

Teacher Edition

Reading 2

EXPEDITIONS

Fourth Edition



Part
1

Lesson Plan Overview

IA	Instructional Aid	G/E	Game/Enrichment
PPT pres.	PowerPoint presentation	TE	Teacher Edition
SE	Student Edition	P	Phonics Visual

Unit 1: Wisdom

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 1 My Book Holds Many Stories			
<p>TE 12–16</p> <p>SE 1–3</p>	<p>Phonemic Awareness and Phonics</p> <p>PA1.1 Identify pairs of rhyming words.</p> <p>P1.1 Identify letter-sound correspondences.</p> <p>P1.2 Sequence words in alphabetical order.</p> <p>Reading</p> <p>R1.1 Identify features of a book.</p> <p>R1.2 Read poetry as a shared reading.</p> <p>R1.3 Roleplay conversation etiquette.</p> <p>R1.4 Infer what is possible when one knows how to read.</p> <p>R1.5 Define <i>wisdom</i>.</p> <p>BWS Wisdom (recall)</p> <p>R1.6 Explain the meaning and importance of 2 Timothy 3:14–15.</p> <p>BWS Wisdom (explain)</p>	<p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards <p>BJU Press Trove ■</p> <ul style="list-style-type: none"> IA 1.1: <i>Wisdom Definition</i> IA 1.2: 2 <i>Timothy 3:14–15</i> Video: “Features of a Book” Video: “How to Teach Differentiated Phonics Lessons in Second Grade Reading” Video: “Demonstration of Differentiated Phonics Lesson” PPT pres.: Lesson 001 <p>Materials</p> <ul style="list-style-type: none"> Entire alphabet for display Small sticky tabs for each student 	<p>Activities</p> <ul style="list-style-type: none"> pp. 1–2 <p>Assessments</p> <ul style="list-style-type: none"> Informal Reading Evaluation Phonics Progress Monitoring Tool
Lesson 2 Books on the Move			
<p>TE 18–23</p> <p>SE 4–9</p>	<p>Phonemic Awareness and Phonics</p> <p>PA2.1 Identify pairs of rhyming words.</p> <p>P2.1 Identify letter-sound correspondence.</p> <p>P2.2 Sequence words in alphabetical order.</p> <p>Reading</p> <p>R2.1 Identify features of an informational text.</p> <p>R2.2 Recall key details in the text.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Informational Nonfiction” Alphabet cards for each student PPT pres.: Lesson 002 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p. 9) Think and Discuss (p. 9) <p>Activities</p> <ul style="list-style-type: none"> pp. 3–4 <p>Assessments</p> <ul style="list-style-type: none"> Phonics Progress Monitoring Tool
Lesson 3 Clara and the Bookwagon			
<p>TE 24–29</p> <p>SE 10–15</p>	<p>Phonemic Awareness and Phonics</p> <p>PA3.1 Isolate initial phonemes.</p> <p>P3.1 Distinguish among the sounds of consonant digraphs.</p> <p>P3.2 Identify the digraph needed to complete a word.</p> <p>Reading</p> <p>R3.1 Describe the characteristics of historical fiction.</p> <p>R3.2 Explain the features of a glossary.</p> <p>R3.3 Recall key details in the text.</p> <p>R3.4 Explain the main character’s conflict or problem.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lesson Plan Template <p>Activities</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lessons 3–4, pp. 349–50 <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 3.1: <i>Four-Square Vocabulary Organizer</i> IA 3.2: <i>Five-Finger Retelling</i> Video: “How to Teach Differentiated Phonics Lessons in Second Grade Reading” Video: “Historical Fiction” Link: Using Sound Boxes PPT pres.: Lesson 003 <p>Materials</p> <ul style="list-style-type: none"> A glue stick for each student 	<p>Activities</p> <ul style="list-style-type: none"> pp. 5–6 <p>Assessments</p> <ul style="list-style-type: none"> Phonics Progress Monitoring Tool

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

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 4 Clara and the Bookwagon			
TE 30–33 SE 16–19	<p>Phonemic Awareness and Phonics PA4.1 Isolate initial phonemes. P4.1 Identify digraphs within words. P4.2 Compile a list of words with digraphs.</p> <p>Reading R4.1 Summarize what it means to draw conclusions from a story. R4.2 Infer a character's perspective from text and illustrations. R4.3 Draw conclusions about the characters. R4.4 Explain that Christians can learn from non-Christians. BWS Wisdom (explain)</p>	<p>BJU Press Trove • PPT pres.: Lesson 004</p> <p>Materials • A small plush toy</p>	<p>Activities • pp. 7–8</p> <p>Assessments • Phonics Progress Monitoring Tool</p>
Lesson 5 Clara and the Bookwagon/Look Again			
TE 34–36 SE 20–21	<p>Phonemic Awareness and Phonics PA5.1 Isolate initial phonemes. P5.1 Identify consonant-and-vowel teams in closed syllables.</p> <p>Reading R5.1 Evaluate a character's actions, feelings, and responses to an event. R5.2 Read the story as a choral reading. R5.3 Analyze a Bible passage about the availability of wisdom to all people. BWS Wisdom (explain)</p>	<p>Teacher Edition • Differentiated Phonics Skills Lesson Plan Template</p> <p>Visuals • Phonics Characters Mrs. Short, Mr. Short, Uncle Short • P1: <i>Vowels</i></p> <p>Activities • Differentiated Phonics Skills Lessons 1–2, pp. 347–48</p> <p>BJU Press Trove • Video: "A Day to Remember" • Video: "How to Teach Differentiated Phonics Lessons in Second Grade Reading" • PPT pres.: Lesson 005</p>	<p>Student Edition • Review (p. 21) • Think and Discuss (p. 21)</p> <p>Activities • pp. 9–10</p> <p>Assessments • Phonics Progress Monitoring Tool</p>
Lesson 6 Look Again: Libraries			
TE 38–39 SE 6–8	<p>Phonemic Awareness and Phonics PA6.1 Isolate the final phoneme. P6.1 Identify consonant-and-vowel teams in closed syllables. P6.2 Categorize words by closed-syllable vowel teams.</p> <p>Reading R6.1 List different library types in the community. R6.2 Reread portions of "Books on the Move." R6.3 Infer the negative effects of life without libraries or access to books. R6.4 Create a bookmark highlighting a library type. R6.5 Compare and contrast the informational text and the historical fiction selection.</p>	<p>Visuals • Phonics Characters Mrs. Short, Mr. Short, Uncle Short</p> <p>BJU Press Trove • IA 6: <i>My Favorite Library Bookmark</i> • G/E: Library Memory Game • PPT pres.: Lesson 006</p> <p>Materials • Ribbon or twine • Single hole-punch</p>	<p>Activities • pp. 11–12</p> <p>Assessments • Phonics Progress Monitoring Tool</p>

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 7 The Bible in English			
<p>TE 40–45</p> <p>SE 22–27</p>	<p>Phonemic Awareness and Phonics</p> <p>PA7.1 Isolate final-digraph phonemes within consonant blends.</p> <p>P7.1 Identify initial and final consonant blends in words.</p> <p>P7.2 Identify the consonant blend needed to complete a word.</p> <p>Reading</p> <p>R7.1 Define <i>biography</i>.</p> <p>R7.2 Compare and contrast historical fiction and biography by using a Venn diagram.</p> <p>R7.3 Discuss dialogue in a text.</p> <p>R7.4 Analyze the consequences of God's Word being unavailable, using Amos 8:11.</p> <p>BWS Wisdom (explain)</p> <p>R7.5 Predict what will happen next.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lesson Plan Template <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards <p>Activities</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lessons 5–6, pp. 351–52 <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 7: <i>Dialogue and Thought Cards</i> Video: "Biography" PPT pres.: Lesson 007 <p>Materials</p> <ul style="list-style-type: none"> A fantasy book, such as <i>The Wizard of Oz</i> A realistic fiction book, such as <i>The Snowy Day</i> A children's biography about a US president Large craft sticks, two per student 	<p>Activities</p> <ul style="list-style-type: none"> pp. 13–14 <p>Assessments</p> <ul style="list-style-type: none"> Phonics Progress Monitoring Tool
Lesson 8 The Bible in English			
<p>TE 46–51</p> <p>SE 28–33</p>	<p>Phonemic Awareness and Phonics</p> <p>PA8.1 Isolate final-consonant phonemes within consonant blends.</p> <p>P8.1 Identify initial and final consonant blends in words.</p> <p>P8.2 Identify the consonant blend needed to complete a word.</p> <p>Reading</p> <p>R8.1 Recall in order key details in a text.</p> <p>R8.2 Verify predictions.</p> <p>R8.3 Analyze features of a biography in the story.</p> <p>R8.4 Analyze Tyndale's motives for translating the Bible.</p> <p>BWS Wisdom (explain)</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 8: <i>Interview Questions</i> PPT pres.: Lesson 008 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p. 33) Think and Discuss (p. 33) <p>Activities pp. 15–16</p>
Lesson 9 The Farmer and the Donkey			
<p>TE 52–57</p> <p>SE 34–39</p>	<p>Phonemic Awareness and Phonics</p> <p>PA9.1 Blend two syllables to make a word.</p> <p>P9.1 Identify the number of syllables in a word.</p> <p>P9.2 Define <i>syllable</i>.</p> <p>Reading</p> <p>R9.1 Define <i>folktale</i>.</p> <p>R9.2 Identify the features of a play.</p> <p>R9.3 Analyze the advice given to main characters.</p> <p>R9.4 Predict what advice the main characters will receive.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 9: <i>Glossary Activity Cards</i> Video: "Folktale" Video: "Drama" PPT pres.: Lesson 009 	<p>Activities</p> <ul style="list-style-type: none"> pp. 17–18

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 10 The Farmer and the Donkey			
TE 58–63 SE 40–45	<p>Phonemic Awareness and Phonics</p> <p>PA10.1 Blend two or three syllables to make a word.</p> <p>P10.1 Identify the number of syllables in a word.</p> <p>P10.2 Define <i>compound word</i>.</p> <p>P10.3 Identify compound words in a sentence.</p> <p>Reading</p> <p>R10.1 Relate the cause and effect of the characters' words and behavior.</p> <p>R10.2 Analyze the advice given to the main characters.</p> <p>R10.3 Verify predictions.</p> <p>R10.4 Compare the main character's actions to biblical principles.</p> <p>BWS Wisdom (evaluate)</p> <p>R10.5 Modify the play's ending to make a better outcome.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 9: <i>Glossary Activity Cards</i> PPT pres.: Lesson 010 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p. 45) Think and Discuss (p. 45) <p>Activities</p> <ul style="list-style-type: none"> pp. 19–20
Lesson 11 Look Again: Reader's Theater			
TE 64–65 SE 35–44	<p>Phonemic Awareness and Phonics</p> <p>PA11.1 Segment two- or three-syllable words.</p> <p>P11.1 Identify the number of syllables in a word.</p> <p>P11.2 Identify multisyllabic words in a sentence.</p> <p>P11.3 Combine single words to make compound words.</p> <p>Reading</p> <p>R11.1 Recall details from the play.</p> <p>R11.2 Define <i>moral</i> in a folktale.</p> <p>R11.3 Identify the moral in "The Farmer and the Donkey."</p> <p>BWS Wisdom (formulate)</p> <p>R11.4 Perform "The Farmer and the Donkey" as reader's theater.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: "The Farmer and the Donkey" PPT pres.: Lesson 011 <p>Materials</p> <ul style="list-style-type: none"> Eight index cards, each labeled with one of the following words: <i>rain, bow, bath, tub, pop, corn, mail, box</i> Video or audio recorder 	<p>Activities</p> <ul style="list-style-type: none"> pp. 21–22
Lesson 12 Sabeel's Shell			
TE 66–71 SE 46–50	<p>Phonemic Awareness and Phonics</p> <p>PA12.1 Segment two- or three-syllable words.</p> <p>P12.1 Explain the definition of <i>open syllable</i>.</p> <p>P12.2 Identify long vowels in open syllables.</p> <p>Reading</p> <p>R12.1 Define <i>mystery</i>.</p> <p>R12.2 Explain the features of a mystery.</p> <p>R12.3 Predict story events.</p> <p>R12.4 Read with expression to portray characters.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lesson Plan Template <p>Visuals</p> <ul style="list-style-type: none"> Phonics Character Miss Long P8–P14: <i>Long-Vowel Pattern Cards, â, ê, î, ô, and û</i> <p>Activities</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lessons 7–8, pp. 353–54 <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: "What Miss Long Wanted" Video: "Mystery" PPT pres.: Lesson 012 	<p>Activities</p> <ul style="list-style-type: none"> pp. 23–24 <p>Assessments</p> <ul style="list-style-type: none"> Phonics Progress Monitoring Tool

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 13 Sabeel's Shell			
<p>TE 72–75</p> <p>SE 34–39</p>	<p>Phonemic Awareness and Phonics</p> <p>PA13.1 Segment two- or three-syllable words.</p> <p>P13.1 Distinguish between open and closed syllables.</p> <p>P13.2 Decode single-syllable and multisyllabic words with aligned open syllables.</p> <p>Reading</p> <p>R13.1 Verify predictions.</p> <p>R13.2 Determine important details in a story.</p> <p>R13.3 Read with expression to portray characters.</p> <p>R13.4 Predict story events.</p>	<p>Visuals</p> <ul style="list-style-type: none"> Phonics Characters Mrs. Short, Mr. Short, Uncle Short, Miss Long <p>BJU Press Trove</p> <ul style="list-style-type: none"> PPT pres.: Lesson 013 <p>Materials</p> <ul style="list-style-type: none"> Sixteen index cards, each labeled with one of the following words: <i>glum, shed, slam, fast, pond, sand, ship, best, shy, fly, try, he, so, be, go, she</i> 	<p>Activities</p> <ul style="list-style-type: none"> pp. 25–26
Lesson 14 Sabeel's Shell			
<p>TE 76–81</p> <p>SE 54–59</p>	<p>Phonemic Awareness and Phonics</p> <p>PA14.1 Add a syllable to the end of a word to make a new word.</p> <p>P14.1 Identify words with a VCe pattern.</p> <p>P14.2 Decode words with a VCe pattern.</p> <p>Reading</p> <p>R14.1 Verify outcomes.</p> <p>R14.2 Read with expression to portray characters.</p> <p>R14.3 Analyze features of mystery in the story.</p> <p>R14.4 Connect text to self.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lesson Plan Template <p>Visuals</p> <ul style="list-style-type: none"> Phonics Characters Miss Long, Marker e P8–P14: <i>Long-Vowel Pattern Cards, ä, ê, î, ô, and û</i> <p>Activities</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lessons 9–10, pp. 355–56 <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: "Miss Long's Friends" Link: Hermit Crabs PPT pres.: Lesson 014 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p. 59) Think and Discuss (p. 59) <p>Activities</p> <ul style="list-style-type: none"> pp. 27–28 <p>Assessments</p> <ul style="list-style-type: none"> Phonics Progress Monitoring Tool
Lesson 15 A King for Brass Cobweb			
<p>TE 82–89</p> <p>SE 60–67</p>	<p>Phonemic Awareness and Phonics</p> <p>PA15.1 Add a syllable to the end of a word to make a new word.</p> <p>P15.1 Explain how Marker e affects the vowel sound.</p> <p>P15.2 Decode words with a VCe pattern.</p> <p>P15.3 Distinguish words with a VCe pattern from words with other vowel patterns.</p> <p>Reading</p> <p>R15.1 Identify features of a play.</p> <p>R15.2 Define <i>fantasy</i>.</p> <p>R15.3 Identify the problem and solution.</p> <p>R15.4 Predict story events based on pictures.</p> <p>R15.5 Recall the definition of wisdom.</p> <p>BWS Wisdom (recall)</p>	<p>Visuals</p> <ul style="list-style-type: none"> Phonics Characters Miss Long, Marker e <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 1.1: <i>Wisdom Definition</i> Video: "Fantasy" PPT pres.: Lesson 015 <p>Materials</p> <ul style="list-style-type: none"> Dog food bowl (or a similar-sized bowl) Twelve index cards each labeled with a VCe word, such as <i>cake</i> or <i>bite</i> Eight index cards, each labeled with a single-syllable word with a non-VCe vowel pattern, such as <i>boat</i> or <i>play</i> 	<p>Activities</p> <ul style="list-style-type: none"> pp. 29–30

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 16 A King for Brass Cobweb			
TE 90–93 SE 68–71	<p>Phonemic Awareness and Phonics</p> <p>PA16.1 Add a syllable to the beginning of a word to make a new word.</p> <p>P16.1 Identify words with /är/ and /ot/ vowel patterns.</p> <p>P16.2 Explain how <i>r</i> affects the vowel sound.</p> <p>P16.3 Decode words with /är/ and /ot/ vowel patterns.</p> <p>Reading</p> <p>R16.1 Identify character traits.</p> <p>R16.2 Verify outcomes.</p> <p>R16.3 Predict story events.</p> <p>R16.4 Read with expression to portray characters in a play.</p> <p>R16.5 Summarize events in the story.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lesson Plan Template <p>Visuals</p> <ul style="list-style-type: none"> Phonics Character Bossy <i>r</i> P2–P3: <i>R</i>-influenced Vowel: <i>ar</i>; <i>R</i>-influenced Vowel: <i>or</i> <p>Activities</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lesson 11–12, pp. 357–58 <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 16: <i>Possible Kings</i> Video: "Someone in Charge" PPT pres.: Lesson 016 	<p>Activities</p> <ul style="list-style-type: none"> pp. 31–32 <p>Assessments</p> <ul style="list-style-type: none"> Phonics Progress Monitoring Tool
Lesson 17 A King for Brass Cobweb			
TE 94–97 SE 72–75	<p>Phonemic Awareness and Phonics</p> <p>PA17.1 Delete a syllable at the end of a word to make a new word.</p> <p>P17.1 Identify words with <i>er</i>, <i>ir</i>, and <i>ur</i> as /üt/.</p> <p>P17.2 Decode words with <i>er</i>, <i>ir</i>, and <i>ur</i> as /üt/.</p> <p>Reading</p> <p>R17.1 Identify character traits.</p> <p>R17.2 Verify outcomes.</p> <p>R17.3 Predict story events.</p> <p>R17.4 Read with expression to portray characters in a play.</p> <p>R17.5 Summarize events in the story.</p>	<p>Visuals</p> <ul style="list-style-type: none"> Phonics Character Bossy <i>r</i> P4–P6: <i>R</i>-influenced Vowel: <i>er</i>; <i>R</i>-influenced Vowel: <i>ur</i>; <i>R</i>-influenced Vowel: <i>ir</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 16: <i>Possible Kings</i> Video: "Someone in Charge" PPT pres.: Lesson 017 	<p>Activities</p> <ul style="list-style-type: none"> pp. 33–34
Lesson 18 A King for Brass Cobweb			
TE 98–101 SE 76–78	<p>Phonemic Awareness and Phonics</p> <p>PA18.1 Delete a syllable at the end of a word to make a new word.</p> <p>P18.1 Identify words with the <i>Cle</i> pattern.</p> <p>P18.2 Explain how to divide a syllable containing <i>Cle</i> after a closed syllable.</p> <p>P18.3 Decode words containing <i>Cle</i> after a closed syllable.</p> <p>Reading</p> <p>R18.1 Identify character traits.</p> <p>R18.2 Verify outcomes.</p> <p>R18.3 Predict story events.</p> <p>R18.4 Read with expression to portray characters in a play.</p> <p>R18.5 Summarize events in the story.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lesson Plan Template <p>Visuals</p> <ul style="list-style-type: none"> P7: <i>Syllables with le</i> <p>Activities</p> <ul style="list-style-type: none"> Differentiated Phonics Skills Lessons 13–14, pp. 359–60 <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 16: <i>Possible Kings</i> PPT pres.: Lesson 018 	<p>Activities</p> <ul style="list-style-type: none"> pp. 35–36 <p>Assessments</p> <ul style="list-style-type: none"> Phonics Progress Monitoring Tool

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 19 A King for Brass Cobweb			
TE 102–7 SE 79–83	<p>Phonemic Awareness and Phonics</p> <p>PA19.1 Delete a syllable at the beginning of a word to make a new word.</p> <p>P19.1 Explain how to divide a syllable containing C/e after an open syllable.</p> <p>P19.2 Decode words containing C/e after an open syllable.</p> <p>P19.3 Distinguish between words containing C/e after open and closed syllables.</p> <p>Reading</p> <p>R19.1 Identify character traits.</p> <p>R19.2 Verify outcomes.</p> <p>R19.3 Read with expression to portray characters in a play.</p> <p>R19.4 Compare and contrast story characters.</p> <p>R19.5 Summarize events in the story.</p> <p>R19.6 Describe qualities of a good leader.</p> <p>BWS Wisdom (explain)</p>	<p>Visuals</p> <ul style="list-style-type: none"> P7: <i>Syllables with le</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 3.1: <i>Four Square Vocabulary Organizer</i> IA 16: <i>Possible Kings</i> PPT pres.: Lesson 019 <p>Materials</p> <ul style="list-style-type: none"> A glue stick for each student 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p. 83) Think and Discuss (p. 83) <p>Activities</p> <ul style="list-style-type: none"> pp. 37–38
Lesson 20 Look Again: Play Performance			
TE 108–9 SE 62–82	<p>Phonemic Awareness and Phonics</p> <p>PA20.1 Substitute a syllable to make a new word.</p> <p>P20.1 Identify open syllables in two- and three-syllable words.</p> <p>P20.2 Decode two- and three-syllable words with open syllables.</p> <p>Reading</p> <p>R20.1 Retell a story.</p> <p>R20.2 Perform “A King for Brass Cobweb” as a play.</p> <p>R20.3 Create an audio or visual recording of a play.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 3.2: <i>Five-Finger Retelling</i> Video: “A King for Brass Cobweb” PPT pres.: Lesson 020 <p>Materials</p> <ul style="list-style-type: none"> Video or audio recorder Props for play performance (optional): cane, stick, backpack, three small rocks, plastic ear of corn, king’s crown, two stools Nametags for characters (optional) 	<p>Activities</p> <ul style="list-style-type: none"> pp. 39–40
Lesson 21 The Keeper of Wild Words			
TE 110–15 SE 84–90	<p>Phonemic Awareness and Phonics</p> <p>PA21.1 Substitute a syllable to make a new word.</p> <p>P21.1 Identify open syllables in two- and three-syllable words.</p> <p>P21.2 Decode two- and three-syllable words with open syllables.</p> <p>Reading</p> <p>R21.1 Make predictions about the plot based on the title.</p> <p>R21.2 Infer from where words are disappearing.</p> <p>R21.3 Summarize the setting, characters, and events in the story.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 21: <i>Exit Interview Questions</i> PPT pres.: Lesson 021 <p>Materials</p> <ul style="list-style-type: none"> Six children’s trade books with easy identification of author’s purpose, such as: (to entertain): <i>The Very Hungry Caterpillar</i>; “Stand Back,” <i>Said the Elephant</i>, “I’m Going to Sneeze!” (to inform): <i>National Geographic Kids Animals</i>; <i>The Magic School Bus: Lost in the Solar System</i> (to persuade): <i>Miss Rumphius</i>; <i>The Perfect Pet</i>; <i>Can I Be Your Dog?</i> 	<p>Activities</p> <ul style="list-style-type: none"> pp. 41–42

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 22 The Keeper of Wild Words			
TE 116–21 SE 91–96	<p>Phonemic Awareness and Phonics</p> <p>PA22.1 Substitute a syllable to make a new word.</p> <p>P22.1 Identify Marker <i>e</i> in two- and three-syllable words.</p> <p>P22.2 Decode two- and three-syllable words with Marker <i>e</i>.</p> <p>Reading</p> <p>R22.1 Retell events in the story in order.</p> <p>R22.2 Predict what other things the characters will find.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 22.1: <i>Wild Word Cards</i> IA 22.2: <i>Story Cards</i> PPT pres.: Lesson 022 <p>Materials</p> <ul style="list-style-type: none"> Images of acorns, an apricot, a beaver, blackberries, a potted fern, mint leaves, lavender stalks, and a wren Index cards with vocabulary words from Lessons 21–22: <i>cinder, distract, hover, weave, and perfume</i> 	<p>Activities</p> <ul style="list-style-type: none"> pp. 43–44
Lesson 23 The Keeper of Wild Words			
TE 122–26 SE 97–101	<p>Phonemic Awareness and Phonics</p> <p>PA23.1 Produce words that rhyme.</p> <p>P23.1 Identify Marker <i>e</i> in two- and three-syllable words.</p> <p>P23.2 Decode two- and three-syllable words with Marker <i>e</i>.</p> <p>Reading</p> <p>R23.1 Verify predictions.</p> <p>R23.2 Relate the characters' activities to personal experiences.</p> <p>R23.3 Categorize sensory words using a graphic organizer.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> PPT pres.: Lesson 023 <p>Materials</p> <ul style="list-style-type: none"> A bird stuffed animal 	<p>Activities</p> <ul style="list-style-type: none"> pp. 45–46
Lesson 24 The Keeper of Wild Words			
TE 128–35 SE 102–9	<p>Phonemic Awareness and Phonics</p> <p>PA24.1 Produce words that rhyme with nonsense words.</p> <p>P24.1 Identify the Bossy <i>r</i> vowel pattern in multisyllabic words.</p> <p>P24.2 Decode multisyllabic words with the Bossy <i>r</i> vowel pattern.</p> <p>Reading</p> <p>R24.1 Discuss the story problem and solution.</p> <p>R24.2 Identify wild words on a nature walk.</p> <p>R24.3 Write a prayer of thanks for wild words discovered on a walk. BWS Wisdom (formulate)</p> <p>R24.4 Relate the problem and solution to the Big Question. BWS Wisdom (evaluate)</p>	<p>Visuals</p> <ul style="list-style-type: none"> Phonics Character Bossy <i>r</i> P2–P6: <i>R</i>-influenced Vowel: <i>ar</i>; <i>R</i>-influenced Vowel: <i>or</i>; <i>R</i>-influenced Vowel: <i>er</i>; <i>R</i>-influenced Vowel: <i>ur</i>; <i>R</i>-influenced Vowel: <i>ir</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 24: <i>My Wild Words</i> Link: Virtual Nature Walk PPT pres.: Lesson 024 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p. 109) Think and Discuss (p. 109) <p>Activities</p> <ul style="list-style-type: none"> pp. 47–48
Lesson 25 The Monkeys and the Crocodile; In All Your Ways: Proverbs 3:5–8			
TE 136–39 SE 110–13	<p>Phonemic Awareness and Phonics</p> <p>PA25.1 Isolate initial digraphs.</p> <p>P25.1 Identify the Bossy <i>r</i> vowel pattern in multisyllabic words.</p> <p>P25.2 Decode multisyllabic words with the Bossy <i>r</i> vowel pattern.</p> <p>Reading</p> <p>R25.1 Identify behaviors of monkeys and crocodiles.</p> <p>R25.2 Identify the cause-and-effect relationship in the characters' behaviors.</p> <p>R25.3 Read the poem as shared reading.</p> <p>R25.4 Apply the principles of the Bible passage to "The Monkeys and the Crocodile." BWS Wisdom (formulate)</p>	<p>Visuals</p> <ul style="list-style-type: none"> P2–P6: <i>R</i>-influenced Vowel: <i>ar</i>; <i>R</i>-influenced Vowel: <i>or</i>; <i>R</i>-influenced Vowel: <i>er</i>; <i>R</i>-influenced Vowel: <i>ur</i>; <i>R</i>-influenced Vowel: <i>ir</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 3.1: <i>Four-Square Vocabulary Organizer</i> Video: "The Monkeys and the Crocodile" PPT pres.: Lesson 025 <p>Materials</p> <ul style="list-style-type: none"> A glue stick for each student 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p. 113) Think and Discuss (p. 113) <p>Activities</p> <ul style="list-style-type: none"> pp. 49–50

PAGES	OBJECTIVES	RESOURCES	ASSESSMENTS
Lesson 26 Look Again: Rereading			
TE 140–41 SE 36–39, 111–12	<p>Phonemic Awareness and Phonics</p> <p>PA26.1 Isolate initial phonemes in words with initial blends.</p> <p>P26.1 Identify the C/e pattern in multisyllabic words.</p> <p>P26.2 Decode multisyllabic words with the C/e pattern.</p> <p>Reading</p> <p>R26.1 Reread selected passages from “The Farmer and the Donkey” and “The Monkeys and the Crocodile” for fluency.</p> <p>R26.2 Reread a text to find answers to a question.</p> <p>R26.3 Compare and contrast elements of the play and the poem.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> Link: <i>The Word Collector</i> PPT pres.: Lesson 026 	<p>Activities</p> <ul style="list-style-type: none"> pp. 51–52
Lesson 27 Avocados for Sale			
TE 142–47 SE 114–19	<p>Phonemic Awareness and Phonics</p> <p>PA27.1 Blend consonants and vowels to produce words.</p> <p>P27.1 Classify C/e words by number of syllables.</p> <p>P27.2 Decode multisyllabic words with the C/e pattern.</p> <p>Reading</p> <p>R27.1 Identify the problem in the story.</p> <p>R27.2 Predict what will happen next.</p> <p>R27.3 Recall details from the story.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> PPT pres.: Lesson 027 <p>Materials</p> <ul style="list-style-type: none"> Three bags or buckets for sorting word cards, labeled 2 syllables, 3 syllables, and 4 syllables Fifteen index cards each labeled with one of the following words: <i>incredible, remarkable, motorcycle, triangle, possible, horrible, washable, syllable, recycle, stumble, giggle, turtle, chuckle, scribble, marble</i> Three index cards labeled with a problem: A) “Your pencil broke when you started to work on your activity sheet.”; B) “You left your homework folder at school.”; C) “You spilled your juice on the living room floor.” Colored plastic chain links 	<p>Activities</p> <ul style="list-style-type: none"> pp. 53–54
Lesson 28 Avocados for Sale			
TE 148–51 SE 120–23	<p>Phonemic Awareness and Phonics</p> <p>PA28.1 Blend consonants, vowels, and digraphs to produce words.</p> <p>P28.1 Identify closed syllables with long vowels.</p> <p>P28.2 Classify words with long vowels in closed syllables by word families.</p> <p>P28.3 Decode words with long vowels in closed syllables.</p> <p>Reading</p> <p>R28.1 Recall details from the story.</p> <p>R28.2 Identify the solution in the story.</p> <p>R28.3 Verify predictions.</p> <p>R28.4 Evaluate the main character’s actions.</p> <p>BWS Wisdom (evaluate)</p> <p>R28.5 Formulate an answer to the Unit Essential Question.</p>	<p>Visuals</p> <ul style="list-style-type: none"> Phonics Characters Mr. Short, Mrs. Short, Uncle Short <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 3.1: <i>Four-Square Vocabulary Organizer</i> PPT pres.: Lesson 028 <p>Materials</p> <ul style="list-style-type: none"> Four index cards labeled with one of the following word families: <i>_ild_, _ind_, _old_, and _olt_</i> A glue stick for each student 	<p>Student Edition</p> <ul style="list-style-type: none"> Review (p.123) Think and Discuss (p. 123) <p>Activities</p> <ul style="list-style-type: none"> pp. 55–56
Lesson 29 Unit 1 Assessment/Introduce Book Activity 1			
TE 152	<p>Reading</p> <p>R29.1 Demonstrate mastery of fluency and comprehension skills presented in Lessons 1–29.</p> <p>R29.2 Read independently a student-selected fiction book.</p> <p>R29.3 Create a graphic organizer containing elements of plot.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 29.1: <i>Beginning-Middle-End</i> IA 29.2: <i>Book Activity Rubric</i> 	<p>Assessments</p> <ul style="list-style-type: none"> Unit 1 Test