and the consonants <i>s</i> and <i>t</i>.</p> <p><b>P3.4</b> Distinguish between /s/ and /t/.</p> <p><b>P3.5</b> Form a word by blending three sounds.</p> <p><b>P3.6</b> Identify rhyming words.</p> <p><b>P3.7</b> Read and write the words <i>black</i> and <i>white</i>.</p> <p><b>P3.8</b> Read the high-frequency word <i>is</i>.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• “Phonics Song 1”</li> <li>• “Vowel Song”(verse 1)</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• PS19: <i>s</i></li> <li>• P1: <i>Colors</i></li> <li>• P2 C1–C4: <i>blue, purple, black, white</i></li> <li>• P4: <i>Vowels</i></li> <li>• P5: <i>The Hall Family</i></li> <li>• Alphabet Cards</li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 91: <i>is</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Audio: “Phonics Song 1”</li> <li>• Video: “Alphabet Song”</li> <li>• Video: “Vowel Song v1”</li> </ul>	
<b>Lesson 4</b>			
<p>TE 30–33</p> <p>WT 9–10</p>	<p><b>Phonics</b></p> <p><b>P4.1</b> Evaluate the actions of the characters in a listening story.  <b>BWS</b> Love (evaluate)</p> <p><b>P4.2</b> Associate /n/ with the letter <i>n</i>.</p> <p><b>P4.3</b> Classify letters as vowels or consonants.</p> <p><b>P4.4</b> Distinguish /n/ from other initial sounds.</p> <p><b>P4.5</b> Form a word by blending two or more sounds.</p> <p><b>P4.6</b> Decode words in the <i>_in</i> word family.</p> <p><b>P4.7</b> Read and write the word <i>green</i>.</p> <p><b>P4.8</b> Read the high-frequency word <i>was</i>.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• “Phonics Song 1”</li> <li>• “Vowel Song”(verse 1)</li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• PS9, 14, 19–20: <i>i, n, s, t</i></li> <li>• P1: <i>Colors</i></li> <li>• P2 C1–C5: <i>blue, purple, black, white, green</i></li> <li>• P4: <i>Vowels</i></li> <li>• P6: <i>The López Family</i></li> <li>• P7: <i>The Miller Family</i></li> <li>• Alphabet Cards</li> </ul> <p><b>Word Family Cards</b></p> <ul style="list-style-type: none"> <li>• W1a–W1b: <i>it, sit</i></li> <li>• W2a–W2c: <i>in, tin, sin</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 170: <i>was</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Audio: “Phonics Song 1”</li> <li>• Video: “Alphabet Song”</li> <li>• Video: “Vowel Song v1”</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A clean, empty soup can holding a pencil</li> </ul>	