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| 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 | | | |
| TE  18–21  WT  1–4 | Phonics  P1.1 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 Resources  PreCursive Handwriting Wall Charts, for permanent display  Materials   * Handwriting lines for permanent display |  |
| Lesson 2 | | | |
| TE  22–24  WT  5–6 | Phonics  P2.1 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.

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| Pages | Objectives | Resources | Assessments |
| Lesson 3 | | | |
| TE  26–28  WT  7–8 | Phonics  P3.1 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 | | | |
| TE  30–33  WT  9–10 | Phonics  P4.1 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 |  |

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| Pages | Objectives | Resources | Assessments |
| Lesson 5 | | | |
| TE  34–37  WT  11–12 | Phonics  P5.1 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 w W2a–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 | | | |
| TE  38–41  WT  13–14 | Phonics  P6.1 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.  English  E6.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 7 | | | |
| TE  42–45  WT  15–16 | Phonics  P7.1 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 | | | |
| TE  46–49  WT  17–18 | Phonics  P8.1 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.  English  E8.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 9 | | | |
| TE  50–53  WT  19–20 | Phonics  P9.1 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.  English  E9.1 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 b W1a–W1d: it, sit, hit, bit  W2a–W2e: in, tin, sin, win, bin W5a–W5d: ten, hen, den, Ben W6a–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 | | | |
| TE  54–57  WT  21–22 | Phonics  P10.1 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.  English  E10.1 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”   Materials  A small ball or other object to pass   * Music for Hot Potato activity | Activities   * pp. 9–10 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 11 | | | |
| TE  58–61  WT  23–24 | Phonics  P11.1 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.  English  E11.1 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 p W1a–W1e: it, sit, hit, bit, pit W2a–W2f: in, tin, sin, win, bin, pin W4a–W4d: set, net, wet, pet W5a–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 | | | |
| TE  62–65  WT  25–26 | Phonics  P12.1 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 Short  Word Family Cards   * W12a–W12c: neck, deck, peck * W14a–W14e: tick, sick, wick, pick, kick * W15a–W15d: tuck, duck, buck, puck | Activities   * pp. 13–14 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 12 (continued) | | | |
| TE  62–65  WT  25–26 | English  E12.1 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 | | | |
| TE  66–69  WT  27–28 | Phonics  P13.1 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.  English  E13.1 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 Short  Word 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 14 | | | |
| TE  70–73  WT  29–30 | Phonics  P14.1 Identify the consonant blend /nd/.  P14.2 Distinguish among /n/, /d/, and /nd/.  P14.3 Build words in the \_end and \_and word families.  English  E14.1 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 Short  Word 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 | | | |
| TE  74–77  WT  31–32 | Phonics  P15.1 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.  English  E15.1 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 Short  Word 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 l W1a–W1g: it, sit, hit, bit, pit, kit, lit W3a–W3e: Sid, hid, did, kid, lid W4a–W4e: set, net, wet, pet, let W6a–W6d: Ted, wed, bed, led W13a–W13f: tip, sip, nip, hip, dip, lip W14a–W14f: tick, sick, wick, pick, kick, lick W23a–W23e: and, sand, hand, band, land   High-Frequency Word Cards   * HFW 46, 114, 176: do, one, what | Activities   * pp. 19–20 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 15 (continued) | | | |
| TE  74–77  WT  31–32 |  | BJU Press Trove   * Audio: “Phonics Song 1 “ * Video: “Alphabet Song” * Video: "Vowel Song v1"   Materials   * Three lids * Two bags or sacks |  |
| Lesson 16 | | | |
| TE  78–81  WT  33–34 | Phonics  P16.1 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.  English  E16.1 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 g W4a–W4f: set, net, wet, pet, let, get W22a–W22c: hull, dull, gull W25a–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 | Activities  pp. 21–22 |
| Lesson 17 | | | |
| TE  82–85  WT  35–36 | Phonics  P17.1 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.  English  E17.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 17 (continued) | | | |
| TE  82–85  WT  35–36 | English  E17.2 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 | | | |
| TE  86–89  WT  37–38 | Phonics  P18.1 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.  English  E18.1 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 m W4a–W4g: set, net, wet, pet, let, get, met W5a–W5g: ten, hen, den, Ben, pen, Ken, men W16a–W16e: an, tan, pan, can, man W17a–W17d: tap, sap, cap, map W19a–W19f: sat, hat, bat, pat, cat, mat W20a–W20d: end, send, bend, mend W25a–W25f: will, hill, pill, kill, gill, mill W28a–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   Materials  Marbles and string for each pair of students: five marbles, one shooter, and a 15-inch string for a circle | Activities   * pp. 25–26 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 19 | | | |
| TE  90–93  WT  39–40 | Phonics  P19.1 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.  English  E19.1 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 | | | |
| TE  94–97  WT  41–42 | Phonics  P20.1 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.  English  E20.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 21 | | | |
| TE  98–101  WT  43–44 | Phonics  P21.1 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.  English  E21.1 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 | | | |
| TE  102–5  WT  45–46 | Phonics  P22.1 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.  English  E22.1 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 r W6a–W6e: Ted, wed, bed, led, red W7a–W7d: sun, bun, gun, run W11a–W11d: tub, sub, cub, rub W16a–W16f: an, tan, pan, can, man, ran W19a–W19g: sat, hat, bat, pat, cat, mat, rat W28a–W28f: tug, hug, dug, bug, mug, rug W31a–W31f: tent, sent, went, dent, bent, rent W33a–W33c: nod, God, rod W34a–W34d: sock, dock, lock, rock W38a–W38e: nest, west, best, pest, rest W40a–W40d: dust, gust, must, rust | Activities   * pp. 33–34 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 22 (continued) | | | |
| TE  102–5  WT  45–46 |  | BJU Press Trove   * Audio: “Phonics Song 1” * Phonics Storybook 7: Nell Sits, optional   Materials   * A grade-level puzzle and its box |  |
| Lesson 23 | | | |
| TE  106–9  WT  47–48 | Phonics  P23.1 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.  English  E23.1 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 qu W1a–W1h: it, sit, hit, bit, pit, kit, lit, quit W14a–W14h: tick, sick, wick, pick, kick, lick, stick, quick W25a–W25h: will, hill, pill, kill, gill, mill, still, quill * Word Family Cards for review, introducing words with v W4a–W4h: set, net, wet, pet, let, get, met, vet W16a–W16g: an, tan, pan, can, man, ran, van W31a–W31g: tent, sent, went, dent, bent, rent, vent W38a–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 | | | |
| TE  110–13  WT  49–50 | Phonics  P24.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 24 (continued) | | | |
| TE  110–13  WT  49–50 | English  E24.1 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 f W1a–W1i: it, sit, hit, bit, pit, kit, lit, quit, fit W2a–W2g: in, tin, sin, win, bin, pin, fin W6a–W6f: Ted, wed, bed, led, red, fed W7a–W7e: sun, bun, gun, run, fun W16a–W16h: an, tan, pan, can, man, ran, van, fan W19a–W19h: sat, hat, bat, pat, cat, mat, rat, fat W24a–W24e: tell, sell, well, bell, fell W25a–W25i: will, hill, pill, kill, gill, mill, still, quill, fill W39a–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 | | | |
| TE  114–17  WT  51–52 | Phonics  P25.1 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.  English  E25.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 26 | | | |
| TE  118–21  WT  53–54 | Phonics  P26.1 Associate /j/ with the letter j.  P26.2 Distinguish /j/ from other initial sounds  P26.3 Build words in the \_ump and \_amp word families.  P26.4 Read the high-frequency word your.  English  E26.1 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 j W4a–W4i: set, net, wet, pet, let, get, met, vet, jet W30a–W30d: Tim, him, dim, Jim W32a–W32c: am, ham, jam W40a–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 | | | |
| TE  122–25  WT  55–56 | Phonics  P27.1 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.  English  E27.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 27 (continued) | | | |
| TE  122–25  WT  55–56 |  | 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 | | | |
| TE  126–29  WT  57–58 | Phonics  P28.1 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.  English  E28.1 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 y W4a–W4j: set, net, wet, pet, let, get, met, vet, jet, yet W24a–W24f: tell, sell, well, bell, fell, yell * Word Family Cards for review, introducing words with z W13a–W13g: tip, sip, nip, hip, dip, lip, zip W27a–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 | | | |
| TE  130–32  WT  59–60 | Phonics  P29.1 Read the high-frequency words all, another, and saw.  P29.2 Identify initial, middle, and final sounds.  P29.3 Decode words in word families.  English  E29.1 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” | Activities  pp. 47–48: Unit 1 Review |

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| Pages | Objectives | Resources | | Assessments |
| Lesson 30 | | | | |
| TE  134–35 | Phonics & English  P30.1/E30.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–25. | | Teacher Edition   * Unit 1 Test | * Unit 1 Test |

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| 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 | | | |
| TE  150–53  WT  61–64 | Phonics  P31.1 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.  English  E31.1 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 review W4a–W4j: set, net, wet, pet, let, get, met, vet, jet, yet W26a–W26e: wig, dig, big, pig, fig W27a–W27d: tag, wag, bag, zag W28a–W28g: tug, hug, dug, bug, mug, rug, jug W37a–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 | | | |
| TE  154–57  WT  65–66 | Phonics  P32.1 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.

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| Pages | Objectives | Resources | Assessments |
| Lesson 32 (continued) | | | |
| TE  154–57  WT  65–66 | English  E32.1 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 | | | |
| TE  158–61  WT  67–68 | Phonics  P33.1 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.  English  E33.1 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 | | | |
| TE  162–65  WT  69–70 | Phonics  P34.1 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.  English  E34.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 35 | | | |
| TE  166–69  WT  71–72 | Phonics  P35.1 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.  English  E35.1 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 | | | |
| TE  170–73  WT  73–74 | Phonics  P36.1 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.  English  E36.1 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 |

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| Pages | | Objectives | | Resources | | Assessments | |
| Lesson 37 | | | | | | | |
| TE  174–77  WT  75–76 | | Phonics  P37.1 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.  English  E37.1 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 | | | | | | | |
| TE  178–81  WT  77–78 | | Phonics  P38.1 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.  English  E38.1 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 sh W6a–W6g: Ted, wed, bed, led, red, fed, shed W9a–W9d: nut, hut, but, shut W13a–W13k: tip, sip, nip, hip, dip, lip, zip, grip, skip, slip, ship W24a–W24g: tell, sell, well, bell, fell, yell, shell W37a–W37h: not, hot, dot, lot, got, trot, spot, shot W42a–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 | | | | | | | |
| TE  182–85  WT  79–80 | | Phonics  P39.1 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.  English  E39.1 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 review W48a–W48c: ox, box, fox W49a–W49c: hiss, kiss, miss W51a–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 | | | | | | | |
| TE  186–89  WT  81–82 | | Phonics  P40.1 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.  English  E40.1 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 ch W13a–W13l: tip, sip, nip, hip, dip, lip, zip, grip, skip, slip, ship, chip W14a–W14i: tick, sick, wick, pick, kick, lick, stick, quick, chick W25a–W25k: will, hill, pill, kill, gill, mill, still, quill, fill, skill, chill W35a–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 | |

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| Pages | | Objectives | | Resources | | | Assessments | | |
| Lesson 40 (continued) | | | | | | | | | |
| TE  186–89  WT  81–82 | |  | | 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 | | | | | | | | | |
| TE  190–93  WT  83–84 | | Phonics  P41.1 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.  English  E41.1 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 | | | | | | | | | |
| TE  194–97  WT  85–86 | | Phonics  P42.1 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.  English  E42.1 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 | |

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| Pages | Objectives | Resources | Assessments |
| Lesson 42 (continued) | | | |
| TE  194–97  WT  85–86 |  | 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 | | | |
| TE  198–201  WT  87–88 | Phonics  P43.1 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.  English  E43.1 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 th W2a–W2i: in, tin, sin, win, bin, pin, fin, skin, thin W14a–W14j: tick, sick, wick, pick, kick, lick, stick, quick, chick, thick W62a–W62f: sing, wing, king, bring, spring, thing W63a–W63e: ink, sink, blink, drink, think W65a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 44 | | | |
| TE  202–5  WT  89–90 | Phonics  P44.1 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.  English  E44.1 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 | | | |
| TE  206–9  WT  91–92 | Phonics  P45.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 46 | | | |
| TE  210–13  WT  93-95 | Phonics  P46.1 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.  English  E46.1 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 | | | |
| TE  214–17  WT  97–99 | Phonics  P47.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 47 (continued) | | | |
| TE  214–17  WT  97–99 | English  E47.1 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 | | | |
| TE  218–21  WT  101–2 | Phonics  P48.1 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.  English  E48.1 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 | | | |
| TE  222–25  WT  103–5 | Phonics  P49.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 49 (continued) | | | |
| TE  222–25  WT  103–5 | English  E49.1 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 | | | |
| TE  226–29  WT  105–8 | Phonics  P50.1 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.  English  E50.1 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 in Lesson 49 * Each student’s copy of Worktext page 105 | Activities   * pp. 87–88 |
| Lesson 51 | | | |
| TE  230–33  WT  109–10 | Phonics  P51.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 51 (continued) | | | |
| TE  230–33  WT  109–10 | Phonics  P51.5 Read the high-frequency words  family and live.  English  E51.1 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 | | | |
| TE  234–37  WT  111–12 | Phonics  P52.1 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.  English  E52.1 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 | | | |
| TE  238–41  WT  112–14 | Phonics  P53.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 53 (continued) | | | |
| TE  238–41  WT  112–14 | English  E53.1 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, drop W43a–W43f: hump, dump, bump, lump, stump, jump W51a–W51c: less, mess, dress W62a–W62f: sing, wing, king, bring, spring, thing W65a–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 | | | |
| TE  242–45  WT  115–16 | Phonics  P54.1 Identify initial, middle, and final sounds.  P54.2 Choose the word that matches the picture.  P54.3 Choose the sentence that matches the picture.  English  E54.1 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 review W5h: when W13h: grip W14g–W14j: stick, quick, chick, thick W15e–W15f: stuck, truck W24g: shell W25j–W25k: skill, chill W31h: spent W42d: shift W43e: stump W46d: stamp W51c: dress W52b: kept W53a–W53b: belt, melt W56c–W56e: crash, trash, splash W58c: clinch W59a–W59c: bunch, lunch, crunch W62d–W62f: bring, spring, thing W63d–W63e: drink, think W65d–W65f: plank, drank, thank | Activities   * pp. 95–96: Unit 2 Review |

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| Pages | Objectives | Resources | Assessments |
| Lesson 54 (continued) | | | |
| TE  242–45  WT  115–16 |  | 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 | | | |
| TE  246–47 | Phonics & English  P55.1/E55.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–49. | Teacher Edition   * Unit 2 Test | * Unit 2 Test |

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| 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 | | | |
| TE  266–69  WT  117–20 | Phonics  P56.1 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 | | | |
| TE  270–73  WT  121–22 | Phonics  P57.1 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.  English  E57.1 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.

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| Pages | Objectives | Resources | Assessments |
| Lesson 58 | | | |
| TE  274–77  WT  123–24 | Phonics  P58.1 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.  English  E58.1 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 | | | |
| TE  278–81  WT  125–26 | Phonics  P59.1 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.  English  E59.1 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 review W68a–W68c: name, came, game W74a–W74c: tile, pile, mile W75a–W75h: nine, dine, line, mine, vine, fine, shine, whine | Activities   * pp. 103–4 |
| Pages | Objectives | Resources | Assessments |
| Lesson 59 (continued) | | | |
| TE  278–81  WT  125–26 |  | 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 | | | |
| TE  282–85  WT  127–28 | Phonics  P60.1 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.  English  E60.1 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 | Activities  pp. 105–6 |
| Lesson 61 | | | |
| TE  286–89  WT  129–30 | Phonics  P61.1 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/.  English  E61.1 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, grape W71a–W71c: made, grade, trade W76a–W76c: time, dime, lime W80a–W80b: bite, white | Activities   * pp. 107–8 |

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| Pages | Objectives | | Resources | | Assessments | |
| Lesson 61 (continued) | | | | | | |
| TE  286–89  WT  129–30 |  | | Word Family Cards   * W81a–W81b: bone, stone W82a–W82b: mule, rule W83a–W83b: cute, flute W84a–W84c: tune, dune, June W88a–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 | | | | | | |
| TE  290–93  WT  131–32 | | Phonics  P62.1 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.  English  E62.1 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 review W82a–W82b: mule, rule W83a–W83b: cute, flute W84a–W84d: tune, dune, June, prune W85a–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 | | | | | | |
| TE  294–97  WT  133–34 | | Phonics  P63.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 63 (continued) | | | |
| TE  294–97  WT  133–34 | English  E63.1 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 | | | |
| TE  298–301  WT  135–36 | Phonics  P64.1 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.  English  E64.1 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 | | | |
| TE  302–6  WT  137–38 | Phonics  P65.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 65 (continued) | | | |
| TE  302–6  WT  137–38 | English  E65.1 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 | | | |
| TE  308–11  WT  139–40 | Phonics  P66.1 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.  English  E66.1 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 review W68a–W68c: name, came, game W69a–W69h: take, bake, cake, lake, make, rake, flake, shake W86a–W86e: pain, gain, main, rain, train W87a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 67 | | | |
| TE  312–15  WT  141–42 | Phonics  P67.1 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.  English  E67.1 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 review W13h–W13l: grip, skip, slip, ship, chip W69a–W69h: take, bake, cake, lake, make, rake, flake, shake W71a–W71c: made, grade, trade W86a–W86e: pain, gain, main, rain, train W87a–W87f: tail, sail, nail, mail, fail, jail W89a–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 | | | |
| TE  316–19  WT  143–44 | Phonics  P68.1 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.  English  E68.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 68 (continued) | | | |
| TE  316–19  WT  143–44 | English  E68.3 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 review W4a–W4c: set, net, wet W5a–W5c: ten, hen, den W6c–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 | | | |
| TE  320–23  WT  145–46 | Phonics  P69.1 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.  English  E69.1 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 | | | |
| TE  324–27  WT  147–48 | Phonics  P70.1 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.  English  E70.1 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 review W94a–W94f: feet, meet, greet, sweet, street, sheet W95a–W95f: weep, deep, beep, steep, sleep, sweep W96a–W96f: see, fee, flee, free, tree, three | Activities   * pp. 125–26 |
| Pages | Objectives | Resources | Assessments |
| Lesson 70 (continued) | | | |
| TE  324–27  WT  147–48 |  | 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 | | | |
| TE  328–31  WT  149–50 | Phonics  P71.1 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.  English  E71.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 72 | | | |
| TE  332–35  WT  151–52 | Phonics  P72.1 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.  English  E72.1 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 review W69a–W69h: take, bake, cake, lake, make, rake, flake, shake W88a–W88f: woke, poke, joke, broke, smoke, spoke W90a–W90d: we, he, me, she W92a–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 | | | |
| TE  336–39  WT  153–54 | Phonics  P73.1 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.  English  E73.1 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 review W87a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 74 | | | |
| TE  340–43  WT  155–56 | Phonics  P74.1 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.  English  E74.1 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 review W73a–W73c: hike, bike, like W78a–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 | | | |
| TE  344–47  WT  157–58 | Phonics  P75.1 Distinguish /ī/ from /ē/.  P75.2 Decode words ending in y as /ī/.  English  E75.1 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 review W68a–W68c: name, came, game W75a–W75h: nine, dine, line, mine, vine, fine, shine, whine W93a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 75 (continued) | | | |
| TE  344–47  WT  157–58 |  | 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 | | | |
| TE  348–51  WT  159–60 | Phonics  P76.1 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.  English  E76.1 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 review W74a–W74c: tile, pile, mile W85a–W85c: hole, pole, mole W91a–W91d: eat, seat, heat, meat W97a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 77 | | | |
| TE  352–55  WT  161–62 | Phonics  P77.1 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.  English  E77.1 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 review W98a–W98b: sigh, high W100a–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 | | | |
| TE  356–59  WT  163–64 | Phonics  P78.1 Distinguish /ĭ/ from /ī/.  P78.2 Decode words with long i vowel patterns.  P78.3 Classify words by vowel patterns.  English  E78.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 79 | | | |
| TE  360–63  WT  165–66 | Phonics  P79.1 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.  English  E79.1 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 review W81a–W81b: bone, stone W88a–W88f: woke, poke, joke, broke, smoke, spoke W89a–W89l: say, way, hay, day, pay, lay, may, stay, clay, play, pray, tray W92a–W92d: team, steam, dream, stream W97a–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 | | | |
| TE  364–67  WT  167–69 | Phonics  P80.1 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.  English  E80.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 80 (continued) | | | |
| TE  364–67  WT  167–69 |  | Word Family Cards   * W103a–W103f: bow, blow, grow, slow, snow, throw * W104a–W104e: own, blown, flown, grown, thrown * Word Family Cards for review W99a–W99e: boat, coat, goat, float, throat W101a–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 | | | |
| TE  368–70  WT  169, 171–72 | Phonics  P81.1 Recall long-vowel patterns.  P81.2 Decode words with long vowels.  English  E81.1 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 | | | |
| TE  372–75  WT  169, 173–75 | Phonics  P82.1 Distinguish /sh/ from /ch/.  P82.2 Decode words with /sh/ and /ch/.  P82.3 Distinguish rhyming words from nonrhyming words.  English  E82.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 82 (continued) | | | |
| TE  372–75  WT  169, 173–75 | English  E82.3 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 | | | |
| TE  376–79  WT  177–79 | Phonics  P83.1 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.  English  E83.1 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 review W81a–W81b: bone, stone  W85a–W85c: hole, pole, mole W88a–W88f: woke, poke, joke, broke, smoke, spoke W90a–W90c: we, he, me W97a–W97f: by, my, fly, cry, dry, fry W99a–W99d: boat, coat, goat, float W101a–W101c: toe, hoe, doe W103a–W103f: bow, blow, grow, slow, snow, throw W104a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 84 | | | |
| TE  380–83  WT  181–82 | Phonics  P84.1 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.  English  E84.1 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 | | | |
| TE  384–87  WT  183–84 | Phonics  P85.1 Distinguish /ŭ/ from /ū/.  P85.2 Recall that le words have two syllables.  P85.3 Decode short- and long-vowel words ending in le.  English  E85.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 86 | | | |
| TE  388–391  WT  185–86 | Phonics  P86.1 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.  English  E86.1 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 | | | |
| TE  392–95  WT  187–88 | Phonics  P87.1 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.  English  E87.1 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 | | | |
| TE  396–99  WT  189–90 | Phonics  P88.1 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.  English  E88.1 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 | | | |
| TE  400–403  WT  191–92 | Phonics  P89.1 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.  English  E89.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 90 | | | |
| TE  404–07  WT  193–94 | Phonics  P90.1 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.  English  E90.1 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 | | | |
| TE  408–09 | Phonics & English  P91.1/E91.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–87. | Teacher Edition   * Unit 3 Test | * Unit 3 Test |

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| 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 | | | |
| TE  428–31  WT  195–98 | Phonics  P92.1 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 | | | |
| TE  432–35  WT  199–200 | Phonics  P93.1 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/.  English  E93.1 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.

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| Pages | Objectives | Resources | Assessments |
| Lesson 94 | | | |
| TE  436–39  WT  201–2 | Phonics  P94.1 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.  English  E94.1 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 | | | |
| TE  440–43  WT  203–4 | Phonics  P95.1 Distinguish /ôr/ from short and long o.  P95.2 Decode words with /ôr/.  P95.3 Build words in the \_ore and \_orn word families.  English  E95.1 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 review 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 2” | Activities   * pp. 173–74 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 95 (continued) | | | |
| TE  440–43  WT  203–4 |  | 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 | | | |
| TE  444–47  WT  205–6 | Phonics  P96.1 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.  English  E96.1 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 | Activities  pp. 175–76 |
| Lesson 97 | | | |
| TE  448–51  WT  207–8 | Phonics  P97.1 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 review W72a–W72f: save, wave, pave, cave, brave, slave W81a–W81b: bone, stone W107a–W107c: dark, bark, mark | Activities   * p. 177 * p. 178: Let’s Check |

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| Pages | | Objectives | | Resources | Assessments | |
| Lesson 97 (continued) | | | | | | |
| TE  448–51  WT  207–8 | | English  E97.1 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 review W111d: jar W112c, W112e: part, start W113a–W113c: more, store, chore W114b–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 | | | | | | |
| TE  452–55  WT  209–10 | Phonics  P98.1 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.  English  E98.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 99 | | | |
| TE  456–59  WT  211–12 | Phonics  P99.1 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.  English  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. | 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 | | | |
| TE  460–63  WT  213–15 | Phonics  P100.1 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.  English  E100.1 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 review W107a–W107c: dark, bark, mark W110a–W110c: arm, harm, farm W111c–W111e: far, jar, star W112a–W112f: art, dart, part, cart, start, smart W113a–W113c: more, store, chore W114c–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 101 | | | |
| TE  464–67  WT  217–18 | Phonics  P101.1 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.  English  E101.1 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 review 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 W113a–W113c: more, store, chore W114a–W114e: torn, horn, born, corn, thorn W115a–W115c: girl, swirl, twirl W116a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 102 | | | |
| TE  468–71  WT  215, 219–20 | Phonics  P102.1 Distinguish r-influenced vowels from other vowels.  P102.2 Decode words with  r-influenced vowels.  P102.3 Identify words by vowel pattern.  English  E102.1 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 review W107a–W107c: dark, bark, mark W111a–W111e: bar, car, far, jar, star W113a–W113c: more, store, chore W114a–W114e: torn, horn, born, corn, thorn W115a–W115c: girl, swirl, twirl W116a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 103 | | | |
| TE  472–75  WT  221–22 | Phonics  P103.1 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.  English  E103.1 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 review 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 W113a–W113c: more, store, chore W114a–W114e: torn, horn, born, corn, thorn W115a–W115c: girl, swirl, twirl W116a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 104 | | | |
| TE  476–79  WT  223–25 | Phonics  P104.1 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.  English  E104.1 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 review W107a–W107c: dark, bark, mark W110b–W110c: harm, farm W111b, W111d: car, jar W112a, W112c, W112e: art, part, start W113a–W113c: more, store, chore W114a–W114c: torn, horn, born W115a, W115c: girl, twirl W116a–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 | | | |
| TE  480–83  WT  227–28 | Phonics  P105.1 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.  English  E105.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 105 (continued) | | | |
| TE  480–83  WT  227–28 | English  E105.2 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 | | | |
| TE  484–87  WT  229–30 | Phonics  P106.1 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.  English  E106.1 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 review W37a–W37h: not, hot, dot, lot, got, trot, spot, shot W99a–W99e: boat, coat, goat, float, throat W103a–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 | | | |
| TE  488–91  WT  231–32 | Phonics  P107.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 107 (continued) | | | |
| TE  488–91  WT  231–32 | English  E107.1 Identify the omitted letter in a contraction.  E107.2 Identify the contraction formed from two given words. | Word Family Cards   * Word Family Cards for review W117a–117c: room, bloom, broom W118a–W118b: tool, pool W119c: boot W120c: 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 | | | |
| TE  492–95  WT  233–34 | Phonics  P108.1 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.  English  E108.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 109 | | | |
| TE  496–99  WT  235–36 | Phonics  P109.1 Distinguish /oo/ from /o͝o/.  P109.2 Create words with /oo/ and /o͝o/.  English  E109.1 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 | | | |
| TE  500–503  WT  237–38 | Phonics  P110.1 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.  English  E110.1 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 review W117a–W117c: room, bloom, broom W118a–W118c: tool, pool, cool W119a–W119c: toot, hoot, boot W120a–W120c: soon, noon, moon W121a–W121f: took, hook, book, cook, look, brook W122a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 111 | | | |
| TE  504–7  WT  239–40 | Phonics  P111.1 Distinguish between /är/, /ôr/,  and /ûr/.  P111.2 Analyze vowel patterns to identify a word family.  English  E111.1 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 review W34a–W34g: sock, dock, lock, rock, block, clock, flock W53a–W53c: belt, melt, felt W55a–W55c: wish, dish, fish W63a–W63d: ink, sink, blink, drink W108a–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 | | | |
| TE  508–11  WT  241–43 | Phonics  P112.1 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.  English  E112.1 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, cow W124a–W124f: town, down, clown, crown, brown, frown * Word Family Cards for review W37a–W37h: not, hot, dot, lot, got, trot, spot, shot W99a–W99e: boat, coat, goat, float, throat W103a–W103f: bow, blow, grow, slow, snow, throw W118a–W118c: tool, pool, cool W121a–W121c: took, hook, book | Activities   * pp. 207–8 |
| Pages | Objectives | Resources | Assessments |
| Lesson 112 (continued) | | | |
| TE  508–11  WT  241–43 |  | 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 | | | |
| TE  512–15  WT  245–46 | Phonics  P113.1 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.  English  E113.1 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 review W123a–W123c: now, how, cow W124a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 114 | | | |
| TE  516–19  WT  247–49 | Phonics  P114.1 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.  English  E114.1 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 review W108a–W108f: lace, race, face, place, grace, space W109a–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 | | | |
| TE  520–23  WT  251–52 | Phonics  P115.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 115 (continued) | | | |
| TE  520–23  WT  251–52 | English  E115.1 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 review W108a–W108f: lace, race, face, place, grace, space W109a–W109f: nice, mice, price, slice, spice, twice W123a–W123c: now, how, cow W124a–W124f: town, down, clown, crown, brown, frown W127a–W127c: out, sprout, shout   BJU Press Trove   * Audio: “Phonics Song 2” * Video: “Months of the Year”   Materials   * Words written for display in columns Column 1: oar, more, roar, soar Column 2: town, frown, plow, house Column 3: serve, turn, corn, dirt Column 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 | | | |
| TE  524–27  WT  253–54 | Phonics  P116.1 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.  English  E116.1 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 review W108a–W108f: lace, race, face, place, grace, space W109a–W109f: nice, mice, price, slice, spice, twice W129a–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) | | | |
| TE  524 –27  WT  253–54 |  | 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 | | | |
| TE  528–31  WT  255–56 | Phonics  P117.1 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.  English  E117.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 118 | | | |
| TE  532–35  WT  257–58 | Phonics  P118.1 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.  English  E118.1 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 review W108a–W108f: lace, race, face, place, grace, space W129a–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 | | | |
| TE  536–39  WT  259–60 | Phonics  P119.1 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.  English  E119.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 119 (continued) | | | |
| TE  536–39  WT  259–60 |  | 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 | | | |
| TE  540–43  WT  261–62 | Phonics  P120.1 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.  English  E120.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 121 | | | |
| TE  544–47  WT  263–64 | Phonics  P121.1 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.  English  E121.1 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 | | | |
| TE  548–49 | Phonics & English  P122.1/E122.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–119 | Teacher Edition   * Unit 4 Test | * Unit 4 Test |

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| 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 | | | | |
| TE  562–65  WT  265–68 | | Phonics  P123.1 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 review W124a–W124f: town, down, clown, crown, brown, frown W127a–W127c: out, sprout, shout W130a–W130c: toy, boy, joy W131a–W131f: saw, law, raw, jaw, draw, straw W133a–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 | | | | |
| TE  566–69  WT  269–71 | | Phonics  P124.1 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.

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| Pages | Objectives | Resources | Assessments |
| Lesson 124 (continued) | | | |
| TE  566–69  WT  269–71 | English  E124.1 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 review 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 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 | | | |
| TE  570–73  WT  273–74 | Phonics  P125.1 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.  English  E125.1 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 review W108a–W108f: lace, race, face, place, grace, space W109a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 126 | | | |
| TE  574–77  WT  275–76 | Phonics  P126.1 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.  English  E126.1 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 | | | |
| TE  578–81  WT  277–78 | Phonics  P127.1 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.  English  E127.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 128 | | | |
| TE  582–85  WT  279–80 | Phonics  P128.1 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.  English  E128.1 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 review W129a–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 | | | |
| TE  586–89  WT  281–82 | Phonics  P129.1 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.  English  E129.1 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 review W137a–W137d: edge, wedge, ledge, pledge W138a–W138e: nudge, budge, fudge, judge, grudge   High-Frequency Word Cards   * HFW 108: nowhere | Activities   * pp. 239–40 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 129 (continued) | | | |
| TE  586–89  WT  281–82 |  | 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 | | | |
| TE  590–93  WT  283–84 | Phonics  P130.1 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.  English  E130.1 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 | | | |
| TE  594–97  WT  285–86 | Phonics  P131.1 Decode words with silent letters.  P131.2 Decode words with /ô/.  P131.3 Read the high-frequency word brought.  English  E131.1 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 review W134a–W134c: cost, lost, frost W135a–W135c: song, long, strong W136a–W136e: toss, boss, loss, moss, cross W139a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 132 | | | |
| TE  598–601  WT  287–88 | Phonics  P132.1 Distinguish among words with various short- and long-vowel patterns.  P132.2 Decode words with /ô/.  English  E132.1 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 | | | |
| TE  602–5  WT  289–90 | Phonics  P133.1 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.  English  E133.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 134 | | | |
| TE  606–9  WT  291–92 | Phonics  P134.1 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.  English  E134.1 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 review W135a–W135c: song, long, strong W139a–W139b: soft, loft W142a–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 | | | |
| TE  610–13  WT  293–94 | Phonics  P135.1 Decode words with /f/ spelled ph.  P135.2 Decode words with igh and augh.  P135.3 Choose the correct homophone to complete a sentence.  English  E135.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 136 | | | |
| TE  614–17  WT  295–96 | Phonics  P136.1 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.  English  E136.1 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 review W80c: write W82b: rule W91c: heat W94a: feet W100e: right W101a: toe W105b: no W106c: true W118a: tool W145d: share W146e: stair W158e: 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 | | | |
| TE  618–21  WT  297–98 | Phonics  P137.1 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.  English  E137.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 138 | | | |
| TE  622–24  WT  299–300 | Phonics  P138.1 Distinguish /ô/ from other vowel sounds.  P138.2 Decode words with various vowel sounds and patterns.  P138.3 Classify words into word families.  English  E138.1 Identify pairs of synonyms. | Word Family Cards   * Word Family Cards for review W110a, W110c: arm, farm W111b, W111e: car, star W133g, W133i: mall, stall W134a, W134c: cost, frost W135b–W135c: long, strong W136a, W136c–W136e: toss, loss, moss, cross W145a–W145d: dare, care, stare, share W146b–W146d, W146f: hair, pair, fair, chair   BJU Press Trove   * Video: “Synonyms” | Activities   * pp. 257–58 |
| Lesson 139 | | | |
| TE  626–29  WT  301–2 | Phonics  P139.1 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.  English  E139.1 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 | | | |
| TE  630–33  WT  303–4 | Phonics  P140.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 140 (continued) | | | |
| TE  630–33  WT  303–4 | English  E140.1 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 | | | |
| TE  634–37  WT  305–6 | Phonics  P141.1 Distinguish among /oi/, /ôr/, and /är/.  P141.2 Decode words with -ly, /oi/, /ôr/, and /är/.  English  E141.1 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 | | | |
| TE  638–42  WT  307–9 | Phonics  P142.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 142 (continued) | | | |
| TE  638–42  WT  307–9 | English  E142.1 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 | | | |
| TE  644–47  WT  311–13 | Phonics  P143.1 Decode words with prefixes.  P143.2 Identify the prefix of a word.  P143.3 Identify the location for syllabication in words with prefixes.  English  E143.1 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 | | | |
| TE  648–51  WT  315–17 | Phonics  P144.1 Classify a word as having a prefix or suffix.  P144.2 Identify the correct prefix for a word.  English  E144.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 145 | | | |
| TE  652–55  WT  319–20 | Phonics  P145.1 Decode words with various vowel sounds and patterns.  P145.2 Decode words with consonant blends and digraphs.  English  E145.1 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, down W127a, W127c: out, shout W130a–W130b: toy, boy W131e–W131f: draw, straw W133a–W133b: all, tall W134a–W134b: cost, lost W136a, W136e: toss, cross W142b–W142c: dog, log W145b, W145d: care, share W146a–W145b: air, hair * Word Family Cards for review (set 2) W108d–W108f: place, grace, space W109d–W109f: slice, spice, twice W129d–W129f: cage, rage, stage W137a, W137d: edge, pledge W138c–W138d: fudge, judge W140a–W140b: hatch, batch W141a, 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 | | | |
| TE  656–57 | Phonics & English  P146.1/E146.1 Demonstrate mastery of the phonics and English skills presented in Lessons 1–141. | Teacher Edition   * Unit 5 Test | * Unit 5 Test |

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| 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 | | | |
| TE  674–78  WT  321–24 | Phonics  P147.1 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 review W145a–W145d: dare, care, stare, share W146a–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 | | | |
| TE  680–83  WT  325–26 | Phonics  P148.1 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.  English  E148.1 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.

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| Pages | Objectives | Resources | Assessments |
| Lesson 149 | | | |
| TE  684–87  WT  327–28 | Phonics  P149.1 Recall various vowel patterns.  P149.2 Decode words with /ē/ spelled ie.  P149.3 Decode words with r-influenced vowels.  English  E149.1 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, farm W111b–W111e: car, far, jar, star W146b–W146f: hair, pair, fair, stair, chair W147c–W147d: chief, thief W148a–W148c: field, yield, shield * Word Family Cards for review (set 2) W93a–W93d: die, pie, lie, tie W145a–W145d: dare, care, stare, share W146a–W146f: air, hair, pair, fair, stair, chair W147a–W147d: brief, grief, chief, thief W148a–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 | | | |
| TE  688–91  WT  329–30 | Phonics  P150.1 Decode words ending in y with suffixes -es and -ed.  P150.2 Read the high-frequency word shall.  English  E150.1 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 review W97a–W97f: by, my, fly, cry, dry, fry W147a–W147d: brief, grief, chief, thief W148a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 151 | | | |
| TE  692–95  WT  331–32 | Phonics  P151.1 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.  English  E151.1 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 review W6a–W6g: Ted, wed, bed, led, red, fed, shed W91a–W91d: eat, seat, heat, meat W92a–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 | | | |
| TE  696–99  WT  333–34 | Phonics  P152.1 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.  English  E152.1 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, bright W147a–W147d: brief, grief, chief, thief W148a–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 | | | |
| TE  700–703  WT  335–36 | Phonics  P153.1 Decode words with /ō/ in closed syllables.  P153.2 Build words in the \_olt, \_old, and \_oll word families.  English  E153.1 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 | | | |
| TE  704–7  WT  337–38 | Phonics  P154.1 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.  English  E154.1 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, chalk W156a–W156b: half, calf * Word Family Cards for review (set 2) W100a–W100h: sight, night, light, might, right, fight, flight, bright W137a–W137d: edge, wedge, ledge, pledge W140a–W140h: hatch, batch, patch, catch, latch, match, snatch, scratch 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   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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 155 | | | |
| TE  708–11  WT  339–40 | Phonics  P155.1 Decode words with silent gh, l,  and w.  P155.2 Identify rhyming words.  P155.3 Identify homophones.  English  E155.1 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 review W41a–W41c: list, fist, wrist W80a–W80c: bite, white, write W100a–W100h: sight, night, light, might, right, fight, flight, bright W155a–W155c: talk, walk, chalk W156a–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 | | | |
| TE  712–15  WT  341–44 | Phonics  P156.1 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.  English  E156.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 157 | | | |
| TE  716–19  WT  345–46 | Phonics  P157.1 Decode words with silent consonants l, w, k, and b.  P157.2 Distinguish real words from nonsense words.  English  E157.1 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 | | | |
| TE  720–23  WT  347–48 | Phonics  P158.1 Distinguish among various words with /oo/.  P158.2 Decode words with /oo/ spelled ew.  P158.3 Build words in the \_ew word family.  English  E158.1 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 review W106a–W106c: blue, glue, true W118a–W118c: tool, pool, cool W119a–W119c: toot, hoot, boot W120a–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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 159 | | | |
| TE  724–27  WT  349–50 | Phonics  P159.1 Decode words with /oo/.  P159.2 Choose the picture that matches the phrase.  P159.3 Read the high-frequency word tear.  English  E159.1 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 review W117a–W117c: room, bloom, broom W118a–W118c: tool, cool, pool W119a–W119c: toot, hoot, boot W120a–W120c: soon, noon, moon W158a–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 | | | |
| TE  728–31  WT  351–54 | Phonics  P160.1 Decode words with silent consonants and words with long-vowel patterns.  P160.2 Identify a word that matches a clue.  English  E160.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 161 | | | |
| TE  732–35  WT  355–56 | Phonics  P161.1 Decode words with r-influenced vowel patterns.  P161.2 Decode words with silent consonants.  P161.3 Identify syllables within a word.  English  E161.1 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 review W107a–W107c: dark, bark, mark W113a–W113c: more, store, chore W114a–W114e: torn, horn, born, corn, thorn W115a–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 | | | |
| TE  736–39  WT  357–58 | Phonics  P162.1 Decode words with a long vowel and two consonants.  English  E162.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 163 | | | |
| TE  740–43  WT  359–60 | Phonics  P163.1 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.  English  E163.1 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 | | | |
| TE  744–47  WT  361–62 | Phonics  P164.1 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.  English  E164.1 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 | | | |
| TE  748–51  WT  363–64 | Phonics  P165.1 Construct words with suffixes.  P165.2 Decode words from various word families.  English  E165.1 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 | | | |
| TE  752–55  WT  365–66 | Phonics  P166.1 Decode words ending in /ī/ spelled with y.  P166.2 Distinguish soft g from hard g.  P166.3 Decode words with various vowel sounds.  English  E166.1 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 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 167 | | | |
| TE  756–59  WT  367–68 | Phonics  P167.1 Decode words with /âr/ spelled air  or are.  P167.2 Decode words with suffixes -es  and -ed.  English  E167.1 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 | | | |
| TE  760–63  WT  369–70 | Phonics  P168.1 Identify syllables within various words.  English  E168.1 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 review W147a–W147d: brief, grief, chief, thief W148a–W148c: field, yield, shield W149a–W149h: head, lead, read, dead, bread, tread, spread, thread   BJU Press Trove   * Video: “Analogies” | Activities   * p. 315 * p. 316: Let’s Check |
| Lesson 169 | | | |
| TE  764–67  WT  371–72 | Phonics  P169.1 Decode words with l and r blends.  English  E169.1 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 |

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| Lesson 170 | | | |
| TE  768–71  WT  373–74 | Phonics  P170.1 Decode words with r-influenced vowels.  P170.2 Identify suffixes and prefixes of words.  P170.3 Read the high-frequency word eight.  English  E170.1 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 review 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 W113a–W113c: more, store, chore W114a–W114e: torn, horn, born, corn, thorn W115a–W115c: girl, swirl, twirl W116a–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 | | | |
| TE  772–75  WT  375–76 | Phonics  P171.1 Decode words with various long-vowel patterns.  P171.2 Decode words with initial consonant blends and digraphs.  English  E171.1 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 review W69g–W69h: flake, shake W75g–W75h: shine, whine W84c–W84d: June, prune W86c–W86e: main, rain, train W89j–W89l: play, pray, tray W92b–W92d: steam, dream, stream W94d–W94f: sweet, street, sheet  W93a–W93c: die, pie, lie W99c–W99e: goat, float, throat W100f–W100h: fight, flight, bright W103d–W103f: slow, snow, throw  W106a–W106c: blue, glue, true W158j–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 |

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| Lesson 172 | | | |
| TE  776–79  WT  377–78 | Phonics  P172.1 Decode words with silent consonants.  P172.2 Decode words with various vowel sounds and patterns.  English  E172.1 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 review W101a–W101c: toe, hoe, doe W106a–W106c: blue, glue, true W145b–W145d: care, stare, share W146d–W146f: fair, stair, chair W147a, W147c–W147d: brief, chief, thief W148a–W148c: field, yield, shield W150a–W150c: wild, mild, child W152d, W152f–W152g: kind, find, blind W153b, W153g, W153j: told, gold, scold W154a–W154c: roll, scroll, stroll W157a, 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 | | | |
| TE  780–82  WT  379–80 | Phonics  P173.1 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.  English  E173.1 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 review W98a–W98b: sigh, high W100g–W100i: flight, bright, knight W104d–W104f: grown, thrown, known W132a–W132c: dawn, lawn, yawn W149e, W149g–W149h: bread, spread, thread W151a–W151c: bolt, colt, jolt W155a–W155c: talk, walk, chalk W156a–W156b: half, calf W158g–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 |

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| Lesson 174 | | | |
| TE  784–85 | Phonics & English  P174.1/E174.1 Demonstrate mastery  of phonics and English skills presented in  Lessons 1–173. | Teacher Edition   * Unit 6 Test | * Unit 6 Test |
| Lesson 175 | | | |
| TE  786–88  WT  381–82 | Phonics  P175.1 Recall letters in alphabetical order.  P175.2 Arrange words in alphabetical order.  English  E175.1 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 review W23b–W213d: sand, hand, band W24e–W24g: fell, yell, shell W35e–W35g: stop, drop, chop W41a–W41c: list, fist, wrist W108c–W108e: face, place, grace W138b–W138d: budge, fudge, judge W143a–W143c: moth, cloth, broth W148a–W148c: field, yield, shield W152c–W152e: mind, kind, rind W158a–W158c: new, dew, pew   BJU Press Trove   * Video: “Alphabet Song” | Activities   * pp. 327–28 |
| Lesson 176 | | | |
| TE  790–93  WT  383–84 | Phonics  P176.1 Distinguish blends and digraphs from other consonants.  P176.2 Choose words to complete a sentence.  English  E176.1 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 |

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| Lesson 177 | | | |
| TE  794–97  WT  385–86 | Phonics  P177.1 Distinguish words with short-vowel sounds from words with long-vowel sounds.  P177.2 Classify words by vowel sounds.  English  E177.1 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 | | | |
| TE  798–801  WT  387–88 | Phonics  P178.1 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.  English  E178.1 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 review 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 W113a–W113c: more, store, chore W114a–W114e: torn, horn, born, corn, thorn W115a–W115c: girl, swirl, twirl W116a–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 |

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| Lesson 179 | | | |
| TE  802–4  WT  389–90 | Phonics  P179.1 Decode words with various vowel patterns.  English  E179.1 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: pray W92c: dream W100f: fight W105b: no W108b: race W117c: broom W135c: strong W137d: pledge W140h: scratch W142f: frog W145d: share W146b: hair W149g: spread W152f: find W155a: talk W157d: thumb W158j: chew * Word Family Cards for review (set 2) W102a–W102c: boast, coast, roast W104a–W104c: own, blown, flown W124a–W124d: town, down, clown, crown W136a–W136d: toss, boss, loss, moss  W147a–W147d: brief, grief, chief, thief W149a–W149d: head, lead, read, dead  W150a–W150c: wild, mild, child W151a–W151c: bolt, colt, jolt W152a–W152d: wind, bind, mind, kind W155a–W155c: talk, walk, chalk W156a–W156b: half, calf   Materials   * Word cards from IA 176 | Activities   * pp. 335–36 |
| Lesson 180 | | | |
| TE  806–9  WT  391–92 | Phonics  P180.1 Identify the location for syllabication.  English  E180.1 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 |