

## Lesson Plan Overview

<b>HFW</b> High-Frequency Word Card	<b>P</b> Phonics Visual	<b>TE</b> Teacher Edition
<b>IA</b> Instructional Aid	<b>PPT pres.</b> Vocabulary Word slideshow	<b>SE</b> Student Edition
	<b>PS</b> Phonics Song	

UNIT 1: SUNNY LANE			
PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 1: Letter t</b>			
<b>TE</b> 9–10	<b>1.1</b> Identify uppercase and lowercase <i>t</i> . <b>1.2</b> Distinguish uppercase and lowercase <i>t</i> from other letters. <b>1.3</b> Identify the high-frequency words <i>color</i> and <i>love</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS20: <i>t</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 42, 97: <i>color, love</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A toothbrush</li> <li>A tube of toothpaste</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 1–2</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 2: Letter i</b>			
<b>TE</b> 11	<b>2.1</b> Identify uppercase and lowercase <i>i</i> . <b>2.2</b> Distinguish uppercase and lowercase <i>i</i> from other letters. <b>2.3</b> Identify the high-frequency word <i>here</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS9: <i>i</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 86: <i>here</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A twelve-inch ruler</li> <li>A small paper clip (about one inch long)</li> <li>A pencil</li> <li>A crayon</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 3–4</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 3: Letter s</b>			
<b>TE</b> 12	<b>3.1</b> Identify uppercase and lowercase <i>s</i> . <b>3.2</b> Classify words by initial letter. <b>3.3</b> Classify the letters <i>i, s,</i> and <i>t</i> as vowels or consonants. <b>3.4</b> Identify the high-frequency word <i>is</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS19: <i>s</i></li> <li>P4: <i>Vowels</i></li> <li>Alphabet Cards</li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 86, 91, 97: <i>here, is, love</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A plush or plastic snake</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 5–6</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 4: Letter n</b>			
<b>TE</b> 13	<b>4.1</b> Identify uppercase and lowercase <i>n</i> . <b>4.2</b> Distinguish uppercase and lowercase <i>n</i> from other letters. <b>4.3</b> Identify words in the <i>_in</i> and <i>_it</i> word families. <b>4.4</b> Identify the high-frequency word <i>was</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS14: <i>n</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 86, 91, 97, 170: <i>here, is, love, was</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Several items that start with <i>n</i>, such as a nail, a net, a necklace, a napkin, nuts, a nickel, a notebook</li> <li>A canvas or drawstring bag</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 7–8</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 5: Letter w</b>			
TE 14	<p>5.1 Identify uppercase and lowercase <i>w</i>.</p> <p>5.2 Classify the letters <i>i, s, t,</i> and <i>w</i> as vowels or consonants.</p> <p>5.3 Classify words into the <i>_in</i> and <i>_it</i> word families.</p> <p>5.4 Identify the high-frequency words <i>a</i> and <i>the</i>.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>PS23: <i>w</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 1, 86, 91, 97, 147, 170: <i>a, here, is, love, the, was</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 9–10</li> </ul> <p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 6: Twins</b>			
TE 15–18 SE 1–7	<p>6.1 Identify the basic features of a book.</p> <p>6.2 Recall the high-frequency words <i>here, is, and love</i>.</p> <p>6.3 Read words in the <i>_in</i> and <i>_it</i> word families.</p> <p>6.4 Identify key characters and details. BWS Love (explain)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P1: <i>Colors</i></li> <li>P7: <i>The Miller Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 86, 91, 97: <i>here, is, love</i></li> </ul> <p><b>BJU Press Trove</b> ■</p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 6</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 7)</li> <li>Think and Discuss (p. 7)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 11–12</li> </ul>
<b>Lesson 7: Rosa Was “It”</b>			
TE 19–22 SE 8–13	<p>7.1 Make predictions based on the story’s illustrations.</p> <p>7.2 Segment words in the <i>_id, _in,</i> and <i>_it</i> word families.</p> <p>7.3 Read the high-frequency word <i>come</i>.</p> <p>7.4 Verify predictions after reading the story.</p> <p>7.5 Explain ways to show love to others. BWS Love (explain)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P6: <i>The López Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 43, 86, 97, 170: <i>come, here, love, was</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Predicting and Verifying”</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A small plush bear or other animal</li> <li>Sticky tabs, at least six for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 13)</li> <li>Think and Discuss (p. 13)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 13–14</li> </ul>
<b>Lesson 8: Two Hens</b>			
TE 23–27 SE 14–19	<p>8.1 Read words in the <i>_en</i> and <i>_et</i> word families.</p> <p>8.2 Read the high-frequency words <i>has</i> and <i>this</i>.</p> <p>8.3 Retell the story.</p> <p>8.4 Compare and contrast the two main characters’ experiences.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 8: <i>Comparing</i></li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P1: <i>Colors</i></li> <li>P3: <i>The Tanaka Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 43, 78, 91, 97, 147, 154: <i>a, come, has, is, love, the, this</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Chicken Plays Piano</li> <li>PPT pres.: Vocabulary Words Lesson 8</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 19)</li> <li>Think and Discuss (p. 19)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 15–16</li> </ul>

■ Digital resources for homeschool users are available on Homeschool Hub.

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 9: "The End" and "Big"</b>			
<p><b>TE</b> 27–29</p> <p><b>SE</b> 20–23</p>	<p><b>9.1</b> Read poetry as a shared reading.</p> <p><b>9.2</b> Read the high-frequency words <i>and</i>, <i>I</i>, and <i>when</i>.</p> <p><b>9.3</b> Identify words that suggest emotions.</p> <p><b>9.4</b> Identify rhyming words.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 13, 90, 170, 177: <i>and, I, was, when</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: "Poems"</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 23)</li> <li>• Think and Discuss (p. 23)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 17–18</li> </ul>
<b>Lesson 10: Calvin and Jayla</b>			
<p><b>TE</b> 30–33</p> <p><b>SE</b> 24–29</p>	<p><b>10.1</b> Read simple sentences that include color words.</p> <p><b>10.2</b> Identify key characters and details.</p> <p><b>10.3</b> Ask and answer questions from peers about details in the text.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• P2: <i>Color Word Cards C1–C9</i></li> <li>• P5: <i>The Hall Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 13, 78, 91, 97, 147, 154: <i>a, and, has, is, love, the, this</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 10</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 29)</li> <li>• Think and Discuss (p. 29)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 19–20</li> </ul>
<b>Lesson 11: Buddy</b>			
<p><b>TE</b> 34–39</p> <p><b>SE</b> 30–37</p>	<p><b>11.1</b> Read words in the <i>_up_</i>, <i>_ub_</i>, and <i>_un_</i> word families.</p> <p><b>11.2</b> Read the high-frequency words <i>for</i> and <i>no</i>.</p> <p><b>11.3</b> Ask and answer questions from peers about details in the text.</p> <p><b>11.4</b> Retell the story.</p> <p><b>11.5</b> Explain how caring for a pet shows love for God.</p> <p><b>BWS</b> Love (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 11: <i>Five-Finger Retelling</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 65, 107: <i>for, no</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: "Realistic Fiction"</li> <li>• PPT pres.: Vocabulary Words Lesson 11</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Sticky tabs, at least four for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 37)</li> <li>• Think and Discuss (p. 37)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 21–22</li> </ul>
<b>Lesson 12: Pick a Pet</b>			
<p><b>TE</b> 40–43</p> <p><b>SE</b> 38–43</p>	<p><b>12.1</b> Read words in the <i>_eck_</i>, <i>_ick_</i>, and <i>_uck_</i> word families.</p> <p><b>12.2</b> Read the high-frequency words <i>an</i>, <i>on</i>, <i>which</i>, <i>would</i>, and <i>you</i>.</p> <p><b>12.3</b> Describe key details in a story.</p> <p><b>12.4</b> Analyze illustrations for connection to the text.</p> <p><b>12.5</b> Create an illustration in response to the text.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• P1: <i>Colors</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 12, 13, 65, 91, 107, 147, 179, 190, 193: <i>a, an, and, for, is, no, on, the, which, would, you</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Pictures of animals, such as a cat, dog, elephant, rat, tiger, kangaroo, stork, brontosaurus, seal</li> <li>• Sticky tabs, at least six for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 43)</li> <li>• Think and Discuss (p. 43)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 23–24</li> </ul>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 13: Cubs Win</b>			
TE 44–47 SE 44–49	<p><b>13.1.</b> Read words in the <i>_ap_</i>, <i>_ad_</i>, and <i>_at</i> word families.</p> <p><b>13.2.</b> Read the high-frequency words <i>are</i>, <i>go</i>, and <i>his</i>.</p> <p><b>13.3.</b> Describe the setting of the story.</p> <p><b>13.4.</b> Propose ways to encourage others. BWS Love (apply)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P5: <i>The Hall Family</i></li> <li>P6: <i>The López Family</i></li> <li>P7: <i>The Miller Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 12, 13, 19, 65, 71, 87, 91, 107, 147: <i>a, an, and, are, for, go, his, is, no, the</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 13</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Grandma Moses art: <i>The Thunderstorm</i></li> <li>Normal Rockwell art: <i>Doctor and Doll; Out Fishin'; Trumpet Practice</i></li> <li>Sticky tabs, at least three for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 49)</li> <li>Think and Discuss (p. 49)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 25–26</li> </ul>
<b>Lesson 14: Look Again: Rereading</b>			
TE 48 SE 31–36, 39–43	<p><b>14.1.</b> Explain the purposes of rereading.</p> <p><b>14.2.</b> Reread a text to find the answer to a question.</p> <p><b>14.3.</b> Reread a text to find the main event.</p>		<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 27–28</li> </ul>
<b>Lesson 15: A Duck Picnic</b>			
TE 49–52 SE 50–55	<p><b>15.1.</b> Read words with the /l/ sound in the final position using the <i>ll</i> spelling.</p> <p><b>15.2.</b> Read the words in the <i>_ck</i> and <i>_ll</i> word families.</p> <p><b>15.3.</b> Read the high-frequency words <i>do</i>, <i>one</i>, and <i>what</i>.</p> <p><b>15.4.</b> Identify the elements of fantasy.</p> <p><b>15.5.</b> Make predictions based on text and illustrations.</p> <p><b>15.6.</b> Verify predictions after reading the story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 43, 46, 78, 86, 91, 114, 176: <i>a, come, do, has, here, is, one, what</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Fantasy"</li> <li>PPT pres.: Vocabulary Words Lesson 15</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A lunch/gift bag</li> <li>Nuts</li> <li>For each student, a 3 × 5 card with <i>R</i> on one side and <i>F</i> on the other side</li> <li>Sticky tabs, at least four for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 55)</li> <li>Think and Discuss (p. 55)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 29–30</li> </ul>
<b>Lesson 16: Fun in the Sun</b>			
TE 53–56 SE 56–61	<p><b>16.1.</b> Read words with the final /g/ sound.</p> <p><b>16.2.</b> Read the words in the <i>_ig</i> and <i>_ag</i> word families.</p> <p><b>16.3.</b> Read the high-frequency words <i>her</i> and <i>they</i>.</p> <p><b>16.4.</b> Identify the elements of realistic fiction.</p> <p><b>16.5.</b> Describe the setting.</p> <p><b>16.6.</b> Identify words that appeal to the senses of sight and touch.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 43, 85, 86, 91, 153: <i>a, come, her, here, is, they</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 16</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A picture of a picnic setting that includes food and flowers</li> <li>Sticky tabs, at least three for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 61)</li> <li>Think and Discuss (p. 61)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 31–32</li> </ul>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 17: Look Again: Settings and Events</b>			
TE 57 SE 51, 53, 57–59	<p><b>17.1</b> Classify words into word families.</p> <p><b>17.2</b> Compare and contrast the settings and events of two stories.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 17: <i>Story Word Cards</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Four 3 × 5 labeled <i>_ck</i>, <i>_ll</i>, <i>_ig</i>, and <i>_ag</i></li> <li>Four small hula hoops</li> <li>A picture of a brother and sister</li> <li>A picture of a modest-sized house</li> <li>A picture of a mansion</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 33–34</li> </ul>
<b>Lesson 18: Up the Hill</b>			
TE 58–61 SE 62–66	<p><b>18.1</b> Read words with the final /nt/ and /m/ sounds.</p> <p><b>18.2</b> Read words in the <i>_ent</i> word family.</p> <p><b>18.3</b> Read the high-frequency words <i>said</i> and <i>to</i>.</p> <p><b>18.4</b> Identify events in the story.</p> <p><b>18.5</b> Make predictions about the end of the story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 71, 90, 130, 147, 159: <i>go, I, said, to, the</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 18</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Sticky tabs, at least two for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 35–36</li> </ul>
<b>Lesson 19: Up the Hill</b>			
TE 62–64 SE 67–71	<p><b>19.1</b> Read words with the final /o/ sound.</p> <p><b>19.2</b> Read words in the <i>_ock</i>, <i>_op</i>, and <i>_ot</i> word families.</p> <p><b>19.3</b> Read the high-frequency word <i>she</i>.</p> <p><b>19.4</b> Retell the story to understand the theme.</p> <p><b>19.5</b> Verify predictions after reading the story.</p> <p><b>19.6</b> Identify a character's unloving behavior toward others. BWS Love (evaluate)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 43, 46, 65, 78, 90, 91, 97, 112, 130, 136, 147, 154, 159, 193: <i>a, come, do, for, has, I, is, love, on, said, she, the, this, to, you</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Bike Safety"</li> <li>PPT pres.: Vocabulary Words Lesson 19</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A small toy potato</li> <li>Sticky tabs, at least three for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 71)</li> <li>Think and Discuss (p. 71)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 37–38</li> </ul>
<b>Lesson 20: Hop in Socks</b>			
TE 65–68 SE 72–77	<p><b>20.1</b> Read words with the initial /st/ sound.</p> <p><b>20.2</b> Read the high-frequency words <i>of</i>, <i>put</i>, and <i>says</i>.</p> <p><b>20.3</b> Match characters with items in the story.</p> <p><b>20.4</b> Infer why the children sit.</p> <p><b>20.5</b> Compare personal experiences with those in the story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 78, 109, 126, 132, 147: <i>a, has, of, put, says, the</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Several pictures that show an action</li> <li>Sticky tabs, at least one for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 77)</li> <li>Think and Discuss (p. 77)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 39–40</li> </ul>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 21: Bugs!</b>			
TE 69–71 SE 20, 30, 78–81	<p><b>21.1</b> Read words with initial /st/.</p> <p><b>21.2</b> Read the high-frequency word <i>from</i>.</p> <p><b>21.3</b> Explain the differences among fiction, poetry, and informational texts.</p> <p><b>21.4</b> Identify insects based on physical description.</p> <p><b>21.5</b> Draw an insect from the text description.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 21: <i>Insect Jobs</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 68, 78, 91, 154: <i>a, from, has, is, this</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Informational Texts"</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 41–42</li> </ul>
<b>Lesson 22: Bugs!</b>			
TE 72–74 SE 79–85	<p><b>22.1</b> Read words with /r/.</p> <p><b>22.2</b> Read words in the <i>_est</i> word family.</p> <p><b>22.3</b> Identify the main idea of the selection.</p> <p><b>22.4</b> Recall details about an informational text by viewing photos.</p> <p><b>22.5</b> Create a graph from an informational text.</p> <p><b>22.6</b> Explain that God created bugs because of His love for humanity. <b>BWS</b> Love (explain)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 12, 91, 112, 154: <i>a, an, is, on, this</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 85)</li> <li>Think and Discuss (p. 85)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 43–44</li> </ul>
<b>Lesson 23: Pups on the Go</b>			
TE 75–78 SE 86–91	<p><b>23.1</b> Read words with /kw/ and /v/.</p> <p><b>23.2</b> Read the high-frequency words <i>he, mother, and we</i>.</p> <p><b>23.3</b> Predict events in a story by viewing illustrations.</p> <p><b>23.4</b> Retell a story, using correct sequencing.</p> <p><b>23.5</b> Explain reasons to obey parents. <b>BWS</b> Love (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 23: <i>Sequencing</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 19, 43, 71, 78, 80, 91, 102, 114, 132, 147, 153, 159, 174: <i>a, are, come, go, has, he, is, mother, one, says, the, they, to, we</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Sequencing"</li> <li>PPT pres.: Vocabulary Words Lesson 23</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 91)</li> <li>Think and Discuss (p. 91)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 45–46</li> </ul>
<b>Lesson 24: Look Again: Reader's Theater</b>			
TE 79 SE 86–91	<p><b>24.1</b> Classify words into word families.</p> <p><b>24.2</b> Dramatize the events in the story.</p> <p><b>24.3</b> Apply various methods of encouragement to a peer's presentation. <b>BWS</b> Love (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 24: <i>Reader's Theater Script</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Reader's Theater in the Classroom</li> <li>Link: Article about Reader's Theater</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 47–48</li> </ul>
<b>Lesson 25: To the Vet</b>			
TE 80–83 SE 92–97	<p><b>25.1</b> Read words with /l/ and /ll/.</p> <p><b>25.2</b> Read words in the <i>_ift</i> and <i>_uff</i> word families.</p> <p><b>25.3</b> Read the high-frequency words <i>see</i> and <i>woman</i>.</p> <p><b>25.4</b> Describe key details in a story.</p> <p><b>25.5</b> Model different types of intonation.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 65, 68, 85, 90, 91, 112, 130, 134, 136, 147, 154, 159, 170, 184: <i>a, for, from, her, l, is, on, said, see, she, the, this, to, was, woman</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Veterinarian"</li> <li>PPT pres.: Vocabulary Words Lesson 25</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Sticky tabs, at least six for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 49–50</li> </ul>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
<b>Lesson 26: To the Vet</b>			
TE 84–86 SE 98–101	<p><b>26.1</b> Read words with /j/ and /mp/.</p> <p><b>26.2</b> Read words in the <i>_ump</i> and <i>_amp</i> word families.</p> <p><b>26.3</b> Read the high-frequency word <i>your</i>.</p> <p><b>26.4</b> Describe key details in a story.</p> <p><b>26.5</b> Propose ideas to avoid the problem in the story.</p> <p><b>26.6</b> Explain how the people in the story evidenced the principles of Proverbs 12:10. <b>BWS</b> Love (explain)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 46, 85, 87, 90, 112, 130, 147, 159, 184, 195: <i>a, do, her, his, I, on, said, the, to, woman, your</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 26</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Sticky tabs, at least four for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 101)</li> <li>Think and Discuss (p. 101)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 51–52</li> </ul>
<b>Lesson 27: Max the Mixer</b>			
TE 87–90 SE 102–7	<p><b>27.1</b> Read words with <i>x/ks/</i> and <i>ss/s/</i>.</p> <p><b>27.2</b> Read words in the <i>_ix_ax_ox_iss_</i> and <i>_ess</i> word families.</p> <p><b>27.3</b> Read the high-frequency word <i>have</i>.</p> <p><b>27.4</b> Compare and contrast the absence and presence of illustrations in telling a story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 42, 78, 79, 147, 176, 193: <i>color, has, have, the, what, you</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 27</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 107)</li> <li>Think and Discuss (p. 107)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 53–54</li> </ul>
<b>Lesson 28: Y and Z</b>			
TE 91–93 SE 108–11	<p><b>28.1</b> Read words with <i>y/yl/</i> and <i>z/zl/</i>.</p> <p><b>28.2</b> Read the high-frequency words <i>baby, then, too, and so</i>.</p> <p><b>28.3</b> Identify rhyming words in a poem.</p> <p><b>28.4</b> Explain how rhyming words make a pattern.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 19, 22, 79, 132, 134, 139, 147, 150, 160, 193: <i>a, are, baby, have, says, see, so, the, then, too, you</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Y and Z"</li> <li>PPT pres.: Vocabulary Words Lesson 28</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Several blocks that can be arranged in a pattern of colors or sizes</li> <li>Sticky tabs in four different colors, at least two of each color for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 111)</li> <li>Think and Discuss (p. 111)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 55–56</li> </ul>
<b>Lesson 29: What Is a Rainbow?</b>			
TE 94–97 SE 112–17	<p><b>29.1</b> Read the high-frequency words <i>all, another, and saw</i>.</p> <p><b>29.2</b> Read the story as a choral reading.</p> <p><b>29.3</b> Explain the purpose of the rainbow. <b>BWS</b> Love (explain)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 7, 14, 90, 97, 109, 130, 131, 147, 159, 170</li> </ul> <p><i>a, all, another, I, love, of, said, saw, the, to, was</i></p> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Rainbow Formation</li> <li>PPT pres.: Vocabulary Words Lesson 29</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 117)</li> <li>Think and Discuss (p. 117)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 57–58</li> </ul>
<b>Lesson 30: Barkley</b>			
TE 98–110 SE 118–41	<p><b>30.1</b> Describe the characters and events after listening to a story.</p> <p><b>30.2</b> List people we should love. <b>BWS</b> Love (apply)</p> <p><b>30.3</b> Propose concrete ways to show love for God and others. <b>BWS</b> Love (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Dogs Performing Tricks</li> <li>Link: Read-Alouds in the Classroom</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A small plush dog</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 141)</li> <li>Think and Discuss (p. 141)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 59–60</li> </ul>