

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

Legend

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

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

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

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

| Pages | Objectives | Resources | Assessments |
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| Lesson 5 | | | |
| <p>TE 34–37</p> <p>WT 11–12</p> | <p>Phonics</p> <p>P5.1 Explain how Mr. and Mrs. Short work together in a listening story.</p> <p>P5.2 Associate /w/ with the letter <i>w</i>.</p> <p>P5.3 Distinguish /w/ from other initial sounds.</p> <p>P5.4 Decode words in the <i>_in</i> and <i>_it</i> word families.</p> <p>P5.5 Read and write the word <i>yellow</i>.</p> <p>P5.6 Read the high-frequency words <i>a</i> and <i>the</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • PS9, 14, 19–20, 23: <i>ī, n, s, t, w</i> • P1: <i>Colors</i> • P2 C6: <i>yellow</i> • P4: <i>Vowels</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together) <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family cards for review, introducing words with <i>w</i> • W2a–W2d: <i>in, tin, sin, win</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 1, 147: <i>a, the</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Video: “Vowel Song v1” <p>Materials</p> <ul style="list-style-type: none"> • Images of objects beginning with /ī/, /n/, /s/, and /t/ • A yellow container for the images | |
| Lesson 6 | | | |
| <p>TE 38–41</p> <p>WT 13–14</p> | <p>Phonics</p> <p>P6.1 Associate /h/ with the letter <i>h</i>.</p> <p>P6.2 Distinguish between /h/ and other initial sounds.</p> <p>P6.3 Build words in the <i>_in</i> and <i>_it</i> word families.</p> <p>P6.4 Read and write the word <i>red</i>.</p> <p>English</p> <p>E6.1 Identify the beginning uppercase letter and end punctuation mark of a sentence.</p> <p>E6.2 Repeat sentences with appropriate expression as indicated by the end punctuation mark.</p> <p>E6.3 Choose a picture that matches a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • PS8: <i>h</i> • P1: <i>Colors</i> • P2 C1–C7: <i>blue, purple, white, black, green, yellow, red</i> • P4: <i>Vowels</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together) • E1: <i>Sentences</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W1a–W1c: <i>it, sit, hit</i> • W2a–W2d: <i>in, tin, sin, win</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Video: “Vowel Song v1” • Video: “Word Families” • Video: “Capitalization and Punctuation” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 1–2 |
| Pages | Objectives | Resources | Assessments |

Lesson 7

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| <p>TE 42–45</p> <p>WT 15–16</p> | <p>Phonics</p> <p>P7.1 Associate /d/ with the letter <i>d</i>.</p> <p>P7.2 Distinguish /d/ from other initial sounds.</p> <p>P7.3 Build words in the <i>_id</i> word family.</p> <p>P7.4 Classify words into their word families.</p> <p>P7.5 Read the high-frequency word <i>come</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none">• “Phonics Song 1”• “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none">• PS4: <i>d</i>• P4: <i>Vowels</i>• Alphabet Cards• Phonics Characters: Mr. and Mrs. Short (together) <p>Word Family Cards</p> <ul style="list-style-type: none">• W2a–W2d: <i>in, tin, sin, win</i>• Word Family Cards for review, introducing words with <i>h</i>• W1a–W1c: <i>it, sit, hit</i>• W3a–W3c: <i>Sid, hid, did</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none">• HFW 43: <i>come</i> <p>BJU Press Trove</p> <ul style="list-style-type: none">• Audio: “Phonics Song 1”• Video: “Alphabet Song”• Video: “Vowel Song v1” <p>Materials</p> <ul style="list-style-type: none">• Four containers | <p>Activities</p> <ul style="list-style-type: none">• pp. 3–4 |
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Lesson 8

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| <p>TE 46–49</p> <p>WT 17–18</p> | <p>Phonics</p> <p>P8.1 List the five vowels.</p> <p>P8.2 Associate /ĕ/ with the letter <i>e</i>.</p> <p>P8.3 Distinguish /ĕ/ from other initial and medial sounds.</p> <p>P8.4 Build words in the <i>_en, _ed, and _et</i> word families.</p> <p>P8.5 Read and write the word <i>brown</i>.</p> <p>P8.6 Read the high-frequency words <i>has</i> and <i>this</i>.</p> <p>English</p> <p>E8.1 Identify nouns that name people.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none">• “Phonics Song 1”• “Vowel Song” (verse 1)• IA 8: <i>Ten Brown Hens</i> <p>Visuals</p> <ul style="list-style-type: none">• PS5: <i>ĕ</i>• P1: <i>Colors</i>• P2 C1–C8: <i>blue, purple, black, white, green, yellow, red, brown</i>• P4: <i>Vowels</i>• Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none">• W4a–W4c: <i>set, net, wet</i>• W5a–W5c: <i>ten, hen, den</i>• W6a–W6b: <i>Ted, wed</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none">• HFW 78, 154: <i>has, this</i> <p>BJU Press Trove</p> <ul style="list-style-type: none">• Audio: “Phonics Song”• Video: “Alphabet Song”• Video: “Vowel Song v1” | <p>Activities</p> <ul style="list-style-type: none">• pp. 5–6 |
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| Pages | Objectives | Resources | Assessments |
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| Lesson 9 | | | |
| <p>TE 50–53</p> <p>WT 19–20</p> | <p>Phonics</p> <p>P9.1 Associate /b/ with the letter <i>b</i>.</p> <p>P9.2 Distinguish /b/ from other initial sounds.</p> <p>P9.3 Build words in the <i>_ed, _en, _in,</i> and <i>_it</i> word families.</p> <p>P9.4 Create sentences by using words from word families.</p> <p>P9.5 Read and write the word <i>orange</i>.</p> <p>P9.6 Read the high-frequency words <i>and, I,</i> and <i>when</i>.</p> <p>English</p> <p>E9.1 Identify nouns that name people or places.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> PS2: <i>b</i> P1: <i>Colors</i> P2 C1–C9: <i>blue, purple, black, white, green, yellow, red, brown, orange</i> P4: <i>Vowels</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review, introducing words with <i>b</i> W1a–W1d: <i>it, sit, hit, bit</i> W2a–W2e: <i>in, tin, sin, win, bin</i> W5a–W5d: <i>ten, hen, den, Ben</i> W6a–W6b: <i>Ted, wed, bed</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 13, 90, 177: <i>and, I, when</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Video: “Alphabet Song” Video: “Vowel Song v1” Phonics Storybook 1: <i>Sid, Ben, and Ted</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> pp. 7–8 |
| Lesson 10 | | | |
| <p>TE 54–57</p> <p>WT 21–22</p> | <p>Phonics</p> <p>P10.1 List the five vowels.</p> <p>P10.2 Associate /ū/ with the letter <i>u</i>.</p> <p>P10.3 Identify /ū/ as an initial or medial sound.</p> <p>P10.4 Build words in the <i>_un, _ut, _us,</i> and <i>_ub</i> word families.</p> <p>P10.5 Form words using /ū/ to complete a sentence.</p> <p>English</p> <p>E10.1 Classify a noun as a person, place, or thing.</p> <p>E10.2 Identify the beginning uppercase letter and end punctuation mark of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” “Vowel Song” (verse 1) IA 10.1: <i>Building Word Families</i> IA 10.2: <i>Matching Word Families</i> <p>Visuals</p> <ul style="list-style-type: none"> PS21: <i>ū</i> P4: <i>Vowels</i> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> W7a–W7b: <i>sun, bun</i> W9a–W9c: <i>nut, hut, but</i> W10a–W10b: <i>us, bus</i> W11a–W11b: <i>tub, sub</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Video: “Alphabet Song” Video: “Vowel Song v1” Video: “Nouns Name” <p>Materials</p> <ul style="list-style-type: none"> A small ball or other object to pass Music for Hot Potato activity | <p>Activities</p> <ul style="list-style-type: none"> pp. 9–10 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 11 | | | |
| <p>TE 58–61</p> <p>WT 23–24</p> | <p>Phonics</p> <p>P11.1 Match color words with an item of that color.</p> <p>P11.2 Associate /p/ with the letter <i>p</i>.</p> <p>P11.3 Identify /p/ as an initial or final sound.</p> <p>P11.4 Distinguish /p/ from other initial, middle, and final sounds.</p> <p>P11.5 Build words in the <i>_up</i> and <i>_ip</i> word families.</p> <p>P11.6 Read the high-frequency words <i>for</i> and <i>no</i>.</p> <p>English</p> <p>E11.1 Distinguish a singular noun from its plural form with the suffix <i>-s</i>.</p> <p>E11.2 Form the plural of a noun by adding the suffix <i>-s</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • PS16: <i>p</i> <p>Visuals</p> <ul style="list-style-type: none"> • P2 C1–C9: <i>blue, purple, black, white, green, yellow, red, brown, orange</i> • P4: <i>Vowels</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together) <p>Word Family Cards</p> <ul style="list-style-type: none"> • W8a–W8b: <i>up, pup</i> • W13a–W13e: <i>tip, sip, nip, hip, dip</i> • Word Family Cards for review, introducing words with <i>p</i> • W1a–W1e: <i>it, sit, hit, bit, pit</i> • W2a–W2f: <i>in, tin, sin, win, bin, pin</i> • W4a–W4d: <i>set, net, wet, pet</i> • W5a–W5e: <i>ten, hen, den, Ben, pen</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 65, 107: <i>for, no</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Video: “Vowel Song v1” • Phonics Storybook 2: <i>The Pup in a Tub</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Two pencils • Three pens | <p>Activities</p> <ul style="list-style-type: none"> • p. 11 • p. 12: <i>Let’s Check</i> |
| Lesson 12 | | | |
| <p>TE 62–65</p> <p>WT 25–26</p> | <p>Phonics</p> <p>P12.1 Explain how Uncle Short helps in a listening story.</p> <p>P12.2 Associate /k/ with the letters <i>c, k</i>, and <i>ck</i>.</p> <p>P12.3 Identify /k/ as an initial or final sound.</p> <p>P12.4 Build words in the <i>_eck, _ick</i>, and <i>_uck</i> word families.</p> <p>P12.5 Read the high-frequency words <i>an, on, which, would</i>, and <i>you</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) • IA 12: <i>Paintbrushes</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS3, 11: <i>c, k</i> • P4: <i>Vowels</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> • W12a–W12c: <i>neck, deck, peck</i> • W14a–W14e: <i>tick, sick, wick, pick, kick</i> • W15a–W15d: <i>tuck, duck, buck, puck</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 13–14 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 12 (continued) | | | |
| <p>TE 62–65</p> <p>WT 25–26</p> | <p>English</p> <p>E12.1 Distinguish a singular noun from its plural form with the suffix <i>-s</i>.</p> <p>E12.2 Identify a plural noun in a sentence.</p> <p>E12.3 Form the plural of a noun by adding the suffix <i>-s</i>.</p> | <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 12, 112, 179, 190, 193: <i>an, on, which, would, you</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Video: “Vowel Song v1” • Video: “Uncle Short Comes to Visit” • Phonics Storybook 3: <i>Beck and Pip</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Seven green 4x6-inch cards, each card labeled with one of the following words: <i>deck, peck, kick, sick, pick, tuck, and duck</i> • A child’s cap • A child’s sock • Two cups | |
| Lesson 13 | | | |
| <p>TE 66–69</p> <p>WT 27–28</p> | <p>Phonics</p> <p>P13.1 Recall the five vowels.</p> <p>P13.2 Associate /ă/ with the letter <i>a</i>.</p> <p>P13.3 Identify /ă/ as an initial or middle sound.</p> <p>P13.4 Build words in the <i>_an, _ap, _ad, _at, _as</i>, and <i>_ack</i> word families.</p> <p>P13.5 Create sentences by using words from word families.</p> <p>P13.6 Read the high-frequency words <i>are, go, and his</i>.</p> <p>English</p> <p>E13.1 Form the plural of a noun by adding the suffix <i>-s</i>.</p> <p>E13.2 Complete a sentence by using a singular or plural noun.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) • IA 13: <i>Five Body Vowels</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS1: <i>ă</i> • P4: <i>Vowels</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> • W16a–W16d: <i>an, tan, pan, can</i> • W17a–W17c: <i>tap, sap, cap</i> • W18a–W18d: <i>had, dad, bad, pad</i> • W19a–W19e: <i>sat, hat, bat, pat, cat</i> • W21a–W21c: <i>sack, back, pack</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 19, 71, 87: <i>are, go, his</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Video: “Vowel Song v1” <p>Materials</p> <ul style="list-style-type: none"> • Two socks • Two pens | <p>Activities</p> <ul style="list-style-type: none"> • pp. 15–16 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 14 | | | |
| <p>TE 70–73</p> <p>WT 29–30</p> | <p>Phonics</p> <p>P14.1 Identify the consonant blend /nd/.</p> <p>P14.2 Distinguish among /n/, /d/, and /nd/.</p> <p>P14.3 Build words in the <i>_end</i> and <i>_and</i> word families.</p> <p>English</p> <p>E14.1 Write the plural form of a given noun.</p> <p>E14.2 Identify the plural noun in a sentence.</p> <p>E14.3 Identify the beginning uppercase letter and end punctuation mark of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” <p>Visuals</p> <ul style="list-style-type: none"> • PS4, 14: <i>d, n</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> • W20a–W20c: <i>end, send, bend</i> • W23a–W23d: <i>and, sand, hand, band</i> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Video: “Ending Blends” • Phonics Storybook 4: <i>Dan and Pat</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> • pp. 17–18 |
| Lesson 15 | | | |
| <p>TE 74–77</p> <p>WT 31–32</p> | <p>Phonics</p> <p>P15.1 Associate // with the letter <i>l</i> and the double letters <i>ll</i>.</p> <p>P15.2 Identify // as an initial or final sound.</p> <p>P15.3 Distinguish // from other initial, middle, and final sounds.</p> <p>P15.4 Build words in the <i>_ull, _ell,</i> and <i>_ill</i> word families.</p> <p>P15.5 Read the high-frequency words <i>do, one,</i> and <i>what</i>.</p> <p>English</p> <p>E15.1 Recall the difference between singular and plural nouns.</p> <p>E15.2 Classify nouns as singular or plural.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) • IA 15: <i>Bonus Letter Bursts</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS12: <i>l</i> • P4: <i>Vowels</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> • W22a–W22b: <i>hull, dull</i> • W24a–W24d: <i>tell, sell, well, bell</i> • W25a–W25d: <i>will, hill, pill, kill</i> • Word Family Cards for review, introducing words with <i>l</i> • W1a–W1g: <i>it, sit, hit, bit, pit, kit, lit</i> • W3a–W3e: <i>Sid, hid, did, kid, lid</i> • W4a–W4e: <i>set, net, wet, pet, let</i> • W6a–W6d: <i>Ted, wed, bed, led</i> • W13a–W13f: <i>tip, sip, nip, hip, dip, lip</i> • W14a–W14f: <i>tick, sick, wick, pick, kick, lick</i> • W23a–W23e: <i>and, sand, hand, band, land</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 46, 114, 176: <i>do, one, what</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 19–20 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 15 (continued) | | | |
| <p>TE 74–77</p> <p>WT 31–32</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: "Phonics Song 1 " • Video: "Alphabet Song" • Video: "Vowel Song v1" <p>Materials</p> <ul style="list-style-type: none"> • Three lids • Two bags or sacks | |
| Lesson 16 | | | |
| <p>TE 78–81</p> <p>WT 33–34</p> | <p>Phonics</p> <p>P16.1 Recall details from a fictional listening selection.</p> <p>P16.2 Associate the letter <i>g</i> with its hard sound, /g/.</p> <p>P16.3 Distinguish /g/ from other initial and final sounds.</p> <p>P16.4 Identify /g/ in the listening selection.</p> <p>P16.5 Build words in the <i>_ig</i>, <i>_ag</i>, <i>_ug</i>, and <i>_eg</i> word families.</p> <p>P16.6 Read the high-frequency words <i>her</i> and <i>they</i>.</p> <p>English</p> <p>E16.1 Identify the beginning uppercase letter and end punctuation mark of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • "Phonics Song 1" • "Vowel Song" (verse 1) • IA 16: <i>Gopher Word Mat</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS7: <i>g</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together) <p>Word Family Cards</p> <ul style="list-style-type: none"> • W26a–W26d: <i>wig, dig, big, pig</i> • W27a–W27c: <i>tag, wag, bag</i> • W28a–W28d: <i>tug, hug, dug, bug</i> • W29a–W29c: <i>beg, peg, leg</i> • Word Family Cards for review, introducing words with <i>g</i> • W4a–W4f: <i>set, net, wet, pet, let, get</i> • W22a–W22c: <i>hull, dull, gull</i> • W25a–W25e: <i>will, hill, pill, kill, gill</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 85, 153: <i>her, they</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: "Phonics Song 1" • Video: "Alphabet Song" • Video: "Vowel Song v1" • Video: "Capitalization and Punctuation" <p>Materials</p> <ul style="list-style-type: none"> • Four tokens for each student | <p>Activities</p> <p>pp. 21–22</p> |
| Lesson 17 | | | |
| <p>TE 82–85</p> <p>WT 35–36</p> | <p>Phonics</p> <p>P17.1 Identify the consonant blend /nt/.</p> <p>P17.2 Distinguish /nt/ from other final sounds.</p> <p>P17.3 Build words in the <i>_ent</i> word family.</p> <p>P17.4 Match a sentence to a picture.</p> <p>English</p> <p>E17.1 Define <i>noun</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • "Phonics Song 1" <p>Visuals</p> <ul style="list-style-type: none"> • PS14, 20: <i>n, t</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> • W31a–W31e: <i>tent, sent, went, dent, bent</i> • Word Family Cards for review | <p>Activities</p> <ul style="list-style-type: none"> • p. 23 • p. 24: <i>Let's Check</i> |

| Pages | Objectives | Resources | Assessments |
|---|---|--|--|
| Lesson 17 (continued) | | | |
| <p>TE 82–85</p> <p>WT 35–36</p> | <p>English</p> <p>E17.2 Distinguish between a noun and an action verb.</p> <p>E17.3 Identify the action verb in a sentence.</p> | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Phonics Storybook 5: <i>Peg and the Bug</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • A tic-tac-toe grid for display • Five Xs and five Os • Two pieces of construction paper, one piece labeled with <i>n</i> and one piece labeled with <i>d</i> • Three 4x6 cards, each card labeled with one of the following words: <i>person</i>, <i>place</i>, <i>thing</i>. • Several 3x5 cards, each card labeled with a noun such as <i>Dad</i> (person), <i>school</i> (place), <i>cup</i> (thing). | |
| Lesson 18 | | | |
| <p>TE 86–89</p> <p>WT 37–38</p> | <p>Phonics</p> <p>P18.1 Associate /m/ with the letter <i>m</i>.</p> <p>P18.2 Distinguish /m/ from other initial sounds.</p> <p>P18.3 Build words in the <i>_im</i> and <i>_am</i> word families and expand other word families.</p> <p>P18.4 Read the high-frequency words <i>said</i> and <i>to</i>.</p> <p>English</p> <p>E18.1 Recall the difference between a noun and an action verb.</p> <p>E18.2 Identify the action verb in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) • IA 18: <i>Game of Marbles</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS13: <i>m</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together) <p>Word Family Cards</p> <ul style="list-style-type: none"> • W30a–W30c: <i>Tim, him, dim</i> • W32a–W32b: <i>am, ham</i> • Word Family Cards for review, introducing words with <i>m</i> W4a–W4g: <i>set, net, wet, pet, let, get, met</i> W5a–W5g: <i>ten, hen, den, Ben, pen, Ken, men</i> W16a–W16e: <i>an, tan, pan, can, man</i> W17a–W17d: <i>tap, sap, cap, map</i> W19a–W19f: <i>sat, hat, bat, pat, cat, mat</i> W20a–W20d: <i>end, send, bend, mend</i> W25a–W25f: <i>will, hill, pill, kill, gill, mill</i> W28a–W28e: <i>tug, hug, dug, bug, mug</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 130, 159: <i>said, to</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Vowel Song v1” • Link: learning to play marbles <p>Materials</p> <ul style="list-style-type: none"> • Marbles and string for each pair of students: five marbles, one shooter, and a 15-inch string for a circle | <p>Activities</p> <ul style="list-style-type: none"> • pp. 25–26 |

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| Lesson 19 | | | |
| <p>TE 90–93</p> <p>WT 39–40</p> | <p>Phonics</p> <p>P19.1 Recall details from a listening selection about the Short family.</p> <p>P19.2 Recall the five vowels.</p> <p>P19.3 Associate /ō/ with the letter o.</p> <p>P19.4 Distinguish /ō/ from other middle vowel sounds.</p> <p>P19.5 Choose middle vowels to complete words.</p> <p>P19.6 Build words in the <i>_od, _ock, _op, _om, and _ot</i> word families.</p> <p>P19.7 Read the high-frequency word <i>she</i>.</p> <p>English</p> <p>E19.1 Choose an action verb to complete a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) • IA 19: <i>Silly Sock Word Mat</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS15: <i>ō</i> • P4: <i>Vowels</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together) <p>Word Family Cards</p> <ul style="list-style-type: none"> • W33a–W33b: <i>nod, God</i> • W34a–W34c: <i>sock, dock, lock</i> • W35a–W35d: <i>top, hop, pop, mop</i> • W36a–W36b: <i>Tom, mom</i> • W37a–W37e: <i>not, hot, dot, lot, got</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 136: <i>she</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Video: “Vowel Song v1” • Phonics Storybook 6: <i>Dots on a Sock</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> • pp. 27–28 |
| Lesson 20 | | | |
| <p>TE 94–97</p> <p>WT 41–42</p> | <p>Phonics</p> <p>P20.1 Identify the consonant blend /st/.</p> <p>P20.2 Distinguish /st/ from other initial sounds.</p> <p>P20.3 Form words using /st/.</p> <p>P20.4 Read the high-frequency words <i>of, put, and says</i>.</p> <p>English</p> <p>E20.1 Recall the definitions of a noun and an action verb.</p> <p>E20.2 Analyze an illustration that shows an action.</p> <p>E20.3 Create a two-word sentence about the illustration using a noun and an action verb.</p> <p>E20.4 Evaluate a sentence for a beginning uppercase letter and an end punctuation mark.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • IA 20.1: <i>Stop Sign Word Mat</i> • IA 20.2: <i>People in Action</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS19, 20: <i>s, t</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 109, 126, 132: <i>of, put, says</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Ending Blends” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 29–30 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 21 | | | |
| <p>TE 98–101</p> <p>WT 43–44</p> | <p>Phonics</p> <p>P21.1 Identify initial and final /st/.</p> <p>P21.2 Decode words with /st/.</p> <p>P21.3 Build words in the <i>_est</i>, <i>_ast</i>, <i>_ust</i>, and <i>_ist</i> word families.</p> <p>P21.4 Analyze words with short vowels.</p> <p>P21.5 Read the high-frequency word <i>from</i>.</p> <p>English</p> <p>E21.1 Identify the features of a complete sentence: a beginning uppercase letter, appropriate spacing, an end punctuation mark, and complete thought.</p> <p>E21.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E21.3 Identify the noun and the action verb in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” <p>Visuals</p> <ul style="list-style-type: none"> PS19–20: <i>s</i>, <i>t</i> Alphabet Cards Phonics Characters: Mr. and Mrs. Short (together), Uncle Short E1: <i>Sentences</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W38a–W38d: <i>nest</i>, <i>west</i>, <i>best</i>, <i>pest</i> W39a–W39c: <i>past</i>, <i>cast</i>, <i>last</i> W40a–W40c: <i>dust</i>, <i>gust</i>, <i>must</i> W41a: <i>list</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 68: <i>from</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Video: “Capitalization and Punctuation” | <p>Activities</p> <ul style="list-style-type: none"> pp. 31–32 |
| Lesson 22 | | | |
| <p>TE 102–5</p> <p>WT 45–46</p> | <p>Phonics</p> <p>P22.1 Associate /r/ with the letter <i>r</i>.</p> <p>P22.2 Distinguish /r/ from other initial and final sounds.</p> <p>P22.3 Write <i>r</i> words to identify the corresponding picture.</p> <p>English</p> <p>E22.1 Recall the features that make a complete sentence.</p> <p>E22.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E22.3 Identify the noun and the action verb in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” IA 22.1: <i>r /r/ Pictures 1–4</i> IA 22.2: <i>r /r/ Pictures 5–8</i> <p>Visuals</p> <ul style="list-style-type: none"> PS18: <i>r</i> Phonics Characters: Mr. and Mrs. Short (together), Uncle Short E1: <i>Sentences</i> Sentence Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review, introducing words with <i>r</i> W6a–W6e: <i>Ted</i>, <i>wed</i>, <i>bed</i>, <i>led</i>, <i>red</i> W7a–W7d: <i>sun</i>, <i>bun</i>, <i>gun</i>, <i>run</i> W11a–W11d: <i>tub</i>, <i>sub</i>, <i>cub</i>, <i>rub</i> W16a–W16f: <i>an</i>, <i>tan</i>, <i>pan</i>, <i>can</i>, <i>man</i>, <i>ran</i> W19a–W19g: <i>sat</i>, <i>hat</i>, <i>bat</i>, <i>pat</i>, <i>cat</i>, <i>mat</i>, <i>rat</i> W28a–W28f: <i>tug</i>, <i>hug</i>, <i>dug</i>, <i>bug</i>, <i>mug</i>, <i>rug</i> W31a–W31f: <i>tent</i>, <i>sent</i>, <i>went</i>, <i>dent</i>, <i>bent</i>, <i>rent</i> W33a–W33c: <i>nod</i>, <i>God</i>, <i>rod</i> W34a–W34d: <i>sock</i>, <i>dock</i>, <i>lock</i>, <i>rock</i> W38a–W38e: <i>nest</i>, <i>west</i>, <i>best</i>, <i>pest</i>, <i>rest</i> W40a–W40d: <i>dust</i>, <i>gust</i>, <i>must</i>, <i>rust</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 33–34 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 22 (continued) | | | |
| <p>TE 102–5</p> <p>WT 45–46</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Phonics Storybook 7: <i>Nell Sits</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • A grade-level puzzle and its box | |
| Lesson 23 | | | |
| <p>TE 106–9</p> <p>WT 47–48</p> | <p>Phonics</p> <p>P23.1 Associate the letters <i>qu</i> with /kw/.</p> <p>P23.2 Distinguish /kw/ from /k/.</p> <p>P23.3 Form words using /kw/.</p> <p>P23.4 Associate /v/ with the letter <i>v</i>.</p> <p>P23.5 Distinguish /v/ from other initial, middle, and final sounds.</p> <p>P23.6 Form words using /v/.</p> <p>P23.7 Read the high-frequency words <i>he, mother, and we</i>.</p> <p>English</p> <p>E23.1 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E23.2 Evaluate a sentence for a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E23.3 Identify the noun and the action verb in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • PS17, 22: <i>q, v</i> • Alphabet Cards (two sets of the letters <i>a, e, n, s, t, and v</i>) • E2: <i>My Sentence Makes Me Smile</i> • Sentence Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review, introducing words with <i>qu</i> W1a–W1h: <i>it, sit, hit, bit, pit, kit, lit, quit</i> W14a–W14h: <i>tick, sick, wick, pick, kick, lick, stick, quick</i> W25a–W25h: <i>will, hill, pill, kill, gill, mill, still, quill</i> • Word Family Cards for review, introducing words with <i>v</i> W4a–W4h: <i>set, net, wet, pet, let, get, met, vet</i> W16a–W16g: <i>an, tan, pan, can, man, ran, van</i> W31a–W31g: <i>tent, sent, went, dent, bent, rent, vent</i> W38a–W38f: <i>nest, west, best, pest, rest, vest</i> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 80, 102, 174: <i>he, mother, we</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Vowel Song v1” | <p>Activities</p> <ul style="list-style-type: none"> • p. 35 • p. 36: <i>Let’s Check</i> |
| Lesson 24 | | | |
| <p>TE 110–13</p> <p>WT 49–50</p> | <p>Phonics</p> <p>P24.1 Associate /f/ with the letter <i>f</i> and the double letters <i>ff</i>.</p> <p>P24.2 Distinguish /f/ from other initial sounds.</p> <p>P24.3 Associate /ft/ with the letters <i>ft</i>.</p> <p>P24.4 Build words in the <i>_uff</i> and <i>_ift</i> word families.</p> <p>P24.5 Complete words by adding <i>ff</i> or <i>ft</i> endings.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • IA 24.1: <i>Gift Word Cards</i> • IA 24.2: <i>Checking Sentences</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS6: <i>f</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short • E1: <i>Sentences</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 37–38 |

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| Lesson 24 (continued) | | | |
| <p>TE 110–13</p> <p>WT 49–50</p> | <p>English</p> <p>E24.1 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E24.2 Evaluate a sentence for a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E24.3 Identify the nouns and the action verb in a sentence.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> W42a–W42c: <i>sift, lift, gift</i> W44a–W44c: <i>huff, puff, cuff, stuff</i> <p>Word Family Cards for review, introducing words with <i>f</i></p> <p>W1a–W1i: <i>it, sit, hit, bit, pit, kit, lit, quit, fit</i></p> <p>W2a–W2g: <i>in, tin, sin, win, bin, pin, fin</i></p> <p>W6a–W6f: <i>Ted, wed, bed, led, red, fed</i></p> <p>W7a–W7e: <i>sun, bun, gun, run, fun</i></p> <p>W16a–W16h: <i>an, tan, pan, can, man, ran, van, fan</i></p> <p>W19a–W19h: <i>sat, hat, bat, pat, cat, mat, rat, fat</i></p> <p>W24a–W24e: <i>tell, sell, well, bell, fell</i></p> <p>W25a–W25i: <i>will, hill, pill, kill, gill, mill, still, quill, fill</i></p> <p>W39a–W39d: <i>past, cast, last, fast</i></p> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Phonics Storybook 8: <i>Quin’s Gift</i>, optional <p>Materials</p> <ul style="list-style-type: none"> <i>ff</i> card from <i>Bonus Letter Bursts</i> (IA 15) A gift bag | |
| Lesson 25 | | | |
| <p>TE 114–17</p> <p>WT 51–52</p> | <p>Phonics</p> <p>P25.1 Distinguish consonant sounds.</p> <p>P25.2 Distinguish among the vowel sounds.</p> <p>P25.3 Read the high-frequency words <i>see</i> and <i>woman</i>.</p> <p>P25.4 Create sentences by using high-frequency words and words from word families.</p> <p>English</p> <p>E25.1 Recall the definition of a noun.</p> <p>E25.2 Classify nouns as a person, place, or thing.</p> <p>E25.3 Form plural nouns by adding the suffix <i>-s</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Vowel Song” (verse 1) IA 25: <i>Plural Nouns</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 134, 184: <i>see, woman</i> HFW Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Alphabet Song” Video: “Vowel Song v1” <p>Materials</p> <ul style="list-style-type: none"> 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 | <p>Activities</p> <ul style="list-style-type: none"> pp. 39–40 |

| Pages | Objectives | Resources | Assessments |
|--|---|--|--|
| Lesson 26 | | | |
| <p>TE 118–21</p> <p>WT 53–54</p> | <p>Phonics</p> <p>P26.1 Associate /j/ with the letter <i>j</i>.</p> <p>P26.2 Distinguish /j/ from other initial sounds</p> <p>P26.3 Build words in the <i>_ump</i> and <i>_amp</i> word families.</p> <p>P26.4 Read the high-frequency word <i>your</i>.</p> <p>English</p> <p>E26.1 Create a sentence by using a noun and a verb.</p> <p>E26.2 Evaluate a sentence for a beginning uppercase letter, appropriate spacing, a complete thought, and an end punctuation mark.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” IA 26: <i>Pet Dish Word Mat</i> <p>Visuals</p> <ul style="list-style-type: none"> PS10: <i>j</i> Alphabet Cards Phonics Characters: Mr. and Mrs. Short (together), Uncle Short Sentence Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> W43a–W43f: <i>hump, dump, bump, lump, stump, jump</i> W46a–W46d: <i>damp, camp, lamp, stamp</i> Word Family Cards for review, introducing words with <i>j</i> W4a–W4i: <i>set, net, wet, pet, let, get, met, vet, jet</i> W30a–W30d: <i>Tim, him, dim, Jim</i> W32a–W32c: <i>am, ham, jam</i> W40a–W40e: <i>dust, gust, must, rust, just</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 195: <i>your</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” <p>Materials</p> <ul style="list-style-type: none"> A plush dog or cat | <p>Activities</p> <ul style="list-style-type: none"> pp. 41–42 |
| Lesson 27 | | | |
| <p>TE 122–25</p> <p>WT 55–56</p> | <p>Phonics</p> <p>P27.1 Associate /ks/ with the letter <i>x</i>.</p> <p>P27.2 Distinguish /ks/ from other final sounds.</p> <p>P27.3 Associate /s/ with the double letters <i>ss</i>.</p> <p>P27.4 Build words in the <i>_ix, _ax, _ox, _iss, _ass, and _ess</i> word families.</p> <p>P27.5 Read the high-frequency word <i>have</i>.</p> <p>English</p> <p>E27.1 Use an action verb in a sentence.</p> <p>E27.2 Identify the action verb in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” <p>Visuals</p> <ul style="list-style-type: none"> PS24: <i>x</i> Alphabet Cards Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> W45a–W45c: <i>six, mix, fix</i> W47a–W47c: <i>ax, tax, wax</i> W48a–W48c: <i>ox, box, fox</i> W49a–W49c: <i>hiss, kiss, miss</i> W50a–W50b: <i>bass, pass</i> W51a–W51c: <i>less, mess</i> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 79: <i>have</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 43–44 |

| Pages | Objectives | Resources | Assessments |
|--|--|---|--|
| Lesson 27 (continued) | | | |
| <p>TE 122–25</p> <p>WT 55–56</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Phonics Storybook 9: <i>Camp</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • <i>ss</i> card from <i>Bonus Letter Bursts</i> (IA 15) • Cards with the words <i>dig, hop, jump, kick, tap</i> • A container for the cards | |
| Lesson 28 | | | |
| <p>TE 126–29</p> <p>WT 57–58</p> | <p>Phonics</p> <p>P28.1 Recall facts from an informational text listening selection.</p> <p>P28.2 Associate /y/ with the letter <i>y</i>.</p> <p>P28.3 Associate /z/ with the letter <i>z</i> and the double letters <i>zz</i>.</p> <p>P28.4 Distinguish /y/ from /z/.</p> <p>P28.5 Read the high-frequency words <i>baby, so, then, and too</i>.</p> <p>English</p> <p>E28.1 Distinguish a singular noun from its plural form with the suffix <i>-es</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • IA 28: <i>Plural Nouns with -s and -es</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS25–26: <i>y, z</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review, introducing words with <i>y</i> W4a–W4j: <i>set, net, wet, pet, let, get, met, vet, jet, yet</i> W24a–W24f: <i>tell, sell, well, bell, fell, yell</i> • Word Family Cards for review, introducing words with <i>z</i> W13a–W13g: <i>tip, sip, nip, hip, dip, lip, zip</i> W27a–W27d: <i>tag, wag, bag, zag</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 22, 139, 150, 160: <i>baby, so, then, too</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Alphabet Song” • Phonics Storybook 10: <i>Zip and Max</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Images of a yak and a zebra • <i>zz</i> card from <i>Bonus Letter Bursts</i> (IA 15) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 45–46 |
| Lesson 29 | | | |
| <p>TE 130–32</p> <p>WT 59–60</p> | <p>Phonics</p> <p>P29.1 Read the high-frequency words <i>all, another, and saw</i>.</p> <p>P29.2 Identify initial, middle, and final sounds.</p> <p>P29.3 Decode words in word families.</p> <p>English</p> <p>E29.1 Identify the beginning uppercase letter and end punctuation mark of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • Alphabet Cards <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 7, 14, 131: <i>all, another, saw</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Alphabet Song” • Video: “Vowel Song v1” • Video: “Capitalization and Punctuation” | <p>Activities</p> <p>pp. 47–48: <i>Unit 1 Review</i></p> |

| 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 <ul style="list-style-type: none"> • Unit 1 Test | <ul style="list-style-type: none"> • Unit 1 Test |

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

Legend

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

| Unit 2: Why Should I Help Others? | | | |
|--|--|---|--|
| Pages | Objectives | Resources | Assessments |
| Lesson 31 | | | |
| <p>TE 150–53</p> <p>WT 61–64</p> | <p>Phonics</p> <p>P31.1 Explain why God created Eve. BWS Helpfulness (recall)</p> <p>P31.2 Respond to the unit essential question, based on God’s creation of Adam, Eve, and families. BWS Helpfulness (apply)</p> <p>P31.3 Analyze the unit opener illustration for connection to the unit theme.</p> <p>P31.4 Distinguish among the short-vowel sounds.</p> <p>P31.5 Decode words with short-vowel sounds.</p> <p>P31.6 Read the high-frequency word <i>picture</i>.</p> <p>English</p> <p>E31.1 Write the plural form of a noun ending in <i>ss</i>, using the suffix <i>-es</i>.</p> <p>E31.2 Recall the definition of a syllable.</p> <p>E31.3 Identify syllables in plural words with the suffix <i>-es</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” IA 31.1: <i>Leaf Pile Vowels</i> IA 31.2: <i>Sunny Lane Helpers</i> <p>Visuals</p> <ul style="list-style-type: none"> PS1, 5, 9, 15, 21: <i>ă, ă, ı, ă, ı</i> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W4a–W4j: <i>set, net, wet, pet, let, get, met, vet, jet, yet</i> W26a–W26e: <i>wig, dig, big, pig, fig</i> W27a–W27d: <i>tag, wag, bag, zag</i> W28a–W28g: <i>tug, hug, dug, bug, mug, rug, jug</i> W37a–W37e: <i>not, hot, dot, lot, got</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 120: <i>picture</i> <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Video: “Vowel Song v1” | <p>Activities</p> <ul style="list-style-type: none"> pp. 49–50 |
| Lesson 32 | | | |
| <p>TE 154–57</p> <p>WT 65–66</p> | <p>Phonics</p> <p>P32.1 Distinguish among the final blends <i>ld, lf, lk, lp, and lt</i>.</p> <p>P32.2 Build words by using the final blends <i>ld, lf, lk, lp, and lt</i>.</p> <p>P32.3 Build words in the <i>_elt</i> word family.</p> <p>P32.4 Classify words with blends and words without blends.</p> <p>P32.5 Read the high-frequency words <i>give, me, my, and pretty</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” <p>Visuals</p> <ul style="list-style-type: none"> PS4, 6, 12–14, 16, 19–20: <i>d, f, l, m, n, p, s, t</i> Alphabet Cards (including <i>ld, lf, lk, lp, and lt</i>) Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> W53a–W53c: <i>belt, melt, felt</i> Word Family Cards with blends: <i>nd, nt, st, mp</i> (8 to 10 cards to scatter) Word Family Cards without blends (8 to 10 cards to scatter) | <p>Activities</p> <ul style="list-style-type: none"> pp. 51–52 |

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

| Pages | Objectives | Resources | Assessments |
|--|--|---|--|
| Lesson 32 (continued) | | | |
| <p>TE 154–57</p> <p>WT 65–66</p> | <p>English</p> <p>E32.1 Form plural nouns by adding the suffix -s or -es.</p> | <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 70, 99, 104, 123: <i>give, me, my, pretty</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Vowel Song v1” • Video: “Ending Blends” <p>Materials</p> <ul style="list-style-type: none"> • Six blindfolds | |
| Lesson 33 | | | |
| <p>TE 158–61</p> <p>WT 67–68</p> | <p>Phonics</p> <p>P33.1 Build the final blends <i>ct, pt, and xt</i>.</p> <p>P33.2 Distinguish among the final blends <i>ct, pt, and xt</i>.</p> <p>P33.3 Decode words with final blends <i>ct, pt, and xt</i>.</p> <p>English</p> <p>E33.1 Recall the features of a complete sentence.</p> <p>E33.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E33.3 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • IA 33.1: <i>Penguins</i> • IA 33.2: <i>Iceberg Word Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS3, 16, 20, 24: <i>c, p, t, x</i> • Alphabet Cards (including <i>ct, pt, xt</i>) • Sentence Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W52a–W52b: <i>wept, kept</i> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” <p>Materials</p> <ul style="list-style-type: none"> • 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: <i>next, melt, kept, text, act, mild, belt, help, felt, gulp, held, fact</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 53–54 |
| Lesson 34 | | | |
| <p>TE 162–65</p> <p>WT 69–70</p> | <p>Phonics</p> <p>P34.1 Distinguish among the initial / blends <i>bl, cl, fl, gl, and pl</i>.</p> <p>P34.2 Build words with initial / blends.</p> <p>P34.3 Read the high-frequency word <i>father</i>.</p> <p>English</p> <p>E34.1 Recall the definitions of a noun and an action verb.</p> <p>E34.2 Classify a word as a noun or an action verb.</p> <p>E34.3 Identify the noun and the action verb in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • IA 34: <i>Iceberg Blends Word Mat</i>, one copy for display and one copy per student or per pair of students <p>Visuals</p> <ul style="list-style-type: none"> • PS2, 12, 19–20: <i>b, l, s, t</i> • Alphabet Cards (including / blends) <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 63: <i>father</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Beginning Blends” • Phonics Storybook 11: <i>Help, Tess!</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> • pp. 55–56 |

| Pages | Objectives | Resources | Assessments |
|--|--|--|---|
| Lesson 35 | | | |
| <p>TE 166–69</p> <p>WT 71–72</p> | <p>Phonics</p> <p>P35.1 Distinguish among the initial <i>r</i> blends <i>br</i>, <i>cr</i>, <i>dr</i>, <i>fr</i>, <i>gr</i>, <i>pr</i>, and <i>tr</i>.</p> <p>P35.2 Classify words as having initial <i>l</i> blends or initial <i>r</i> blends.</p> <p>P35.3 Decode words with initial <i>r</i> blends.</p> <p>P35.4 Build words with initial <i>r</i> blends.</p> <p>English</p> <p>E35.1 Identify the noun and the action verb in a sentence.</p> <p>E35.2 Evaluate a group of words for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” IA 35: <i>Penguin Egg Blend Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> PS2–4, 6–7, 16, 18, 20: <i>b, c, d, f, g, p, r, t</i> Alphabet Cards (including <i>r</i> blends) Sentence Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” <p>Materials</p> <ul style="list-style-type: none"> Softball or other small ball A plush dog Five penguin eggs from IA 35, each egg labeled with one of the following <i>l</i> blends: <i>bl</i>, <i>cl</i>, <i>fl</i>, <i>gl</i>, and <i>pl</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 57–58 |
| Lesson 36 | | | |
| <p>TE 170–73</p> <p>WT 73–74</p> | <p>Phonics</p> <p>P36.1 Build words with initial <i>s</i> blends.</p> <p>P36.2 Distinguish among the initial <i>s</i> blends <i>sc</i>, <i>sk</i>, <i>sl</i>, <i>sm</i>, <i>sn</i>, <i>sp</i>, and <i>sw</i>.</p> <p>P36.3 Distinguish among <i>sk</i>, <i>sp</i>, and other final blends.</p> <p>P36.4 Decode words with initial and final <i>s</i> blends.</p> <p>English</p> <p>E36.1 Explain why a given group of words is a complete sentence.</p> <p>E36.2 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E36.3 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 36: <i>Words with s Blends</i> <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards (including <i>s</i> blends) <p>Word Family Cards</p> <ul style="list-style-type: none"> W54a–W54c: <i>ask</i>, <i>task</i>, <i>mask</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Link: Penguins tobogganing <p>Materials</p> <ul style="list-style-type: none"> Penguins Pip, Puck, Tip, and Tuck from IA 33.1 | <p>Activities</p> <ul style="list-style-type: none"> p. 59 p. 60: <i>Let’s Check</i> |

| Pages | Objectives | Resources | Assessments |
|--|---|--|--|
| Lesson 37 | | | |
| <p>TE 174–77</p> <p>WT 75–76</p> | <p>Phonics</p> <p>P37.1 Build words with initial s blends <i>scr, spl, spr, squ, and str</i>.</p> <p>P37.2 Distinguish among three-letter s blends.</p> <p>P37.3 Decode words with three-letter s blends.</p> <p>P37.4 Read the high-frequency word <i>always</i>.</p> <p>English</p> <p>E37.1 Distinguish between a singular and a plural noun.</p> <p>E37.2 Use the appropriate action verb in a sentence when the noun is singular or plural.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 33.1: <i>Penguins</i> IA 37: <i>Action Verbs with Suffixes</i> <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards (including <i>scr, spl, spr, squ, str</i>) <p>High-Frequency Words</p> <ul style="list-style-type: none"> HFW 11: <i>always</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 12: <i>Grand at the Band</i>, optional <p>Materials</p> <ul style="list-style-type: none"> 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 | <p>Activities</p> <ul style="list-style-type: none"> pp. 61–62 |
| Lesson 38 | | | |
| <p>TE 178–81</p> <p>WT 77–78</p> | <p>Phonics</p> <p>P38.1 Associate /sh/ with the letters <i>sh</i>.</p> <p>P38.2 Identify /sh/ as an initial, middle, or final sound.</p> <p>P38.3 Decode words with initial and final /sh/.</p> <p>P38.4 Build words in the <i>_ish</i> and <i>_ash</i> word families.</p> <p>P38.5 Read the high-frequency words <i>be, before, goes, good, or, them, and where</i>.</p> <p>English</p> <p>E38.1 Recall that the suffix <i>-es</i> is used for an action verb ending with <i>sh</i>.</p> <p>E38.2 Choose the suffix <i>-s</i> or <i>-es</i> for a given action verb.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 37: <i>Action Verbs with Suffixes</i> IA 38.1: <i>Poodle Puzzle</i> IA 38.2: <i>Fish Word Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> PS27: <i>sh</i> Alphabet Cards (including all s blends) Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> W55a–W55c: <i>wish, dish, fish</i> W56a–W56e: <i>dash, cash, crash, trash, splash</i> Word Family Cards for review, introducing words with <i>sh</i> W6a–W6g: <i>Ted, wed, bed, led, red, fed, shed</i> W9a–W9d: <i>nut, hut, but, shut</i> W13a–W13k: <i>tip, sip, nip, hip, dip, lip, zip, grip, skip, slip, ship</i> W24a–W24g: <i>tell, sell, well, bell, fell, yell, shell</i> W37a–W37h: <i>not, hot, dot, lot, got, trot, spot, shot</i> W42a–W42d: <i>sift, lift, gift, shift</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 23, 26, 72, 75, 116, 149, 178: <i>be, before, goes, good, or, them, where</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Video: “Digraph <i>sh</i>” <p>Materials</p> <ul style="list-style-type: none"> A bucket or basket for the fish word cards | <p>Activities</p> <ul style="list-style-type: none"> pp. 63–64 |

| Pages | Objectives | Resources | Assessments |
|--|--|--|--|
| Lesson 39 | | | |
| <p>TE 182–85</p> <p>WT 79–80</p> | <p>Phonics</p> <p>P39.1 Distinguish /sh/ from other final sounds.</p> <p>P39.2 Build words using <i>sh</i>.</p> <p>P39.3 Decode words with <i>sh</i>.</p> <p>P39.4 Read the high-frequency words <i>thought, want, water, and work</i>.</p> <p>English</p> <p>E39.1 Analyze a word for the number of syllables by reading the base word with the suffix <i>-es</i>.</p> <p>E39.2 Determine whether a noun is singular or plural.</p> <p>E39.3 Choose the present-tense verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS27: <i>sh</i> • Alphabet Cards (<i>a, c, f, h, i, l, p, r, s</i> [two copies], <i>t</i>, and <i>w</i>, plus some distractors) <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W48a–W48c: <i>ox, box, fox</i> W49a–W49c: <i>hiss, kiss, miss</i> W51a–W51c: <i>less, mess, dress</i> • Word Family Cards with consonant blends for each pair of students <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 156, 167, 173, 187: <i>thought, want, water, work</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: Digraph <i>sh</i>” • Video: “Going on a Bear Hunt” <p>Materials</p> <ul style="list-style-type: none"> • A plush teddy bear | <p>Activities</p> <ul style="list-style-type: none"> • pp. 65–66 |
| Lesson 40 | | | |
| <p>TE 186–89</p> <p>WT 81–82</p> | <p>Phonics</p> <p>P40.1 Distinguish /ch/ from /sh/.</p> <p>P40.2 Distinguish /nch/ from other final sounds.</p> <p>P40.3 Decode words with initial /ch/ and final /ch/.</p> <p>P40.4 Build words in the <i>_uch, _inch,</i> and <i>_unch</i> word families.</p> <p>P40.5 Read the high-frequency words <i>after, done, door, and who</i>.</p> <p>English</p> <p>E40.1 Define <i>compound word</i>.</p> <p>E40.2 Build a compound word from two given base words.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS27–28: <i>sh, ch</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W57a–W57b: <i>such, much</i> • W58a–W58c: <i>inch, pinch, clinch</i> • W59a–W59c: <i>bunch, lunch, crunch</i> • Word Family Cards for review, introducing words with <i>ch</i> W13a–W13l: <i>tip, sip, nip, hip, dip, lip, zip, grip, skip, slip, ship, chip</i> W14a–W14i: <i>tick, sick, wick, pick, kick, lick, stick, quick, chick</i> W25a–W25k: <i>will, hill, pill, kill, gill, mill, still, quill, fill, skill, chill</i> W35a–W35g: <i>top, hop, pop, mop, stop, drop, chop</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 4, 49–50, 180: <i>after, done, door, who</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 67–68 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 40 (continued) | | | |
| <p>TE 186–89</p> <p>WT 81–82</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Digraph <i>ch</i>” • Phonics Storybook 13: <i>Lunch</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • A lightweight empty lunch bag • A backpack for holding the prepared word cards | |
| Lesson 41 | | | |
| <p>TE 190–93</p> <p>WT 83–84</p> | <p>Phonics</p> <p>P41.1 Distinguish /ng/ from other final sounds.</p> <p>P41.2 Decode words with final /ng/.</p> <p>P41.3 Build words in the <i>_ang</i>, <i>_ung</i>, and <i>_ing</i> word families.</p> <p>P41.4 Classify words into the <i>_ang</i>, <i>_ung</i>, and <i>_ing</i> word families.</p> <p>English</p> <p>E41.1 Recall that two base words make a compound word.</p> <p>E41.2 Build a compound word from two given base words.</p> <p>E41.3 Analyze the number of syllables in a compound word.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 41: <i>Panda Bears with ng</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS32: <i>ng</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W60a–W60e: <i>sang, hang, bang, rang, sprang</i> • W61a–W61c: <i>sung, hung, rung</i> • W62a–W62e: <i>sing, wing, king, bring, spring</i> • Word Family Cards for review from <i>_ish</i>, <i>_inch</i>, and <i>_unch</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Digraph <i>ch</i>” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 69–70 |
| Lesson 42 | | | |
| <p>TE 194–97</p> <p>WT 85–86</p> | <p>Phonics</p> <p>P42.1 Distinguish /ng/ from other final sounds.</p> <p>P42.2 Distinguish /ng/ from /ngk/.</p> <p>P42.3 Decode words with /ngk/.</p> <p>P42.4 Build words in the <i>_ank</i>, <i>_ink</i>, and <i>_unk</i> word families.</p> <p>P42.5 Read the high-frequency words <i>some</i>, <i>there</i>, and <i>wash</i>.</p> <p>English</p> <p>E42.1 Identify the two parts of a sentence.</p> <p>E42.2 Choose the naming part that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS32: <i>ng</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W60a–W60e: <i>sang, hang, bang, rang, sprang</i> • W61a–W61c: <i>sung, hung, rung</i> • W62a–W62e: <i>sing, wing, king, bring, spring</i> • W63a–W63d: <i>ink, sink, blink, drink</i> • W65a–W65e: <i>tank, sank, bank, plank, drank</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 140, 151, 171: <i>some, there, wash</i> | <p>Activities</p> <ul style="list-style-type: none"> • p. 71 • p. 72: <i>Let’s Check</i> |

| Pages | Objectives | Resources | Assessments |
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| Lesson 42 (continued) | | | |
| <p>TE 194–97</p> <p>WT 85–86</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 14: <i>A Pink Drink</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Four cards, each labeled with one of the following sentence parts: <i>Ben</i>; <i>pets the cat.</i>; <i>The cat</i>; <i>jumps on a box.</i> | |
| Lesson 43 | | | |
| <p>TE 198–201</p> <p>WT 87–88</p> | <p>Phonics</p> <p>P43.1 Distinguish between initial, middle, and final /th/.</p> <p>P43.2 Decode words with /th/.</p> <p>P43.3 Build words using previous word families.</p> <p>P43.4 Read the high-frequency word <i>hear</i>.</p> <p>English</p> <p>E43.1 Identify the two parts of a sentence.</p> <p>E43.2 Choose the action part that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS29: <i>th</i> • Alphabet Cards • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review, introducing words with <i>th</i> W2a–W2i: <i>in, tin, sin, win, bin, pin, fin, skin, thin</i> W14a–W14j: <i>tick, sick, wick, pick, kick, lick, stick, quick, chick, thick</i> W62a–W62f: <i>sing, wing, king, bring, spring, thing</i> W63a–W63e: <i>ink, sink, blink, drink, think</i> W65a–W65f: <i>tank, sank, bank, plank, drank, thank</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 82: <i>hear</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Digraph <i>th</i>” <p>Materials</p> <ul style="list-style-type: none"> • Three colored cards, each labeled with <i>th</i> • 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: <i>Chad</i>; <i>gets some fish.</i>; <i>The fish</i>; <i>swim in a tank.</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp.73–74 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|--|
| Lesson 44 | | | |
| <p>TE 202–5</p> <p>WT 89–90</p> | <p>Phonics</p> <p>P44.1 Distinguish <i>wh</i> /hw/ from <i>th</i> /th/.</p> <p>P44.2 Decode words with <i>wh</i> /hw/.</p> <p>P44.3 Build words in the <i>_en</i>, <i>_ip</i>, and <i>_isk</i> word families.</p> <p>P44.4 Classify words by word families.</p> <p>P44.5 Read the high-frequency word <i>eyes</i>.</p> <p>English</p> <p>E44.1 Use the suffix <i>-es</i> for an action verb ending in <i>ss</i>, <i>x</i>, or <i>zz</i>.</p> <p>E44.2 Determine whether a noun is singular or plural.</p> <p>E44.3 Choose the action verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 44: <i>Word Family Practice</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS29–30: <i>th</i>, <i>wh</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>Word Family Cards</p> <ul style="list-style-type: none"> • W5a–W5h: <i>ten</i>, <i>hen</i>, <i>den</i>, <i>Ben</i>, <i>pen</i>, <i>Ken</i>, <i>men</i>, <i>when</i> • W13a–W13l: <i>tip</i>, <i>sip</i>, <i>nip</i>, <i>hip</i>, <i>dip</i>, <i>lip</i>, <i>zip</i>, <i>grip</i>, <i>skip</i>, <i>slip</i>, <i>ship</i>, <i>chip</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 61: <i>eyes</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Digraph <i>th</i>” • Video: “Digraph <i>wh</i>” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 75–76 |
| Lesson 45 | | | |
| <p>TE 206–9</p> <p>WT 91–92</p> | <p>Phonics</p> <p>P45.1 Recall details from a listening story about Uncle Short.</p> <p>P45.2 Identify consonant digraphs within words with initial <i>sh</i>, <i>ch</i>, <i>th</i>, and <i>wh</i>.</p> <p>P45.3 Distinguish among consonant digraphs.</p> <p>P45.4 Identify the vowel and consonant pattern as a closed syllable.</p> <p>P45.5 Build words with the suffixes <i>-er</i> and <i>-est</i>.</p> <p>P45.6 Identify the base word within a word that contains a suffix.</p> <p>P45.7 Decode words with <i>-er</i> and <i>-est</i>.</p> <p>P45.8 Construct comparative and superlative forms of adjectives.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Alley Cat <i>-er</i>, Alley Cat <i>-est</i> • Alphabet Cards (including <i>er</i>, <i>est</i>) <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>Materials</p> <ul style="list-style-type: none"> • Seven cards, each labeled with one of the following words: <i>biggest</i>, <i>drummer</i>, <i>hitter</i>, <i>quitter</i>, <i>reddest</i>, <i>shopper</i>, <i>swimmer</i> • Four cards, each labeled with one of the following digraphs: <i>sh</i>, <i>ch</i>, <i>th</i>, or <i>wh</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 77–78 |

| Pages | Objectives | Resources | Assessments |
|--|---|---|--|
| Lesson 46 | | | |
| <p>TE 210–13</p> <p>WT 93–95</p> | <p>Phonics</p> <p>P46.1 Distinguish the digraph /th/ from other consonant sounds.</p> <p>P46.2 Build words with the suffixes <i>-ed</i> and <i>-ing</i> by doubling the final consonant.</p> <p>P46.3 Recall that a short vowel and consonant make a closed syllable.</p> <p>P46.4 Decode words with the suffixes <i>-ed</i> as /əd/ and <i>-ing</i>.</p> <p>P46.5 Determine the correct word to complete a sentence.</p> <p>P46.6 Read the high-frequency words <i>other</i>, <i>two</i>, and <i>were</i>.</p> <p>English</p> <p>E46.1 Identify the naming part and the action part of a sentence, using a graphic organizer.</p> <p>E46.2 Expand a sentence with a noun.</p> <p>E46.3 Rewrite a sentence to include a beginning uppercase letter, appropriate spacing, and an end punctuation mark.</p> <p>E46.4 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 46: <i>Building a Sentence</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS29: <i>th</i> • P8: <i>Suffixes</i> • Alphabet Cards (including <i>ed</i>, <i>ing</i>) • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 117, 162, 175: <i>other</i>, <i>two</i>, <i>were</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Uncle Short’s Animal Shelter” • Video: “Digraph <i>th</i>” <p>Materials</p> <ul style="list-style-type: none"> • Five cards, each labeled with one of the following words: <i>patted</i>, <i>petted</i>, <i>running</i>, <i>skidded</i>, <i>trotted</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 79–80 |
| Lesson 47 | | | |
| <p>TE 214–17</p> <p>WT 97–99</p> | <p>Phonics</p> <p>P47.1 Distinguish a digraph from other initial, middle, and final sounds.</p> <p>P47.2 Build words with the suffixes <i>-ed</i> and <i>-ing</i> by doubling the final consonant.</p> <p>P47.3 Recall that a short vowel and consonant make a closed syllable.</p> <p>P47.4 Identify a base word within a word that contains a suffix.</p> <p>P47.5 Decode words with the suffixes <i>-ed</i> as /əd/ and <i>-ing</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 47: <i>Cat Word Mat</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS27–30: <i>sh</i>, <i>ch</i>, <i>th</i>, <i>wh</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review | <p>Activities</p> <ul style="list-style-type: none"> • pp. 81–82 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 47 (continued) | | | |
| <p>TE 214–17</p> <p>WT 97–99</p> | <p>English</p> <p>E47.1 Identify the naming part and the action part of a sentence.</p> <p>E47.2 Compose a naming part for a sentence.</p> <p>E47.3 Expand a sentence with a noun.</p> <p>E47.4 Build a sentence, using a graphic organizer.</p> <p>E47.5 Evaluate a sentence for the features of a complete sentence.</p> | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • Two sentence parts cards labeled <i>Seth</i> and <i>swings the bat</i>. • The display copy of IA 46: <i>Building a Sentence</i> | |
| Lesson 48 | | | |
| <p>TE 218–21</p> <p>WT 101–2</p> | <p>Phonics</p> <p>P48.1 Build words with the suffixes <i>-ed</i> and <i>-ing</i>.</p> <p>P48.2 Identify a doubled consonant before a suffix.</p> <p>P48.3 Decode words with the suffixes <i>-ed</i> and <i>-ing</i>.</p> <p>English</p> <p>E48.1 Identify the naming part and the action part of a sentence.</p> <p>E48.2 Compose an action part for a sentence.</p> <p>E48.3 Expand a sentence by adding a noun.</p> <p>E48.4 Build a sentence using a graphic organizer.</p> <p>E48.5 Evaluate a sentence for the features of a complete sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • P8: <i>Suffixes</i> • Alphabet Cards (including <i>ed, ing</i>) • Phonics Characters: Mr. and Mrs. Short (together; two copies), Uncle Short, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Uncle Short’s Animal Shelter” • Phonics Storybook 15: <i>Beth Shopped</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Seven cards, each labeled with one of the following words: <i>pet, rest, trot, plod, lift, hunt, pant</i> • 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: <i>Building a Sentence</i> • Each student’s copy of Worktext pages 95 and 99 | <p>Activities</p> <ul style="list-style-type: none"> • p. 83 • p. 84: <i>Let’s Check</i> |
| Lesson 49 | | | |
| <p>TE 222–25</p> <p>WT 103–5</p> | <p>Phonics</p> <p>P49.1 Identify <i>le</i> as /əl/ at the end of a word.</p> <p>P49.2 Associate <i>le</i> words with two syllables.</p> <p>P49.3 Decode words ending in <i>le</i>.</p> <p>P49.4 Read the high-frequency words <i>about, could, many, and people</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 49: <i>An Action I Like to Do</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS12: <i>I</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 2, 44, 98, 119: <i>about, could, many, people</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 85–86 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|--|
| Lesson 49 (continued) | | | |
| <p>TE 222–25</p> <p>WT 103–5</p> | <p>English</p> <p>E49.1 Identify the naming part and the action part of a sentence.</p> <p>E49.2 Illustrate a favorite activity.</p> <p>E49.3 Plan the naming part and the action part of an original sentence that describes an illustration.</p> <p>E49.4 Create a sentence with a detail about an illustration.</p> <p>E49.5 Evaluate a sentence for the features of a complete sentence.</p> | | |
| Lesson 50 | | | |
| <p>TE 226–29</p> <p>WT 105–8</p> | <p>Phonics</p> <p>P50.1 Identify <i>le</i> as /əl/ at the end of a word.</p> <p>P50.2 Recall that <i>le</i> words have two syllables.</p> <p>P50.3 Decode words ending in <i>le</i>.</p> <p>P50.4 Build words ending in <i>le</i>.</p> <p>P50.5 Read the high-frequency word <i>off</i>.</p> <p>English</p> <p>E50.1 Add details to a previously created illustration.</p> <p>E50.2 Plan the naming part and action part of a sentence that reflects an altered illustration.</p> <p>E50.3 Create a sentence with a detail about an altered illustration.</p> <p>E50.4 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 49: <i>An Action I Like to Do</i>, blank copy for display <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 110: <i>off</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 16: <i>The Ranch</i>, optional <p>Materials</p> <ul style="list-style-type: none"> Plush toy or soft ball to toss IA 49: <i>An Action I Like to Do</i>, display copy used in Lesson 49 Each student's copy of Worktext page 105 | <p>Activities</p> <ul style="list-style-type: none"> pp. 87–88 |
| Lesson 51 | | | |
| <p>TE 230–33</p> <p>WT 109–10</p> | <p>Phonics</p> <p>P51.1 Identify words that use the suffix <i>-ed</i> as /t/.</p> <p>P51.2 Distinguish between the final sounds /əd/ and /t/.</p> <p>P51.3 Decode words using the suffix <i>-ed</i> as /t/.</p> <p>P51.4 Choose the correct <i>-ed</i> word for a context sentence.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 62, 96: <i>family, live</i> <p>Materials</p> <ul style="list-style-type: none"> Three response cards for each student, each card labeled with one of the following: <i>ed, t, d</i>. The <i>d</i> card will be introduced in Lesson 52. A Bible | <p>Activities</p> <ul style="list-style-type: none"> pp. 89–90 |
| Pages | Objectives | Resources | Assessments |

Lesson 51 (continued)

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| <p>TE 230–33</p> <p>WT 109–10</p> | <p>Phonics P51.5 Read the high-frequency words <i>family</i> and <i>live</i>.</p> <p>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.</p> | | |
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Lesson 52

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| <p>TE 234–37</p> <p>WT 111–12</p> | <p>Phonics P52.1 Identify words that use suffix <i>-ed</i> as /d/. P52.2 Distinguish between the final sounds /əd/ and /d/. P52.3 Decode words with the suffix <i>-ed</i>. P52.4 Identify the base word in words with the suffix <i>-ed</i>. P52.5 Read the high-frequency words <i>doing</i> and <i>great</i>.</p> <p>English E52.1 Recall details from a fictional listening selection. E52.2 Illustrate a helpful act.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 52.1: <i>Three Ways to Say Suffix -ed</i> IA 52.2: <i>Journal</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 48, 76: <i>doing, great</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “<i>ed</i> Sounds” Video: “Journals” <p>Materials</p> <ul style="list-style-type: none"> Response cards <i>ed</i>, <i>t</i>, and <i>d</i> from Lesson 51, one set per student An example of a personal or prayer journal | <p>Activities</p> <ul style="list-style-type: none"> pp. 91–92 |
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Lesson 53

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| <p>TE 238–41</p> <p>WT 112–14</p> | <p>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 <i>as</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Vowel Song” (verse 1) IA 52.2: <i>Journal</i>, display copy used in Lesson 52 <p>Visuals</p> <ul style="list-style-type: none"> PS1, 5, 9, 15, 21: <i>ă, ě, ĭ, ō, ů</i> | <p>Activities</p> <ul style="list-style-type: none"> p. 93 p. 94: <i>Let’s Check</i> |
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| Pages | Objectives | Resources | Assessments |
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| Lesson 53 (continued) | | | |
| <p>TE 238–41</p> <p>WT 112–14</p> | <p>English</p> <p>E53.1 Create a sentence about the illustration from the previous lesson.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W35a–W35f: <i>top, hop, pop, mop, stop, drop</i> W43a–W43f: <i>hump, dump, bump, lump, stump, jump</i> W51a–W51c: <i>less, mess, dress</i> W62a–W62f: <i>sing, wing, king, bring, spring, thing</i> W65a–W65f: <i>tank, sank, bank, plank, drank, thank</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 20: <i>as</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Vowel Song v1” Video: “Ending Blends” Video: “Beginning Blends” Phonics Storybook 17: <i>Winning</i>, optional <p>Materials</p> <ul style="list-style-type: none"> Instructional Aid 52.2: <i>Journal</i>, display copy used in Lesson 52 | |
| Lesson 54 | | | |
| <p>TE 242–45</p> <p>WT 115–16</p> | <p>Phonics</p> <p>P54.1 Identify initial, middle, and final sounds.</p> <p>P54.2 Choose the word that matches the picture.</p> <p>P54.3 Choose the sentence that matches the picture.</p> <p>English</p> <p>E54.1 Rewrite a sentence to include a beginning uppercase letter and an end punctuation mark.</p> <p>E54.2 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> PS1, 5, 9, 15, 21: <i>ă, ě, ĭ, ō, ů</i> P4: <i>Vowels</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W5h: <i>when</i> W13h: <i>grip</i> W14g–W14j: <i>stick, quick, chick, thick</i> W15e–W15f: <i>stuck, truck</i> W24g: <i>shell</i> W25j–W25k: <i>skill, chill</i> W31h: <i>spent</i> W42d: <i>shift</i> W43e: <i>stump</i> W46d: <i>stamp</i> W51c: <i>dress</i> W52b: <i>kept</i> W53a–W53b: <i>belt, melt</i> W56c–W56e: <i>crash, trash, splash</i> W58c: <i>clinch</i> W59a–W59c: <i>bunch, lunch, crunch</i> W62d–W62f: <i>bring, spring, thing</i> W63d–W63e: <i>drink, think</i> W65d–W65f: <i>plank, drank, thank</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 95–96: <i>Unit 2 Review</i> |

| Pages | Objectives | Resources | Assessments |
|---|---|---|---|
| Lesson 54 (continued) | | | |
| <p>TE 242–45</p> <p>WT 115–16</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Audio: “Vowel Song v1” • Video: “Capitalization and Punctuation” <p>Materials</p> <ul style="list-style-type: none"> • Two containers, each labeled with one of the following: <i>Word Family Cards</i>; <i>Discard Container</i> | |
| Lesson 55 | | | |
| <p>TE 246–47</p> | <p>Phonics & English</p> <p>P55.1/E55.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–49.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Unit 2 Test | <ul style="list-style-type: none"> • Unit 2 Test |

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

Legend

| | | |
|-----------------------------|--------------------------|--------------------------------|
| TE Teacher Edition | PS Phonics Song | E English Visual |
| WT Worktext | P Phonics Visual | HFW High-Frequency Word |
| 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 | | | |
| <p>TE 266–69</p> <p>WT 117–20</p> | <p>Phonics</p> <p>P56.1 Analyze the unit opener illustration for connection to the unit theme.</p> <p>P56.2 Identify the source of help from Psalm 56:3. BWS Courage (explain)</p> <p>P56.3 Propose ways that God helps a person do what is right in situations that cause fear. BWS Courage (apply)</p> <p>P56.4 Distinguish among the short-vowel sounds.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> P4: <i>Vowels</i> Alphabet Cards Phonics Characters: Mr. and Mrs. Short (together), Uncle Short <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Video: “Vowel Song v1” | <p>Activities</p> <ul style="list-style-type: none"> pp. 97–98 |
| Lesson 57 | | | |
| <p>TE 270–73</p> <p>WT 121–22</p> | <p>Phonics</p> <p>P57.1 Recall details from a listening story about Miss Long and Marker e.</p> <p>P57.2 Associate /ā/ with the letter a.</p> <p>P57.3 Distinguish /ă/ from /ā/.</p> <p>P57.4 Decode words with the vowel pattern a_e.</p> <p>P57.5 Classify words by word families.</p> <p>P57.6 Build words in a_e word families.</p> <p>P57.7 Read the high-frequency words <i>by</i> and <i>once</i>.</p> <p>English</p> <p>E57.1 Identify the two base words in a compound word.</p> <p>E57.2 Build compound words from two base words.</p> <p>E57.3 Identify the number of syllables in a compound word.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 57: <i>Word Family Cakes</i> <p>Visuals</p> <ul style="list-style-type: none"> PS33: <i>ā</i> Alphabet Cards Phonics Characters: Mr. and Mrs. Short (together), Miss Long, Marker e <p>Word Family Cards</p> <ul style="list-style-type: none"> W64a–W64c: <i>cane, lane, plane</i> W66a–W66f: <i>ate, hate, late, gate, state, plate</i> W67a–W67c: <i>ape, cape, grape</i> W68a–W68c: <i>name, came, game</i> W69a–W69h: <i>take, bake, cake, lake, make, rake, flake, shake</i> W70a–W70c: <i>sale, male, stale</i> W71a–W71c: <i>made, grade, trade</i> W72a–W72f: <i>save, wave, pave, cave, brave, slave</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 38, 113: <i>by, once</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” | <p>Activities</p> <ul style="list-style-type: none"> pp. 99–100 |

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

| Pages | Objectives | Resources | Assessments |
|---|---|---|--|
| Lesson 58 | | | |
| <p>TE 274–77</p> <p>WT 123–24</p> | <p>Phonics</p> <p>P58.1 Associate /ī/ with the letter <i>i</i>.</p> <p>P58.2 Distinguish /ī/ from /ī/.</p> <p>P58.3 Decode words with the vowel pattern <i>i_e</i>.</p> <p>P58.4 Classify words by word families.</p> <p>P58.5 Create words with the vowel pattern <i>i_e</i>.</p> <p>P58.6 Build words in the <i>i_e</i> word families.</p> <p>P58.7 Read the high-frequency words <i>alone, both, friend, and our</i>.</p> <p>English</p> <p>E58.1 Classify words as nouns or proper nouns.</p> <p>E58.2 Write a proper noun naming a person.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS35: <i>ī</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short, Miss Long, Marker <i>e</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W73a–W73c: <i>hike, bike, like</i> • W74a–W74c: <i>tile, pile, mile</i> • W75a–W75h: <i>nine, dine, line, mine, vine, fine, shine, whine</i> • W76a–W76d: <i>time, dime, lime, crime</i> • W77a–W77d: <i>hive, dive, five, drive</i> • W78a–W78h: <i>tide, side, wide, hide, ride, bride, pride, slide</i> • W79a–W79c: <i>tire, wire, fire</i> • W80a–W80b: <i>bite, white</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 8, 29, 67, 118: <i>alone, both, friend, our</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “A Signal Saves the Day” • Phonics Storybook 18: <i>A Cake and a Hike</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • An object to pass • Music for Hot Potato activity | <p>Activities</p> <ul style="list-style-type: none"> • pp. 101–2 |
| Lesson 59 | | | |
| <p>TE 278–81</p> <p>WT 125–26</p> | <p>Phonics</p> <p>P59.1 Associate /ō/ with the letter <i>o</i>.</p> <p>P59.2 Distinguish /ō/ from /ō/.</p> <p>P59.3 Decode words with the vowel pattern <i>o_e</i>.</p> <p>P59.4 Create words with the vowel pattern <i>o_e</i>.</p> <p>P59.5 Build words in the <i>_one, _ole,</i> and <i>_oke</i> word families.</p> <p>P59.6 Read the high-frequency words <i>away, four, and these</i>.</p> <p>English</p> <p>E59.1 Identify the proper noun in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • “Vowel Song” (verse 1) • IA 59: <i>Word Family Doughnuts</i>, two copies of each page <p>Visuals</p> <ul style="list-style-type: none"> • PS33, 35–36: <i>ā, ī, ō</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short, Miss Long, Marker <i>e</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W81a–W81b: <i>bone, stone</i> • W85a–W85c: <i>hole, pole, mole</i> • W88a–W88f: <i>woke, poke, joke, broke, smoke, spoke</i> • Word Family Cards for review • W68a–W68c: <i>name, came, game</i> • W74a–W74c: <i>tile, pile, mile</i> • W75a–W75h: <i>nine, dine, line, mine, vine, fine, shine, whine</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 103–4 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|--|
| Lesson 59 (continued) | | | |
| <p>TE 278–81</p> <p>WT 125–26</p> | | <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 21, 66, 152: <i>away, four, these</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Vowel Song v1” <p>Materials</p> <ul style="list-style-type: none"> • Two empty and clean doughnut boxes, optional | |
| Lesson 60 | | | |
| <p>TE 282–85</p> <p>WT 127–28</p> | <p>Phonics</p> <p>P60.1 Associate /ū/ with the letter <i>u</i>.</p> <p>P60.2 Distinguish /ŭ/ from /ū/.</p> <p>P60.3 Decode words with the vowel pattern <i>u_e</i>.</p> <p>P60.4 Create words with the vowel pattern <i>u_e</i>.</p> <p>P60.5 Build words in the <i>_ule, _ute</i>, and <i>_une</i> word families.</p> <p>P60.6 Classify words according to their vowel sounds.</p> <p>English</p> <p>E60.1 Illustrate a favorite person or place.</p> <p>E60.2 Create a sentence about the person or place in an illustration.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 52.2: <i>Journal</i>, one copy for modeling <p>Visuals</p> <ul style="list-style-type: none"> • PS37: <i>ū</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short, Miss Long, Marker <i>e</i> <p>Word-Family Cards</p> <ul style="list-style-type: none"> • W82a–W82b: <i>mule, rule</i> • W83a–W83b: <i>cute, flute</i> • W84a–W84d: <i>tune, dune, June, prune</i> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Journals” <p>Materials</p> <ul style="list-style-type: none"> • 10 cards, each labeled with one of the following words: <i>cut, cute, cap, cape, tub, tube, mule, fill, hut, flute</i> | <p>Activities</p> <p>pp. 105–6</p> |
| Lesson 61 | | | |
| <p>TE 286–89</p> <p>WT 129–30</p> | <p>Phonics</p> <p>P61.1 Distinguish among /ā/, /ī/, /ō/, and /ū/.</p> <p>P61.2 Decode words with /ā/, /ī/, /ō/, and /ū/.</p> <p>P61.3 Create words with /ā/, /ī/, /ō/, and /ū/.</p> <p>English</p> <p>E61.1 Recall the definition of a present-tense action verb.</p> <p>E61.2 Choose the present-tense action verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 61.1: <i>Long-Vowel Pictures 1–4</i> • IA 61.2: <i>Long-Vowel Pictures 5–8</i> • IA 61.3: <i>Long-Vowel Pictures 9–10</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS33, 35–37: <i>ā, ī, ō, ū</i> • Alphabet Cards • Phonics Characters: Miss Long, Marker <i>e</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review: W67a–W67c: <i>ape, cape, grape</i> W71a–W71c: <i>made, grade, trade</i> W76a–W76c: <i>time, dime, lime</i> W80a–W80b: <i>bite, white</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 107–8 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 61 (continued) | | | |
| <p>TE 286–89</p> <p>WT 129–30</p> | | <p>Word Family Cards</p> <ul style="list-style-type: none"> W81a–W81b: <i>bone, stone</i> W82a–W82b: <i>mule, rule</i> W83a–W83b: <i>cute, flute</i> W84a–W84c: <i>tune, dune, June</i> W88a–W88f: <i>woke, poke, joke, broke, smoke, spoke</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Video: “A Signal Saves the Day” Phonics Storybook 19: <i>The Fire</i>, optional | |
| Lesson 62 | | | |
| <p>TE 290–93</p> <p>WT 131–32</p> | <p>Phonics</p> <p>P62.1 Recall details from a listening story about Marker <i>e</i>.</p> <p>P62.2 Recall that Marker <i>e</i> is removed when the suffix <i>-ing</i> or <i>-ed</i> is added to a word.</p> <p>P62.3 Identify a closed syllable.</p> <p>P62.4 Build and decode words with the suffixes <i>-ed</i> and <i>-ing</i> in closed-syllable words.</p> <p>P62.5 Identify words with the long-vowel silent <i>e</i> pattern.</p> <p>P62.6 Build and decode words with suffixes <i>-ed</i> and <i>-ing</i> in words with the silent <i>e</i> pattern.</p> <p>P62.7 Read the high-frequency words <i>children, laugh, and new</i>.</p> <p>English</p> <p>E62.1 Use a present-tense action verb in a sentence.</p> <p>E62.2 Add the suffix <i>-ed</i> to show past action.</p> <p>E62.3 Choose the past-tense action verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 62: <i>Action Verbs</i> <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards (including <i>ed, ing</i>) Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker <i>e</i>, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W82a–W82b: <i>mule, rule</i> W83a–W83b: <i>cute, flute</i> W84a–W84d: <i>tune, dune, June, prune</i> W85a–W85c: <i>hole, pole, mole</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 40, 94, 106: <i>children, laugh, new</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Dropping Silent <i>e</i>” <p>Materials</p> <ul style="list-style-type: none"> A card labeled with an <i>X</i> (to be placed over Alphabet Card <i>e</i>) | <p>Activities</p> <ul style="list-style-type: none"> pp. 109–10 |
| Lesson 63 | | | |
| <p>TE 294–97</p> <p>WT 133–34</p> | <p>Phonics</p> <p>P63.1 Identify the short- or long-vowel pattern within a word.</p> <p>P63.2 Identify the base word within a word that contains a suffix.</p> <p>P63.3 Build and decode words with suffixes <i>-ed</i> and <i>-ing</i>.</p> <p>P63.4 Read the high-frequency words <i>someone</i> and <i>why</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 62: <i>Action Verbs</i> <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards (including <i>ing</i>) Phonics Characters: Mr. and Mrs. Short (together), Mrs. Short (three copies), Uncle Short, Miss Long (three copies), Marker <i>e</i>, Alley Cat <i>-ing</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review | <p>Activities</p> <ul style="list-style-type: none"> p. 111 p. 112: <i>Let’s Check</i> |

| Pages | Objectives | Resources | Assessments |
|--|---|--|---|
| Lesson 63 (continued) | | | |
| <p>TE 294–97</p> <p>WT 133–34</p> | <p>English</p> <p>E63.1 Explain the difference between a present-tense verb and a past-tense verb.</p> <p>E63.2 Choose the action verb that completes the sentence.</p> | <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 141, 182: <i>someone, why</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Marker e Runs Away” • Video: “Past-Tense Verbs” <p>Materials</p> <ul style="list-style-type: none"> • Four cards, each labeled with one of the following symbols or words: $\bar{_}$, $\check{_}$, <i>bat, cake</i> • A card labeled with an X (to be placed over Alphabet Card e) | |
| Lesson 64 | | | |
| <p>TE 298–301</p> <p>WT 135–36</p> | <p>Phonics</p> <p>P64.1 Identify short and long vowels within a word with a suffix.</p> <p>P64.2 Decode words with the suffixes <i>-ed</i> and <i>-ing</i>.</p> <p>P64.3 Identify the base word within a word that contains a suffix.</p> <p>P64.4 Interpret the meaning of words with the suffixes <i>-ed</i> and <i>-ing</i>.</p> <p>P64.5 Read the high-frequency words <i>son, very, and war</i>.</p> <p>English</p> <p>E64.1 Identify the topic of a paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 64: <i>Building a Paragraph</i> <p>Visuals</p> <ul style="list-style-type: none"> • Phonics Characters: Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 143, 166, 168: <i>son, very, war</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Uncle Short’s Animal Shelter” • Video: “Marker e Runs Away” • Phonics Storybook 20: <i>Skating</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • One set of six cards for a charade activity, each card labeled with one of the following words: <i>raking, petting, jumping, waving, smelling, poking</i>. Create another set of six cards identical to the first set. | <p>Activities</p> <ul style="list-style-type: none"> • pp. 113–14 |
| Lesson 65 | | | |
| <p>TE 302–6</p> <p>WT 137–38</p> | <p>Phonics</p> <p>P65.1 Recall details from a listening story about Miss Long and Miss Silent working as a team.</p> <p>P65.2 Associate Miss Long with the long vowel sound and Miss Silent as a silent vowel in a vowel team.</p> <p>P65.3 Distinguish /ā/ from /ā̄/.</p> <p>P65.4 Build words in the <i>_ain</i> and <i>_ail</i> word families.</p> <p>P65.5 Decode words with the vowel pattern <i>ai</i>.</p> <p>P65.6 Read the high-frequency words <i>everywhere</i> and <i>their</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 64: <i>Building a Paragraph</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS33: \bar{a} • P9: <i>Long-Vowel Pattern Cards</i> • P10: <i>Long-Vowel Pattern Cards</i> • P11: \bar{a} • Alphabet Cards • Phonics Characters: Miss Long, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> • W86a–W86e: <i>pain, gain, main, rain, train</i> • W87a–W87f: <i>tail, sail, nail, mail, fail, jail</i> • Word Family Cards for review (with silent e) <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 59, 148: <i>everywhere, their</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 115–16 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 65 (continued) | | | |
| <p>TE 302–6</p> <p>WT 137–38</p> | <p>English</p> <p>E65.1 Identify the topic of a paragraph.</p> <p>E65.2 Identify the topic sentence in a paragraph.</p> <p>E65.3 Identify the supporting detail sentences in a paragraph.</p> | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Paragraph” <p>Materials</p> <ul style="list-style-type: none"> • Image of people riding a tandem bicycle | |
| Lesson 66 | | | |
| <p>TE 308–11</p> <p>WT 139–40</p> | <p>Phonics</p> <p>P66.1 Distinguish /ă/ from /ā/.</p> <p>P66.2 Identify <i>y</i> as a semivowel.</p> <p>P66.3 Build words in the <i>_ay</i> word family.</p> <p>P66.4 Decode words with the vowel pattern <i>ay</i>.</p> <p>P66.5 Read the high-frequency words <i>anyone</i>, <i>only</i>, and <i>three</i>.</p> <p>English</p> <p>E66.1 Identify the topic of a paragraph.</p> <p>E66.2 Identify the topic sentence of a paragraph.</p> <p>E66.3 Identify the supporting detail sentences in a paragraph.</p> <p>E66.4 Plan details for a writing assignment.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 66.1: <i>Paragraph Review</i> • IA 66.2: <i>Plan Together</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS33: <i>ā</i> • P11: <i>ā</i> • Long-Vowel Pattern Card: <i>ay</i> • Alphabet Cards • Phonics Characters: Miss Long, Miss Silent • E3: <i>Writing Process</i>, for permanent display <p>Word Family Cards</p> <ul style="list-style-type: none"> • W89a–W89l: <i>say, way, hay, day, pay, lay, may, stay, clay, play, pray, tray</i> • Word Family Cards for review • W68a–W68c: <i>name, came, game</i> • W69a–W69h: <i>take, bake, cake, lake, make, rake, flake, shake</i> • W86a–W86e: <i>pain, gain, main, rain, train</i> • W87a–W87f: <i>tail, sail, nail, mail, fail, jail</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 17, 115, 157: <i>anyone, only, three</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 21: <i>A Day of Play</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Two large bike pictures • Photos or other items to remind the students of a shared activity | <p>Activities</p> <ul style="list-style-type: none"> • pp. 117–18 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 67 | | | |
| <p>TE 312–15</p> <p>WT 141–42</p> | <p>Phonics</p> <p>P67.1 Recall details about Miss Long from a listening story.</p> <p>P67.2 Distinguish /ĕ/ from /ē/.</p> <p>P67.3 Build words with the open syllable e.</p> <p>P67.4 Decode words with the open syllable e.</p> <p>P67.5 Classify words according to their vowel and consonant patterns.</p> <p>P67.6 Read the high-frequency words <i>everyone, heard, knew, and watch</i>.</p> <p>English</p> <p>E67.1 Create a topic sentence collaboratively.</p> <p>E67.2 Create a supporting detail sentence collaboratively.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Phonics Song 2” • IA 67: <i>Draft Together</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS5, 34: ě, ē • P12: ē • Long-Vowel Pattern Card: e • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short, Miss Long (three copies), Miss Silent, Marker e <p>Word Family Cards</p> <ul style="list-style-type: none"> • W90a–W90d: <i>we, he, me, she</i> • Word Family Cards for review W13h–W13l: <i>grip, skip, slip, ship, chip</i> W69a–W69h: <i>take, bake, cake, lake, make, rake, flake, shake</i> W71a–W71c: <i>made, grade, trade</i> W86a–W86e: <i>pain, gain, main, rain, train</i> W87a–W87f: <i>tail, sail, nail, mail, fail, jail</i> W89a–W89l: <i>say, way, hay, day, pay, lay, may, stay, clay, play, pray, tray</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 58, 83, 92, 172: <i>everyone, heard, knew, watch</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • The display copy of the completed planning chart (IA 66.2) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 119–20 |
| Lesson 68 | | | |
| <p>TE 316–19</p> <p>WT 143–44</p> | <p>Phonics</p> <p>P68.1 Distinguish /ĕ/ from /ē/.</p> <p>P68.2 Build words in the <i>_eat, _eam, _eet, _eep,</i> and <i>_ee</i> word families.</p> <p>P68.3 Decode words with the vowel patterns <i>ee</i> and <i>ea</i>.</p> <p>P68.4 Classify words according to their vowel patterns.</p> <p>English</p> <p>E68.1 Create a supporting detail sentence for a classroom topic.</p> <p>E68.2 Evaluate a supporting detail sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Phonics Song 2” • IA 68: <i>Our Activity</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS5, 34: ě, ē • P12: ē • Long-Vowel Pattern Cards: <i>ee, ea</i> • Alphabet Cards • Phonics Characters: Miss Long, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> • W91a–W91d: <i>eat, seat, heat, meat</i> • W92a–W92d: <i>team, steam, dream, stream</i> • W94a–W94f: <i>feet, meet, greet, sweet, street, sheet</i> • W95a–W95f: <i>weep, deep, beep, steep, sleep, sweep</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 121–22 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 68 (continued) | | | |
| <p>TE 316–19</p> <p>WT 143–44</p> | <p>English</p> <p>E68.3 Choose a noun to complete the naming part of a sentence.</p> <p>E68.4 Choose an action verb to complete the action part of a sentence.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> W96a–W96f: <i>see, fee, flee, free, tree, three</i> Word Family Cards for review W4a–W4c: <i>set, net, wet</i> W5a–W5c: <i>ten, hen, den</i> W6c–W6f: <i>bed, led, red, fed</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Audio: “Phonics Song 2” Phonics Storybook 22: <i>Sweet Treat</i>, optional <p>Materials</p> <ul style="list-style-type: none"> The display copy of the completed planning chart (IA 66.2) The display copy of the draft (IA 67) | |
| Lesson 69 | | | |
| <p>TE 320–23</p> <p>WT 145–46</p> | <p>Phonics</p> <p>P69.1 Classify words with /ē/ vowel patterns and other long-vowel patterns.</p> <p>P69.2 Recall <i>y</i> as a semivowel.</p> <p>P69.3 Identify different word families that rhyme.</p> <p>P69.4 Read the high-frequency word <i>learn</i>.</p> <p>English</p> <p>E69.1 Illustrate the topic and detail sentences created in previous lessons.</p> <p>E69.2 Discuss an illustration with a partner.</p> <p>E69.3 Read sentences to a partner.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> PS34: <i>ē</i> P11–12: <i>ā, ē</i> Long-Vowel Pattern Card: <i>ey</i> Alphabet Cards Phonics Characters: Miss Long, Miss Silent <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFV 95: <i>learn</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> 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 | <p>Activities</p> <ul style="list-style-type: none"> p. 123 p. 124: <i>Let’s Check</i> |
| Lesson 70 | | | |
| <p>TE 324–27</p> <p>WT 147–48</p> | <p>Phonics</p> <p>P70.1 Distinguish short and long vowels in words with suffixes.</p> <p>P70.2 Decode words with various vowel patterns and suffixes.</p> <p>P70.3 Read the high-frequency words <i>even</i> and <i>read</i>.</p> <p>English</p> <p>E70.1 Propose adjectives that describe color, shape, or size.</p> <p>E70.2 Choose an adjective that describes the color, shape, or size of a noun in an illustration.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards (including <i>ing</i> and <i>ed</i>) Phonics Characters: Mr. and Mrs. Short, Uncle Short, Miss Long, Miss Silent, Marker <i>e</i>, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W94a–W94f: <i>feet, meet, greet, sweet, street, sheet</i> W95a–W95f: <i>weep, deep, beep, steep, sleep, sweep</i> W96a–W96f: <i>see, fee, flee, free, tree, three</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 125–26 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 70 (continued) | | | |
| <p>TE 324–27</p> <p>WT 147–48</p> | | <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 55, 128: <i>even, read /rĕd/</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Adjectives” <p>Materials</p> <ul style="list-style-type: none"> • A card labeled X (to be placed over Alphabet Card e) • Two cards, each labeled with one of the following words: <i>Long, Short</i> • A pen and other familiar objects of varying colors, shapes, and sizes | |
| Lesson 71 | | | |
| <p>TE 328–31</p> <p>WT 149–50</p> | <p>Phonics</p> <p>P71.1 Recall facts from an informational text listening selection.</p> <p>P71.2 Distinguish /ĕ/ from other final sounds.</p> <p>P71.3 Recall y as a semivowel.</p> <p>P71.4 Decode words ending in y as /ĕ/.</p> <p>P71.5 Read the high-frequency words <i>brother, clothes, every, school, something, world, and write</i>.</p> <p>English</p> <p>E71.1 Classify an adjective as describing color, shape, or size.</p> <p>E71.2 Choose an adjective for each item in an illustration.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 71: <i>Plane</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS34: ĕ • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review (including words with long e patterns) <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 31, 41, 56, 133, 142, 188, 191: <i>brother, clothes, every, school, something, world, write</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • Image of the Wright brothers’ first plane • Eight cards, each labeled with one of the following words: <i>fishy, meaty, sleepy, sticky, needy, dusty, steamy, leaky</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 127–28 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 72 | | | |
| <p>TE 332–35</p> <p>WT 151–52</p> | <p>Phonics</p> <p>P72.1 Decode words ending in <i>y</i> as /ē/. P72.2 Recall that words ending in <i>y</i> have two syllables. P72.3 Build and decode words with <i>y</i>. P72.4 Choose the correct word for a context sentence. P72.5 Read the high-frequency words <i>also</i>, <i>special</i>, and <i>women</i>.</p> <p>English</p> <p>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.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W69a–W69h: <i>take, bake, cake, lake, make, rake, flake, shake</i> W88a–W88f: <i>woke, poke, joke, broke, smoke, spoke</i> W90a–W90d: <i>we, he, me, she</i> W92a–W92d: <i>team, steam, dream, stream</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 10, 144, 185: <i>also, special, women</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 23: <i>Tippy and Chappy</i>, optional <p>Materials</p> <ul style="list-style-type: none"> Four planes from Instructional Aid 71, each labeled with one of the following vowel patterns: <i>a_e, o_e, e, and ea</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 129–30 |
| Lesson 73 | | | |
| <p>TE 336–39</p> <p>WT 153–54</p> | <p>Phonics</p> <p>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 <i>empty, please, and warm</i>.</p> <p>English</p> <p>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.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 73.1: <i>Puzzle</i> (four copies) IA 73.2: <i>Sentence Parts</i> <p>Visuals</p> <ul style="list-style-type: none"> PS33–34: <i>ā, ē</i> Alphabet Cards (including <i>ld, lk, lp, pt, xt</i>) Phonics Characters: Mr. and Mrs. Short (together), Uncle Short Sentence Puzzle Cards Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W87a–W87f: <i>tail, snail, nail, mail, fail, jail</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 54, 121, 169: <i>empty, please, warm</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” | <p>Activities</p> <ul style="list-style-type: none"> p. 131 p. 132: <i>Let’s Check</i> |

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| Lesson 74 | | | |
| <p>TE 340–43</p> <p>WT 155–56</p> | <p>Phonics</p> <p>P74.1 Build words in the <i>ie</i> word family.</p> <p>P74.2 Decode words with the long <i>i</i> vowel patterns.</p> <p>P74.3 Classify words by word families.</p> <p>P74.4 Read the high-frequency words <i>because, near, and through</i>.</p> <p>English</p> <p>E74.1 Identify the present-tense linking verb <i>is</i> or <i>are</i> in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 74: <i>Hot Air Balloon</i>, three copies <p>Visuals</p> <ul style="list-style-type: none"> • PS 35: <i>ī</i> • P11–13: <i>ā, ē, ī</i> • Long-Vowel Pattern Card: <i>ie</i> • Alphabet Cards • Phonics Characters: Miss Long, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> • W93a–W93d: <i>die, pie, lie, tie</i> • Word Family Cards for review W73a–W73c: <i>hike, bike, like</i> W78a–W78f: <i>tide, side, wide, hide, ride, bride</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 24, 105, 158: <i>because, near, through</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • Three balloons from IA 74, each labeled with one of the following word families: <i>_ide, _ike, _ie</i> • 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 | <p>Activities</p> <ul style="list-style-type: none"> • pp. 133–34 |
| Lesson 75 | | | |
| <p>TE 344–47</p> <p>WT 157–58</p> | <p>Phonics</p> <p>P75.1 Distinguish /ī/ from /ē/.</p> <p>P75.2 Decode words ending in <i>y</i> as /ī/.</p> <p>English</p> <p>E75.1 Recall that <i>is</i> and <i>are</i> are present-tense linking verbs.</p> <p>E75.2 Identify the past-tense linking verbs <i>was</i> and <i>were</i> in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • “Vowel Song” <p>Visuals</p> <ul style="list-style-type: none"> • PS35: <i>ī</i> • P13: <i>ī</i> • Long-Vowel Pattern Card: <i>y</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W97a–W97f: <i>by, my, fly, cry, dry, fry</i> • Word Family Cards for review W68a–W68c: <i>name, came, game</i> W75a–W75h: <i>nine, dine, line, mine, vine, fine, shine, whine</i> W93a–W93c: <i>die, pie, lie</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Audio: “Vowel Song” • Phonics Storybook 24: <i>A Dry Pie</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> • pp. 135–36 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 75 (continued) | | | |
| <p>TE 344–47</p> <p>WT 157–58</p> | | <p>Materials</p> <ul style="list-style-type: none"> • A paper airplane • Nine cards, each labeled with one of the following words: <i>sky, fishy, handy, try, dry, needy, stuffy, why, fly</i> • An image of the Wright brothers' first flight | |
| Lesson 76 | | | |
| <p>TE 348–51</p> <p>WT 159–60</p> | <p>Phonics</p> <p>P76.1 Distinguish /ī/ from other vowel sounds.</p> <p>P76.2 Build words in the <i>_igh</i> and <i>_ight</i> word families.</p> <p>P76.3 Decode words with the vowel pattern <i>igh</i>.</p> <p>P76.4 Distinguish rhyming words from nonrhyming words.</p> <p>P76.5 Read the high-frequency words <i>ear, floor, and going</i>.</p> <p>English</p> <p>E76.1 Identify a noun as singular or plural.</p> <p>E76.2 Choose the linking verb <i>is</i> or <i>was</i> when the noun in the naming part is singular.</p> <p>E76.3 Choose the linking verb <i>are</i> or <i>were</i> when the noun in the naming part is plural.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 76: <i>Using Verbs</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS35: <i>ī</i> • P13: <i>ī</i> • Long-Vowel Pattern Card: <i>igh</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W98a–W98b: <i>sigh, high</i> • W100a–W100h: <i>sight, night, light, might, right, fight, flight, bright</i> • Word Family Cards for review W74a–W74c: <i>tile, pile, mile</i> W85a–W85c: <i>hole, pole, mole</i> W91a–W91d: <i>eat, seat, heat, meat</i> W97a–W97f: <i>by, my, fly, cry, dry, fry</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 51, 64, 73: <i>ear, floor, going</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Linking Verbs” <p>Materials</p> <ul style="list-style-type: none"> • Flashlight to pass • Music for Hot Potato activity • Five white cards, each labeled with one of the following words: <i>my, why, pie, fight, tight</i> • Five colored cards, each labeled with one of the following words: <i>high, sigh, by, kite, white</i> • Ball or other small object to pass | <p>Activities</p> <ul style="list-style-type: none"> • pp. 137–38 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 77 | | | |
| <p>TE 352–55</p> <p>WT 161–62</p> | <p>Phonics</p> <p>P77.1 Distinguish between <i>y</i> as /ī/ and <i>y</i> as /ē/.</p> <p>P77.2 Build words in the <i>_igh</i> word family.</p> <p>P77.3 Read the high-frequency word <i>again</i>.</p> <p>English</p> <p>E77.1 Identify a noun as singular or plural.</p> <p>E77.2 Use the correct form of an action verb when the noun subject is singular.</p> <p>E77.3 Use the correct form of an action verb when the noun subject is plural.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 76: <i>Using Verbs</i> <p>Visuals</p> <ul style="list-style-type: none"> P12–13: ē, ī Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W98a–W98b: <i>sigh, high</i> W100a–W100h: <i>sight, night, light, might, right, fight, flight, bright</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 5: <i>again</i> <p>Materials</p> <ul style="list-style-type: none"> Two cards, each labeled with one of the following letters: <i>ī, ē</i> Six cards, each labeled with one of the following words: <i>try, hilly, bumpy, shy, dry, fluffy</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 139–40 |
| Lesson 78 | | | |
| <p>TE 356–59</p> <p>WT 163–64</p> | <p>Phonics</p> <p>P78.1 Distinguish /ī/ from /ī/.</p> <p>P78.2 Decode words with long <i>i</i> vowel patterns.</p> <p>P78.3 Classify words by vowel patterns.</p> <p>English</p> <p>E78.1 Identify the topic of a paragraph.</p> <p>E78.2 Identify the parts of a paragraph.</p> <p>E78.3 Identify the purpose and audience of a paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 78.1: <i>Dogs and Their Bones</i> IA 78.2: <i>Parts of a Paragraph</i> <p>Visuals</p> <ul style="list-style-type: none"> PS35: <i>ī</i> Phonics Characters: Miss Long, Miss Silent, Marker <i>e</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W98a–W98b: <i>sigh, high</i> W100a–W100h: <i>sight, night, light, might, right, fight, flight, bright</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Video: “Paragraph” Phonics Storybook 25: <i>A Night Flight</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> pp. 141–42 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 79 | | | |
| <p>TE 360–63</p> <p>WT 165–66</p> | <p>Phonics</p> <p>P79.1 Distinguish /ō/ from /ō/.</p> <p>P79.2 Build words in the <i>_oat</i>, <i>_oe</i>, and <i>_oast</i> word families.</p> <p>P79.3 Decode words with long <i>o</i> vowel patterns.</p> <p>P79.4 Read the high-frequency words <i>below</i>, <i>pull</i>, and <i>without</i>.</p> <p>English</p> <p>E79.1 Recall facts from an informational listening selection.</p> <p>E79.2 Identify the purpose and the audience in an informational listening selection.</p> <p>E79.3 Identify the purpose and audience of an assigned informative paragraph.</p> <p>E79.4 Plan details for an informative paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Phonics Song 2” • IA 79: <i>Informative Paragraph: Plan</i>, one copy for display <p>Visuals</p> <ul style="list-style-type: none"> • PS15, 36: <i>ō</i>, <i>ō</i> • P14: <i>ō</i> • Long-Vowel Pattern Cards: <i>o_e</i>, <i>oa</i>, <i>oe</i> • Alphabet Cards • Phonics Characters: Miss Long, Marker <i>e</i>, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> • W99a–W99e: <i>boat</i>, <i>coat</i>, <i>goat</i>, <i>float</i>, <i>throat</i> • W101a–W101e: <i>toe</i>, <i>hoe</i>, <i>doe</i>, <i>foe</i>, <i>Joe</i> • W102a–W102c: <i>boast</i>, <i>coast</i>, <i>roast</i> • Word Family Cards for review • W81a–W81b: <i>bone</i>, <i>stone</i> • W88a–W88f: <i>woke</i>, <i>poke</i>, <i>joke</i>, <i>broke</i>, <i>smoke</i>, <i>spoke</i> • W89a–W89l: <i>say</i>, <i>way</i>, <i>hay</i>, <i>day</i>, <i>pay</i>, <i>lay</i>, <i>may</i>, <i>stay</i>, <i>clay</i>, <i>play</i>, <i>pray</i>, <i>tray</i> • W92a–W92d: <i>team</i>, <i>steam</i>, <i>dream</i>, <i>stream</i> • W97a–W97f: <i>by</i>, <i>my</i>, <i>fly</i>, <i>cry</i>, <i>dry</i>, <i>fry</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 28, 124, 183: <i>below</i>, <i>pull</i>, <i>without</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • Images of a saguaro cactus, a prickly pear cactus, and a barrel cactus • Items or images related to the chosen informative writing topic, optional | <p>Activities</p> <ul style="list-style-type: none"> • p. 143 • p. 144: <i>Let’s Check</i> |
| Lesson 80 | | | |
| <p>TE 364–67</p> <p>WT 167–69</p> | <p>Phonics</p> <p>P80.1 Build words in the <i>_ow</i> and <i>_own</i> word families.</p> <p>P80.2 Decode words with long <i>o</i> vowel patterns.</p> <p>P80.3 Recall that <i>w</i> is a semivowel.</p> <p>English</p> <p>E80.1 Create a topic sentence for an informative paragraph.</p> <p>E80.2 Create a supporting detail sentence for an informative paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Phonics Song 2” • “Vowel Song” (verse 2) • IA 80.1: <i>Sled and Snowball Cards</i> • IA 80.2: <i>Paragraph Paper</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS36: <i>ō</i> • P14: <i>ō</i> • Long-Vowel Pattern Card: <i>ow</i> • Alphabet Cards • Phonics Characters: Miss Long, Miss Silent • E1: <i>Sentences</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 145–46 |

| Pages | Objectives | Resources | Assessments |
|--|---|---|---|
| Lesson 80 (continued) | | | |
| <p>TE 364–67</p> <p>WT 167–69</p> | | <p>Word Family Cards</p> <ul style="list-style-type: none"> W103a–W103f: <i>bow, blow, grow, slow, snow, throw</i> W104a–W104e: <i>own, blown, flown, grown, thrown</i> Word Family Cards for review W99a–W99e: <i>boat, coat, goat, float, throat</i> W101a–W101e: <i>toe, hoe, doe, foe, Joe</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Audio: “Vowel Song v1–2” <p>Materials</p> <ul style="list-style-type: none"> The completed planning chart (IA 79), one copy for display and one copy per student | |
| Lesson 81 | | | |
| <p>TE 368–70</p> <p>WT 169, 171–72</p> | <p>Phonics</p> <p>P81.1 Recall long-vowel patterns.</p> <p>P81.2 Decode words with long vowels.</p> <p>English</p> <p>E81.1 Create two more supporting detail sentences to complete an informative paragraph.</p> | <p>Visuals</p> <ul style="list-style-type: none"> PS33–37: <i>ā, ē, ī, ō, ū</i> P11–14: <i>ā, ē, ī, ō</i> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review (with long vowels) <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 26: <i>The Slow Boat</i>, optional <p>Materials</p> <ul style="list-style-type: none"> 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) | <p>Activities</p> <ul style="list-style-type: none"> pp. 147–48 |
| Lesson 82 | | | |
| <p>TE 372–75</p> <p>WT 169, 173–75</p> | <p>Phonics</p> <p>P82.1 Distinguish /sh/ from /ch/.</p> <p>P82.2 Decode words with /sh/ and /ch/.</p> <p>P82.3 Distinguish rhyming words from nonrhyming words.</p> <p>English</p> <p>E82.1 Explain the purpose of the <i>Revise</i> and <i>Proofread</i> steps.</p> <p>E82.2 Evaluate a paragraph for a connection between the topic sentence and supporting detail sentences.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 82: <i>Proofreading Practice</i> <p>Visuals</p> <ul style="list-style-type: none"> PS27–28: <i>sh, ch</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Video: “Digraph <i>sh</i>” Video: “Digraph <i>ch</i>” | <p>Activities</p> <ul style="list-style-type: none"> pp. 149–50 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 82 (continued) | | | |
| <p>TE 372–75</p> <p>WT 169, 173–75</p> | <p>English</p> <p>E82.3 Evaluate sentences for spelling and the complete features of a sentence.</p> <p>E82.4 Use appropriate proofreading marks to indicate changes.</p> | <p>Materials</p> <ul style="list-style-type: none"> • 15 cards, each labeled with one of the following words: <i>ship, chip, shut, chat, champ, shot, shame, chain, show, sheet, cheat, shine, chime, sheep, cheap</i> • A red colored pencil for each student • Each student’s completed draft (WT p. 169) | |
| Lesson 83 | | | |
| <p>TE 376–79</p> <p>WT 177–79</p> | <p>Phonics</p> <p>P83.1 Decode words with long <i>o</i> vowel patterns.</p> <p>P83.2 Identify base words within words with suffixes.</p> <p>P83.3 Classify words by word families.</p> <p>P83.4 Read the high-frequency words <i>know, quiet, should, under, and use</i>.</p> <p>English</p> <p>E83.1 Rewrite an informative paragraph, incorporating corrections from proofreading.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS36: <i>ō</i> • P14: <i>ō</i> • Long-Vowel Pattern Card: <i>o</i> • Phonics Character: Miss Long <p>Word Family Cards</p> <ul style="list-style-type: none"> • W105a–W105c: <i>so, no, go</i> • Word Family Cards for review W81a–W81b: <i>bone, stone</i> W85a–W85c: <i>hole, pole, mole</i> W88a–W88f: <i>woke, poke, joke, broke, smoke, spoke</i> W90a–W90c: <i>we, he, me</i> W97a–W97f: <i>by, my, fly, cry, dry, fry</i> W99a–W99d: <i>boat, coat, goat, float</i> W101a–W101c: <i>toe, hoe, doe</i> W103a–W103f: <i>bow, blow, grow, slow, snow, throw</i> W104a–W104c: <i>own, blown, flown</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 93, 127, 138, 164, 165: <i>know, quiet, should, under, use</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Miss Long Alone” <p>Materials</p> <ul style="list-style-type: none"> • Several books that are informational texts • Each student’s proofread paragraph (WT p. 169) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 151–52 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|--|
| Lesson 84 | | | |
| <p>TE 380–83</p> <p>WT 181–82</p> | <p>Phonics</p> <p>P84.1 Distinguish /ŭ/ from /ū/.</p> <p>P84.2 Decode words with short and long <i>u</i> vowel patterns.</p> <p>P84.3 Build words with the long-vowel pattern <i>ue</i>.</p> <p>P84.4 Read the high-frequency words <i>everybody</i> and <i>head</i>.</p> <p>English</p> <p>E84.1 Rewrite an informative paragraph, incorporating corrections from proofreading.</p> <p>E84.2 Illustrate an informative paragraph.</p> <p>E84.3 Present an informative paragraph to peers.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 84.1: <i>Clue Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS37: <i>ū</i> • P15: <i>ū</i> • Long-Vowel Pattern Cards: <i>u_e, ue</i> • Phonics Characters: Miss Long, Marker <i>e</i>, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> • W106a–W106c: <i>blue, glue, true</i> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 57, 81: <i>everybody, head</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 27: <i>Blue Glue</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • 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 | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 84.2: <i>Informative Paragraph Rubric</i> <p>Activities</p> <ul style="list-style-type: none"> • pp. 153–54 |
| Lesson 85 | | | |
| <p>TE 384–87</p> <p>WT 183–84</p> | <p>Phonics</p> <p>P85.1 Distinguish /ŭ/ from /ū/.</p> <p>P85.2 Recall that <i>le</i> words have two syllables.</p> <p>P85.3 Decode short- and long-vowel words ending in <i>le</i>.</p> <p>English</p> <p>E85.1 Explain that number words and articles are adjectives.</p> <p>E85.2 Choose the number word that completes a sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • PS21, 37: <i>ŭ, ū</i> • Phonics Characters: Mr. and Mrs. Short, Miss Long <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Adjectives” • Video: “Articles” <p>Materials</p> <ul style="list-style-type: none"> • Blank white cards, one for display and one per student • Three books for display • An apple (or image of an apple) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 155–56 |

| Pages | Objectives | Resources | Assessments |
|--|---|--|---|
| Lesson 86 | | | |
| <p>TE 388–391</p> <p>WT 185–86</p> | <p>Phonics</p> <p>P86.1 Distinguish words with short vowels from words with long vowels.</p> <p>P86.2 Identify the vowel sound in the first syllable of words ending in <i>le</i>.</p> <p>P86.3 Read the high-frequency word <i>been</i>.</p> <p>English</p> <p>E86.1 Distinguish a period from a question mark.</p> <p>E86.2 Distinguish a statement from a question.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” “Phonics Song 2” IA 86: <i>Sentence Punctuation</i> <p>Visuals</p> <ul style="list-style-type: none"> PS1, 5, 9, 15, 21, 33–37: <i>ă, ě, ĭ, ō, ŭ, ā, ē, ī, ō, ū</i> P16: <i>Syllables with le</i> Alphabet Cards Phonics Characters: Mrs. Short and Miss Long E1: <i>Sentences</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 27: <i>been</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> Paper clips to make chains Five cards, each labeled with one of the following words: <i>staple, jumble, middle, grumble, bundle</i> | <p>Activities</p> <ul style="list-style-type: none"> p. 157 p. 158: <i>Let’s Check</i> |
| Lesson 87 | | | |
| <p>TE 392–95</p> <p>WT 187–88</p> | <p>Phonics</p> <p>P87.1 Build words with the suffixes <i>-ed</i> and <i>-ing</i>.</p> <p>P87.2 Distinguish between short- and long-vowel sounds.</p> <p>P87.3 Decode words with short and long vowels.</p> <p>P87.4 Classify words based on their vowel patterns.</p> <p>P87.5 Read the high-frequency words <i>anything</i> and <i>front</i>.</p> <p>English</p> <p>E87.1 Classify a sentence as a statement, a question, or an exclamation.</p> <p>E87.2 Use correct punctuation for a statement, a question, and an exclamation.</p> <p>E87.3 Create a question.</p> <p>E87.4 Evaluate a question for the features of a complete sentence.</p> | <p>Teacher’s Edition</p> <ul style="list-style-type: none"> IA 86: <i>Sentence Punctuation</i> <p>Visuals</p> <ul style="list-style-type: none"> P8: <i>Suffixes</i> Alphabet Cards Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker e, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> E1: <i>Sentences</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 18, 69: <i>anything, front</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Uncle Short’s Animal Shelter” Video: “Marker e Runs Away” Video: “Capitalization and Punctuation” <p>Materials</p> <ul style="list-style-type: none"> A blank piece of 8½ x 11-inch paper, one per student 12 cards, each labeled with one of the following words: <i>tack, stack, rake, take, poke, like, crash, dish, chat, white, sink, try</i> The display copy of IA 86: <i>Sentence Punctuation</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 159–60 |

| Pages | Objectives | Resources | Assessments |
|--|---|---|---|
| Lesson 88 | | | |
| <p>TE 396–99</p> <p>WT 189–90</p> | <p>Phonics</p> <p>P88.1 Distinguish /s/ from /k/ in words beginning with <i>c</i>.</p> <p>P88.2 Recall that <i>a</i>, <i>o</i>, and <i>u</i> follow hard <i>c</i>.</p> <p>P88.3 Recall that <i>e</i>, <i>i</i>, and <i>y</i> follow soft <i>c</i>.</p> <p>English</p> <p>E88.1 Classify a sentence as a statement, a question, or an exclamation.</p> <p>E88.2 Use correct punctuation for a statement, a question, and an exclamation.</p> <p>E88.3 Create an exclamation.</p> <p>E88.4 Evaluate an exclamation for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” <p>Visuals</p> <ul style="list-style-type: none"> • PS3: <i>c</i> • P17–18: <i>Hard c /k/, Soft c /s/</i> • E1: <i>Sentences</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” <p>Materials</p> <ul style="list-style-type: none"> • Four cards, each labeled with one of the following words: <i>cinch</i>, <i>cape</i>, <i>cell</i>, <i>cute</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 161–62 |
| Lesson 89 | | | |
| <p>TE 400–403</p> <p>WT 191–92</p> | <p>Phonics</p> <p>P89.1 Distinguish words beginning with hard <i>c</i> from words beginning with soft <i>c</i>.</p> <p>P89.2 Build words in the <i>_ace</i> and <i>_ice</i> word families.</p> <p>P89.3 Decode words with initial and final soft <i>c</i>.</p> <p>P89.4 Read the high-frequency word <i>does</i>.</p> <p>English</p> <p>E89.1 Create a journal entry.</p> <p>E89.2 Illustrate a journal entry.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 52.2: <i>Journal</i>, one copy for display <p>Visuals</p> <ul style="list-style-type: none"> • P17–18: <i>Hard c /k/, Soft c /s/</i> • Alphabet Cards • Phonics Characters: Miss Long, Marker <i>e</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W108a–W108f: <i>lace</i>, <i>race</i>, <i>face</i>, <i>place</i>, <i>grace</i>, <i>space</i> • W109a–W109f: <i>nice</i>, <i>mice</i>, <i>price</i>, <i>slice</i>, <i>spice</i>, <i>twice</i> • Word Family Cards for review (VCe words) <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 47: <i>does</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Journals” • Phonics Storybook 28: <i>The City</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Images of a stop sign and a yield sign | <p>Activities</p> <ul style="list-style-type: none"> • pp. 163–64 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|---|
| Lesson 90 | | | |
| <p>TE 404–07</p> <p>WT 193–94</p> | <p>Phonics</p> <p>P90.1 Distinguish short-vowel sounds from long-vowel sounds.</p> <p>P90.2 Decode words with long-vowel patterns.</p> <p>P90.3 Apply phonics skills presented in Lessons 1–87.</p> <p>English</p> <p>E90.1 Rewrite a group of words in sentence order.</p> <p>E90.2 Evaluate a sentence for the features of a complete sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • P11–15: <i>ā, ē, ī, ō, ū</i> • Long-Vowel Pattern Cards • Phonics Characters: Miss Long, Marker e, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review, at least one per student <p>Materials</p> <ul style="list-style-type: none"> • Five cards, each labeled with one of the following words: <i>the, children, played, a, game</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 165–66: <i>Unit 3 Review</i> |
| Lesson 91 | | | |
| <p>TE 408–09</p> | <p>Phonics & English</p> <p>P91.1/E91.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–87.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Unit 3 Test | <ul style="list-style-type: none"> • Unit 3 Test |

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

Legend

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

Unit 4: Why Should I Keep Trying?

| Pages | Objectives | Resources | Assessments |
|--|--|--|---|
| Lesson 92 | | | |
| <p>TE 428–31</p> <p>WT 195–98</p> | <p>Phonics</p> <p>P92.1 Analyze the unit opener illustration for connection to the unit theme.</p> <p>P92.2 Explain how Nehemiah persevered. BWS Perseverance (recall)</p> <p>P92.3 Explain how the story answers the essential question. BWS Perseverance (apply)</p> <p>P92.4 Compare and contrast responses to a hard task in an illustration. BWS Perseverance (evaluate)</p> <p>P92.5 Recall that <i>e</i>, <i>i</i>, and <i>y</i> follow soft <i>c</i>.</p> <p>P92.6 Recall letters in alphabetical order.</p> <p>P92.7 Distinguish /s/ from /k/ in words beginning with <i>c</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 92: <i>Hard c or Soft c</i> <p>Visuals</p> <ul style="list-style-type: none"> P17–18: <i>Hard c /k/, Soft c /s/</i> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W80a–W80b: <i>bite, white</i> W93a–W93d: <i>die, pie, lie, tie</i> W97a–W97f: <i>by, my, fly, cry, dry, fry</i> W98a–W98b: <i>sigh, high</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 167–68 |
| Lesson 93 | | | |
| <p>TE 432–35</p> <p>WT 199–200</p> | <p>Phonics</p> <p>P93.1 Recall details from a listening story about Bossy <i>r</i>.</p> <p>P93.2 Associate Bossy <i>r</i> with <i>r</i>-influenced vowels.</p> <p>P93.3 Distinguish /är/ from short and long <i>a</i>.</p> <p>P93.4 Build words in the <i>_ark, _arm, _ar,</i> and <i>_art</i> word families.</p> <p>P93.5 Decode words with /är/.</p> <p>English</p> <p>E93.1 Propose synonyms for given words.</p> <p>E93.2 Match a synonym to a given word.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> PS1, 18, 33, 38: <i>ă, r, ā, ar</i> P19: <i>R-influenced Vowel: ar</i> Alphabet Cards Phonics Character: Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W107a–W107c: <i>dark, bark, mark</i> W110a–W110c: <i>arm, harm, farm</i> W111a–W111e: <i>bar, car, far, jar, star</i> W112a–W112f: <i>art, dart, part, cart, start, smart</i> <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Audio: “Phonics Song 2” Video: “Synonyms” <p>Materials</p> <ul style="list-style-type: none"> A small ball | <p>Activities</p> <ul style="list-style-type: none"> pp. 169–70 |

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

| Pages | Objectives | Resources | Assessments |
|--|--|--|---|
| Lesson 94 | | | |
| <p>TE 436–39</p> <p>WT 201–2</p> | <p>Phonics</p> <p>P94.1 Distinguish /är/ from short and long <i>a</i>.</p> <p>P94.2 Decode words with /är/.</p> <p>P94.3 Classify words by word families.</p> <p>P94.4 Read the high-frequency word <i>though</i>.</p> <p>English</p> <p>E94.1 Identify the singular pronoun that can replace a given noun.</p> <p>E94.2 Identify the singular pronoun in the naming part of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • “Cowboy” (song) • IA 94.1: <i>Boots</i> • IA 94.2: <i>Singular Pronouns</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS38: <i>ar</i> • P19: <i>R-influenced Vowel: ar</i> • Phonics Character: Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 155: <i>though</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: Phonics Song 2” • Video: “Cowboy” • Phonics Storybook 29: <i>The Farm Sleeps</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • 14 boot word cards from Instructional Aid 94.1, each labeled with one of the following words: <i>ark, mark, park, dark, arm, harm, start, part, smart, cart, car, bar, scar, star</i> • A cowboy hat to hold the prepared word cards | <p>Activities</p> <ul style="list-style-type: none"> • pp. 171–72 |
| Lesson 95 | | | |
| <p>TE 440–43</p> <p>WT 203–4</p> | <p>Phonics</p> <p>P95.1 Distinguish /ôr/ from short and long <i>o</i>.</p> <p>P95.2 Decode words with /ôr/.</p> <p>P95.3 Build words in the <i>_ore</i> and <i>_orn</i> word families.</p> <p>English</p> <p>E95.1 Identify the naming part that uses the pronoun <i>I</i> correctly.</p> <p>E95.2 Create a sentence that includes the pronoun <i>I</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 95: <i>Lassos</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS39: <i>or</i> • P14, 19–20: <i>ō, R-influenced Vowel: ar, R-influenced Vowel: or</i> • Alphabet Cards • Phonics Character: Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W113a–W113c: <i>more, store, chore</i> • W114a–W114e: <i>torn, horn, born, corn, thorn</i> • Word Family Cards for review • W107a–W107c: <i>dark, bark, mark</i> • W110a–W110c: <i>arm, harm, farm</i> • W111a–W111e: <i>bar, car, far, jar, star</i> • W112a–W112f: <i>art, dart, part, cart, start, smart</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 173–74 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 95 (continued) | | | |
| <p>TE 440–43</p> <p>WT 203–4</p> | | <p>Materials</p> <ul style="list-style-type: none"> 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: <i>chore, horn, store, corn, fork, thorn, torn, horse, score, storm</i> | |
| Lesson 96 | | | |
| <p>TE 444–47</p> <p>WT 205–6</p> | <p>Phonics</p> <p>P96.1 Distinguish /är/ from /ôr/.</p> <p>P96.2 Decode words with /är/ and /ôr/.</p> <p>P96.3 Evaluate word meaning within the context of a sentence.</p> <p>P96.4 Read the high-frequency words <i>along, answer</i>, and <i>year</i>.</p> <p>English</p> <p>E96.1 Choose the plural pronoun that can replace the naming part of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” “Two Miles to Go” (song) IA 96: <i>Plural Pronouns</i> <p>Visuals</p> <ul style="list-style-type: none"> PS33, 38–39: <i>ā, ar, or</i> P19–20: R-influenced Vowel: <i>ar, R-influenced Vowel: or</i> Phonics Character: Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W67c: <i>grape</i> W86e: <i>train</i> W89c: <i>hay</i> W110c: <i>farm</i> W111b: <i>car</i> W112d: <i>cart</i> W113b: <i>store</i> W114d: <i>corn</i> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 9, 15, 192: <i>along, answer, year</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Video: “Two Miles to Go” Video: “Plural Pronouns” <p>Materials</p> <ul style="list-style-type: none"> Eight images of the following items: grape, train, hay, farm, car, cart, store, corn | <p>Activities</p> <p>pp. 175–76</p> |
| Lesson 97 | | | |
| <p>TE 448–51</p> <p>WT 207–8</p> | <p>Phonics</p> <p>P97.1 Decode words with /ā/, /ō/, /är/, and /ôr/.</p> <p>P97.2 Identify words in the same word family.</p> <p>P97.3 Analyze <i>r</i>-influenced words in the context of a sentence.</p> <p>P97.4 Read the high-frequency words <i>move</i> and <i>toward</i>.</p> | <p>Visuals</p> <ul style="list-style-type: none"> P19–20: R-influenced Vowel: <i>ar, R-influenced Vowel: or</i> Sentence Puzzle Cards Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W72a–W72f: <i>save, wave, pave, cave, brave, slave</i> W81a–W81b: <i>bone, stone</i> W107a–W107c: <i>dark, bark, mark</i> | <p>Activities</p> <ul style="list-style-type: none"> p. 177 p. 178: <i>Let’s Check</i> |

| Pages | Objectives | Resources | Assessments |
|---|---|---|---|
| Lesson 97 (continued) | | | |
| <p>TE 448–51</p> <p>WT 207–8</p> | <p>English</p> <p>E97.1 Identify the subject part of a sentence.</p> <p>E97.2 Identify the verb part of a sentence.</p> <p>E97.3 Choose the subject part that completes a sentence.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W111d: <i>jar</i> W112c, W112e: <i>part, start</i> W113a–W113c: <i>more, store, chore</i> W114b–W114d: <i>horn, born, corn</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 103, 161: <i>move, toward</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 30: <i>To the Store</i>, optional <p>Materials</p> <ul style="list-style-type: none"> Six cards, each labeled with one of the following sentence parts: <i>Cowboy Sam, The saddle, works on a ranch, The ranch, His horse, helps Cowboy Sam</i> | |
| Lesson 98 | | | |
| <p>TE 452–55</p> <p>WT 209–10</p> | <p>Phonics</p> <p>P98.1 Distinguish <i>er /ûr/</i> from short and long <i>e</i>.</p> <p>P98.2 Decode words with /är/, /ôr/, and /ûr/ spelled <i>er</i>.</p> <p>P98.3 Build words in the <i>_erk, _erve,</i> and <i>_ern</i> word families.</p> <p>P98.4 Evaluate word meaning within the context of a sentence.</p> <p>P98.5 Identify key details from a listening selection.</p> <p>English</p> <p>E98.1 Identify the topic sentence of a paragraph.</p> <p>E98.2 Identify the supporting detail sentences in a paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 98.1: <i>Saddlebags</i> IA 98.2: <i>Paragraphs</i> <p>Visuals</p> <ul style="list-style-type: none"> P12, 19–21: <i>ē, R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er</i> Alphabet Cards Phonics Character: <i>Bossy r</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Personal Story” <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>Materials</p> <ul style="list-style-type: none"> 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: <i>corn, barn, yard, jerky, more, start, farm, horse, chore, part, herd, serve, born, harm, verse</i>. Prepare enough sets of saddlebag cards so that each student has a card. | <p>Activities</p> <ul style="list-style-type: none"> pp. 179–80 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 99 | | | |
| <p>TE 456–59</p> <p>WT 211–12</p> | <p>Phonics</p> <p>P99.1 Distinguish <i>ur</i> /ûr/ from short and long <i>u</i>.</p> <p>P99.2 Decode words with /är/, /ôr/, and /ûr/ spelled <i>er</i> or <i>ur</i>.</p> <p>P99.3 Read the high-frequency word <i>most</i>.</p> <p>English</p> <p>E99.1 Recall details from a personal story.</p> <p>E99.2 Identify the purpose and audience in the listening selection.</p> <p>E99.3 Identify the purpose and audience of an assigned personal story.</p> <p>E99.4 Plan a personal story paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 94.1: <i>Boots</i> IA 99: <i>Personal Story: Plan</i> <p>Visuals</p> <ul style="list-style-type: none"> P15, 19–22: <i>û</i>, R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur Alphabet Cards Phonics Character: Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 101: <i>most</i> <p>Materials</p> <ul style="list-style-type: none"> 15 boot word cards prepared from Instructional Aid 94.1, each card labeled with one of the following words: <i>slurp, hurt, church, turn, purr, turkey, curve, burn, curb, fur, turtle, Saturday, nurse, hamburger, spur</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 181–82 |
| Lesson 100 | | | |
| <p>TE 460–63</p> <p>WT 213–15</p> | <p>Phonics</p> <p>P100.1 Distinguish <i>ir</i> /ûr/ from short and long <i>i</i>.</p> <p>P100.2 Decode words with /är/, /ôr/, and /ûr/.</p> <p>P100.3 Build words in the <i>_irl</i> and <i>_irt</i> word families.</p> <p>English</p> <p>E100.1 Create a topic sentence for a personal story paragraph.</p> <p>E100.2 Create a supporting detail sentence for a personal story paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 100: <i>Bay and Gray Horses</i> IA 80.2: <i>Paragraph Paper</i> IA 98.2: <i>Paragraphs</i> <p>Visuals</p> <ul style="list-style-type: none"> PS40: <i>er/ir/ur</i> P13, 21–23: <i>î</i>, R-influenced vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir Alphabet Cards Phonics Character: Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W115a–W115c: <i>girl, swirl, twirl</i> W116a–W116d: <i>dirt, skirt, squirt, shirt</i> Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W110a–W110c: <i>arm, harm, farm</i> W111c–W111e: <i>far, jar, star</i> W112a–W112f: <i>art, dart, part, cart, start, smart</i> W113a–W113c: <i>more, store, chore</i> W114c–W114e: <i>born, corn, thorn</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> The display copy of the completed planning chart (IA 99) Each student’s planning chart (WT p. 212) | <p>Activities</p> <ul style="list-style-type: none"> pp. 183–84 |

| Pages | Objectives | Resources | Assessments |
|---|---|--|---|
| Lesson 101 | | | |
| <p>TE 464–67</p> <p>WT 217–18</p> | <p>Phonics</p> <p>P101.1 Identify /ûr/ in words.</p> <p>P101.2 Classify <i>r</i>-influenced words by /âr/, /ôr/, and /ûr/.</p> <p>P101.3 Evaluate word meaning by matching a word to a picture.</p> <p>P101.4 Evaluate word meaning within the context of a sentence.</p> <p>P101.5 Read the high-frequency words <i>busy</i>, <i>early</i>, and <i>honey</i>.</p> <p>English</p> <p>E101.1 Create two more supporting detail sentences for a personal story paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS40: <i>er/ir/ur</i> • P21–23: <i>R-influenced vowel: er</i>, <i>R-influenced Vowel: ur</i>, <i>R-influenced Vowel: ir</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W110a–W110c: <i>arm, harm, farm</i> W111a–W111e: <i>bar, car, far, jar, star</i> W112a–W112f: <i>art, dart, part, cart, start, smart</i> W113a–W113c: <i>more, store, chore</i> W114a–W114e: <i>torn, horn, born, corn, thorn</i> W115a–W115c: <i>girl, swirl, twirl</i> W116a–W116d: <i>dirt, skirt, squirt, shirt</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 36, 52, 88: <i>busy, early, honey</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Bossy <i>r</i>” • Phonics Storybook 31: <i>Curt’s Surprise</i>, optional • Video: “Paragraph” <p>Materials</p> <ul style="list-style-type: none"> • Three paper plates, each labeled with one of the following team names: <i>Cowboy Breakfast, Cowboy Lunch, and Cowboy Dinner</i> • Nine paper plates, each labeled with one of the following partial words: <i>squ__t, f__st, b__n, g__l, st__t, t__n, h__n, b__k, sh__t</i> • Three vowel pattern cards made to fit the paper plate words, each card labeled with one of the following: <i>ar, or, ir</i> • 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) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 185–86 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 102 | | | |
| <p>TE 468–71</p> <p>WT 215, 219–20</p> | <p>Phonics</p> <p>P102.1 Distinguish <i>r</i>-influenced vowels from other vowels.</p> <p>P102.2 Decode words with <i>r</i>-influenced vowels.</p> <p>P102.3 Identify words by vowel pattern.</p> <p>English</p> <p>E102.1 Evaluate the clarity of a paragraph.</p> <p>E102.2 Use appropriate proofreading marks to indicate changes.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • “Cowboy” (song) <p>Visuals</p> <ul style="list-style-type: none"> • PS38–40: <i>ar, or, er/ir/ur</i> • P19–20, 23: <i>R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: ir</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Miss Long (three copies), Miss Silent, Marker <i>e</i>, Bossy <i>r</i> • E4: <i>Revise</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W111a–W111e: <i>bar, car, far, jar, star</i> W113a–W113c: <i>more, store, chore</i> W114a–W114e: <i>torn, horn, born, corn, thorn</i> W115a–W115c: <i>girl, swirl, twirl</i> W116a–W116d: <i>dirt, skirt, squirt, shirt</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Cowboy” • Video: “<i>R</i>-influenced Vowels” <p>Materials</p> <ul style="list-style-type: none"> • 18 cards, each labeled with one of the following words: <i>bar, be, brain, broke, fail, for, fur, her, rake, ran, red, rib, ride, row, rule, run, she, sir</i> • 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 | <p>Activities</p> <ul style="list-style-type: none"> • pp. 187–88 |

| Pages | Objectives | Resources | Assessments |
|---|--|---|---|
| Lesson 103 | | | |
| <p>TE 472–75</p> <p>WT 221–22</p> | <p>Phonics</p> <p>P103.1 Classify words by <i>r</i>-influenced vowel patterns.</p> <p>P103.2 Build words with <i>r</i>-influenced vowels.</p> <p>P103.3 Form compound words.</p> <p>P103.4 Read the high-frequency words <i>any</i> and <i>bought</i>.</p> <p>English</p> <p>E103.1 Evaluate sentences for spelling and the complete features of a sentence.</p> <p>E103.2 Use appropriate proofreading marks to indicate changes.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS38–40: <i>ar, or, er/ir/ur</i> • P19–23: <i>R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir</i> • Alphabet Cards • E5: <i>Proofread</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W110a–W110c: <i>arm, harm, farm</i> W111a–W111e: <i>bar, car, far, jar, star</i> W112a–W112f: <i>art, dart, part, cart, start, smart</i> W113a–W113c: <i>more, store, chore</i> W114a–W114e: <i>torn, horn, born, corn, thorn</i> W115a–W115c: <i>girl, swirl, twirl</i> W116a–W116d: <i>dirt, skirt, squirt, shirt</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 16, 30: <i>any, bought</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Bossy <i>r</i>” <p>Materials</p> <ul style="list-style-type: none"> • A rope tied to make a lasso • A large yellow paper star labeled with <i>ar, or, er, ir, ur</i> and attached to an empty chair • 10 cards, each labeled with one of the following words: <i>turn, born, swerve, third, barn, curb, twirl, spur, her, part</i> • 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 | <p>Activities</p> <ul style="list-style-type: none"> • p. 189 • p. 190: <i>Let’s Check</i> |

| Pages | Objectives | Resources | Assessments |
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| Lesson 104 | | | |
| <p>TE 476–79</p> <p>WT 223–25</p> | <p>Phonics</p> <p>P104.1 Recall the letters that make the <i>r</i>-influenced sound.</p> <p>P104.2 Alphabetize words with an <i>r</i>-influenced vowel pattern.</p> <p>P104.3 Classify words by <i>r</i>-influenced vowel patterns.</p> <p>P104.4 Decode words with <i>r</i>-influenced vowels in a sentence.</p> <p>P104.5 Read the high-frequency word <i>gone</i>.</p> <p>English</p> <p>E104.1 Rewrite a personal story, incorporating corrections from proofreading.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 80.2: <i>Paragraph Paper</i>, blank copy for display <p>Visuals</p> <ul style="list-style-type: none"> P19–23: <i>R-influenced Vowel: ar</i>, <i>R-influenced Vowel: or</i>, <i>R-influenced Vowel: er</i>, <i>R-influenced Vowel: ur</i>, <i>R-influenced Vowel: ir</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W110b–W110c: <i>harm, farm</i> W111b, W111d: <i>car, jar</i> W112a, W112c, W112e: <i>art, part, start</i> W113a–W113c: <i>more, store, chore</i> W114a–W114c: <i>torn, horn, born</i> W115a, W115c: <i>girl, twirl</i> W116a–W116b: <i>dirt, skirt</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 74: <i>gone</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “<i>R-influenced Vowels</i>” Phonics Storybook 32: <i>Smart</i>, optional <p>Materials</p> <ul style="list-style-type: none"> Three cards, each labeled with one of the following: <i>ar, or, and er/ir/ur</i> 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) | <p>Activities</p> <ul style="list-style-type: none"> pp. 191–92 |
| Lesson 105 | | | |
| <p>TE 480–83</p> <p>WT 227–28</p> | <p>Phonics</p> <p>P105.1 Decode words with various vowel patterns.</p> <p>P105.2 Distinguish between rhyming words and nonrhyming words.</p> <p>P105.3 Create and illustrate nonsense words within a word family.</p> <p>P105.4 Read the high-frequency words <i>push</i> and <i>shoe</i>.</p> <p>English</p> <p>E105.1 Rewrite a personal story with corrections from proofreading.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review, at least one per student <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 125, 137: <i>push, shoe</i> <p>Materials</p> <ul style="list-style-type: none"> Blank white 8 1/2 x 11-inch paper, one piece per student 16 cards, each labeled with one of the following words: <i>tree, he, bite, light, place, face, cent, bend, send, rent, blue, clue, cot, not, note, boat</i> An object to pass The display copy of the teacher’s proofread draft (IA 80.2) and final copy (IA 80.2) | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 105: <i>Personal Story Rubric</i> <p>Activities</p> <ul style="list-style-type: none"> pp. 193–94 |

| Pages | Objectives | Resources | Assessments |
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| 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 <ul style="list-style-type: none"> • 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 /ōō/ from other vowel sounds. P106.4 Decode words with /ōō/. P106.5 Classify words with /ōō/ by word families. P106.6 Read the high-frequency word <i>special</i> . English E106.1 Identify the omitted letter in a contraction. E106.2 Identify the contraction formed from two given words. | Teacher Edition <ul style="list-style-type: none"> • “Phonics Song 1” • “Phonics Song 2” • IA 106: <i>Contractions</i> Visuals <ul style="list-style-type: none"> • PS15, 36, 41: <i>ō, ō, oo</i> • P14, P24: <i>ō, Long oo</i> • Alphabet Cards Word Family Cards <ul style="list-style-type: none"> • W117a–W117c: <i>room, bloom, broom</i> • W118a–W118c: <i>tool, pool, cool</i> • W119a–W119c: <i>toot, hoot, boot</i> • W120a–W120c: <i>soon, noon, moon</i> • Word Family Cards for review W37a–W37h: <i>not, hot, dot, lot, got, trot, spot, shot</i> W99a–W99e: <i>boat, coat, goat, float, throat</i> W103a–W103f: <i>bow, blow, grow, slow, snow, throw</i> High-Frequency Word Cards <ul style="list-style-type: none"> • HFW 144: <i>special</i> BJU Press Trove <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Audio: “Phonics Song 2” • Link: A common loon’s call (wail) Materials <ul style="list-style-type: none"> • Four cards, each labeled with one of the following word families: <i>_oom, _ool, _oot,</i> and <i>_oon</i> | Activities <ul style="list-style-type: none"> • pp. 195–96 |
| Lesson 107 | | | |
| TE 488–91 WT 231–32 | Phonics P107.1 Distinguish /ōō/ from other vowel sounds. P107.2 Decode words with /ōō/. P107.3 Analyze words with the vowel sound /ōō/ to determine meaning. | Teacher Edition <ul style="list-style-type: none"> • “Phonics Song 2” • IA 106: <i>Contractions</i> Visuals <ul style="list-style-type: none"> • PS41: <i>ōō</i> • P24: <i>Long ōō</i> | Activities <ul style="list-style-type: none"> • pp. 197–98 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 107 (continued) | | | |
| <p>TE 488–91</p> <p>WT 231–32</p> | <p>English</p> <p>E107.1 Identify the omitted letter in a contraction.</p> <p>E107.2 Identify the contraction formed from two given words.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W117a–117c: <i>room, bloom, broom</i> W118a–W118b: <i>tool, pool</i> W119c: <i>boot</i> W120c: <i>moon</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 33: <i>Cool at the Pool</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Four cards, each labeled with one of the following sets of words: <i>stool/stepstool, drool/drooling, moon/moonbeam, spoon/teaspoon</i> • Six cards, each labeled with one of the following contractions: <i>aren’t, didn’t, doesn’t, isn’t, wasn’t, weren’t</i> • Six cards, each labeled with one of the following sets of words: <i>are not, did not, does not, is not, was not, were not</i> | |
| Lesson 108 | | | |
| <p>TE 492–95</p> <p>WT 233–34</p> | <p>Phonics</p> <p>P108.1 Distinguish /ōō/. from other vowel sounds.</p> <p>P108.2 Decode words with the vowel sound /ōō/.</p> <p>P108.3 Distinguish /ōō/ from /oo/.</p> <p>P108.4 Analyze words with the vowel sound /ōō/ to determine meaning.</p> <p>English</p> <p>E108.1 Distinguish between a contraction and a singular possessive noun.</p> <p>E108.2 Identify the owner in a phrase with a possessive noun.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS41–42: <i>ōō, oo</i> • P24–25: <i>Long oō, Short oo</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W121a–W121f: <i>took, hook, book, cook, look, brook</i> • W122a–W122d: <i>wood, hood, good, stood</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Possessives” <p>Materials</p> <ul style="list-style-type: none"> • Sixteen cards, each labeled with one of the following words: <i>toothbrush, loose, spoon, afternoon, moonlight, cool, tool, smooth, pool, bedroom, foot, good, look, firewood, cook, bookshelf</i> • An object that belongs to you | <p>Activities</p> <ul style="list-style-type: none"> • pp. 199–200 |

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| Lesson 109 | | | |
| <p>TE 496–99</p> <p>WT 235–36</p> | <p>Phonics P109.1 Distinguish /ōō/ from /oõ/. P109.2 Create words with /ōō/ and /oõ/.</p> <p>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.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 109: <i>Loon or Cook Word Mat</i>, one copy per pair of students <p>Visuals</p> <ul style="list-style-type: none"> • PS41–42: <i>ōō, oõ</i> • P24–25: <i>Long ōō, Short oõ</i> • Alphabet Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 34: <i>Hook a Fish</i>, optional • Link: Song “Head, Shoulders, Knees, and Toes” | <p>Activities</p> <ul style="list-style-type: none"> • p. 201 • p. 202: <i>Let’s Check</i> |
| Lesson 110 | | | |
| <p>TE 500–503</p> <p>WT 237–38</p> | <p>Phonics P110.1 Distinguish /ōō/ from /oõ/. P110.2 Decode words with /ōō/ and /oõ/ vowel patterns. P110.3 Recall that a compound word can be formed with two words.</p> <p>English E110.1 Recall the definition of an adjective. E110.2 Use the suffix <i>-er</i> to compare two nouns.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS41–42: <i>ōō, oõ</i> • P24–25: <i>Long ōō, Short oõ</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W117a–W117c: <i>room, bloom, broom</i> W118a–W118c: <i>tool, pool, cool</i> W119a–W119c: <i>toot, hoot, boot</i> W120a–W120c: <i>soon, noon, moon</i> W121a–W121f: <i>took, hook, book, cook, look, brook</i> W122a–W122d: <i>wood, hood, good, stood</i> <p>Materials</p> <ul style="list-style-type: none"> • Two hoops (or yarn to make two large circles), each hoop labeled with one of the following: <i>Long oo, Short oo</i> • 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: <i>er, bright, fast, short, thick</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 203–4 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|--|
| Lesson 111 | | | |
| <p>TE 504–7</p> <p>WT 239–40</p> | <p>Phonics</p> <p>P111.1 Distinguish between /är/, /ôr/, and /ûr/.</p> <p>P111.2 Analyze vowel patterns to identify a word family.</p> <p>English</p> <p>E111.1 Use the suffix <i>-er</i> to compare two nouns.</p> <p>E111.2 Use the suffix <i>-est</i> to compare more than two nouns.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS38–40: <i>ar, or, er/ir/ur</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W34a–W34g: <i>sock, dock, lock, rock, block, clock, flock</i> W53a–W53c: <i>belt, melt, felt</i> W55a–W55c: <i>wish, dish, fish</i> W63a–W63d: <i>ink, sink, blink, drink</i> W108a–W108f: <i>lace, race, face, place, grace, space</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Bossy <i>r</i>” • Video: “<i>R</i>-influenced Vowels” • Video: “Comparatives and Superlatives” <p>Materials</p> <ul style="list-style-type: none"> • Building blocks • Four sets of three Bossy <i>r</i> cards: <i>ar, or, er/ir/ur</i> • 14 word cards, each labeled with one of the following words: <i>ride, table, cent, cart, circle, truck, dirt, hurt, swirl, price, fence, slide, tent, able</i> • A container to hold Word Family Cards • Four cards, each labeled with one of the following: <i>er, est, bright, deep</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 205–6 |
| Lesson 112 | | | |
| <p>TE 508–11</p> <p>WT 241–43</p> | <p>Phonics</p> <p>P112.1 Decode words with various <i>o</i> vowel patterns and sounds.</p> <p>P112.2 Decode words with /ou/ in vowel pattern <i>ow</i>.</p> <p>P112.3 Build words in the <i>_ow</i> and <i>_own</i> word families.</p> <p>English</p> <p>E112.1 Identify examples of a beginning uppercase letter and rhyming words in poetry.</p> <p>E112.2 Plan a couplet by listing rhyming words.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 112: <i>Spring Poems</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS43: <i>ou/ow</i> • P14: <i>ō</i> • Long-Vowel Pattern Cards for /ō/ • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W123a–W123c: <i>now, how, cow</i> W124a–W124f: <i>town, down, clown, crown, brown, frown</i> • Word Family Cards for review W37a–W37h: <i>not, hot, dot, lot, got, trot, spot, shot</i> W99a–W99e: <i>boat, coat, goat, float, throat</i> W103a–W103f: <i>bow, blow, grow, slow, snow, throw</i> W118a–W118c: <i>tool, pool, cool</i> W121a–W121c: <i>took, hook, book</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 207–8 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 112 (continued) | | | |
| <p>TE 508–11</p> <p>WT 241–43</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • 10 cards, each labeled with one of the following words: <i>coat, pole, cone, throat, so, hoe, snow, bone, go, crow</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 207–8 |
| Lesson 113 | | | |
| <p>TE 512–15</p> <p>WT 245–46</p> | <p>Phonics</p> <p>P113.1 Decode words with /ou/ in vowel patterns <i>ow</i> and <i>ou</i>.</p> <p>P113.2 Build words in the <i>_our, _ouse, _out,</i> and <i>_ound</i> word families.</p> <p>P113.3 Distinguish rhyming words from nonrhyming words.</p> <p>P113.4 Read the high-frequency words <i>bush</i> and <i>worm</i>.</p> <p>English</p> <p>E113.1 Create a sentence for the second line of a couplet.</p> <p>E113.2 Evaluate a couplet for end rhyme.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 112: <i>Spring Poems</i> • IA 113: <i>Spring Couplet: Draft</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS43: <i>ou/ow</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W125a–W125c: <i>our, sour, flour</i> • W126a–W126c: <i>house, mouse, blouse</i> • W127a–W127c: <i>out, sprout, shout</i> • W128a–W128e: <i>sound, pound, round, found, ground</i> • Word Family Cards for review • W123a–W123c: <i>now, how, cow</i> • W124a–W124f: <i>town, down, clown, crown, brown, frown</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 35, 189: <i>bush, worm</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 35: <i>The Brown Mouse</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • An object to pass • Music for Hot Potato activity • Six cards, each card labeled with one of the following words: <i>count, growl, ouch, cloud, pout, ounce</i> • An umbrella • Each student’s list of rhyming words (WT p. 243) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 209–10 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 114 | | | |
| <p>TE 516–19</p> <p>WT 247–49</p> | <p>Phonics</p> <p>P114.1 Distinguish /j/ from /g/.</p> <p>P114.2 Recall special vowels <i>e, i,</i> and <i>y</i> after soft <i>c</i>.</p> <p>P114.3 Identify special vowels <i>e, i,</i> and <i>y</i> after soft <i>g</i>.</p> <p>P114.4 Decode words with soft <i>g</i>.</p> <p>P114.5 Decode words with /<i>ôr</i>/ spelled <i>oar</i>.</p> <p>P114.6 Read the high-frequency words <i>build</i> and <i>types</i>.</p> <p>English</p> <p>E114.1 Evaluate sentences in a couplet for spelling and the features of a complete sentence, using proofreading marks.</p> <p>E114.2 Rewrite a sentence in a couplet, incorporating corrections from proofreading.</p> <p>E114.3 Present a couplet to peers.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 112: <i>Spring Poems</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS38–39, 43: <i>ar, or, ou/ow</i> • P17–18, 26–27: <i>Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W108a–W108f: <i>lace, race, face, place, grace, space</i> • W109a–W109f: <i>nice, mice, price, slice, spice, twice</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 33, 163: <i>build, types</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • Two signs, one labeled <i>ou</i> and one labeled <i>ow</i> • 10 cards, each labeled with one of the following words: <i>town, pound, crowd, count, down, sound, shout, brown, sour, now</i> • Three cards, each labeled with one of the following words: <i>oar, roar, soar</i> • 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 | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 114: <i>Couplet Rubric</i> <p>Activities</p> <ul style="list-style-type: none"> • pp. 211–12 |
| Lesson 115 | | | |
| <p>TE 520–23</p> <p>WT 251–52</p> | <p>Phonics</p> <p>P115.1 Identify /j/ as an initial or final sound.</p> <p>P115.2 Decode words with various sounds and consonants.</p> <p>P115.3 Analyze words to determine similar vowel patterns.</p> <p>P115.4 Evaluate word meaning within the context of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • “There Are Twelve Months” (song) <p>Visuals</p> <ul style="list-style-type: none"> • PS40: <i>er/ir/ur</i> • P17–18, 26–27: <i>Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/</i> • Alphabet Cards • Phonics Characters: Mr. and Mrs. Short (together), Miss Long, Marker e • E6: <i>Months of the Year</i> • E7: <i>Months Word Cards</i> | <p>Activities</p> <ul style="list-style-type: none"> • p. 213 • p. 214: <i>Let’s Check</i> |

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| Lesson 115 (continued) | | | |
| <p>TE 520–23</p> <p>WT 251–52</p> | <p>English</p> <p>E115.1 Recall the difference between a common noun and a proper noun.</p> <p>E115.2 Identify names of the months as proper nouns.</p> <p>E115.3 Identify a month that is written correctly.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> W129a–W129f: <i>age, wage, page, cage, rage, stage</i> Word Family Cards for review W108a–W108f: <i>lace, race, face, place, grace, space</i> W109a–W109f: <i>nice, mice, price, slice, spice, twice</i> W123a–W123c: <i>now, how, cow</i> W124a–W124f: <i>town, down, clown, crown, brown, frown</i> W127a–W127c: <i>out, sprout, shout</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Video: “Months of the Year” <p>Materials</p> <ul style="list-style-type: none"> Words written for display in columns Column 1: <i>oar, more, roar, soar</i> Column 2: <i>town, frown, plow, house</i> Column 3: <i>serve, turn, corn, dirt</i> Column 4: <i>blue, boom, soon, hoot</i> A Bible A twelve-month calendar Four cards, each labeled with one of the following words: <i>autumn, winter, spring, summer</i> | |
| Lesson 116 | | | |
| <p>TE 524–27</p> <p>WT 253–54</p> | <p>Phonics</p> <p>P116.1 Decode soft <i>g</i> as an initial or final sound.</p> <p>P116.2 Decode soft <i>c</i> as an initial or final sound.</p> <p>P116.3 Distinguish rhyming words from nonrhyming words.</p> <p>English</p> <p>E116.1 Identify days of the week that are correctly capitalized.</p> <p>E116.2 Create a sentence using the word <i>Sunday</i>.</p> <p>E116.3 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 116: <i>Rhyme Time Mat</i>, one per student “God Made Seven Days in a Week” (song) “There Are Twelve Months” (song) <p>Visuals</p> <ul style="list-style-type: none"> P17–18, 26–27: <i>Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/</i> E6: <i>Months of the Year</i> E7: <i>Months Word Cards</i> E8: <i>Days of the Week</i> E9: <i>Days of the Week Word Cards</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W108a–W108f: <i>lace, race, face, place, grace, space</i> W109a–W109f: <i>nice, mice, price, slice, spice, twice</i> W129a–W129f: <i>age, wage, page, cage, rage, stage</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 36: <i>Gentle Giraffe</i>, optional Video: “Days of the Week” Video: “There Are Twelve Months” | <p>Activities</p> <ul style="list-style-type: none"> pp. 215–16 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 116 (continued) | | | |
| <p>TE 524–27</p> <p>WT 253–54</p> | | <p>Materials</p> <ul style="list-style-type: none"> • 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: <i>cent, city, race, color, pack, came, germ, gym, age, game, grass, pig</i> • A token for each student to mark words on IA 116 • A calendar for the current month | |
| Lesson 117 | | | |
| <p>TE 528–31</p> <p>WT 255–56</p> | <p>Phonics</p> <p>P117.1 Distinguish /oi/ from other vowel sounds.</p> <p>P117.2 Decode words with /oi/.</p> <p>P117.3 Build words in the <i>_oy</i> and <i>_oil</i> word families.</p> <p>P117.4 Match words to definitions.</p> <p>P117.5 Read the high-frequency words <i>become</i> and <i>young</i>.</p> <p>English</p> <p>E117.1 Identify holidays that are correctly capitalized.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • “God Made Seven Days in a Week” (song) • “There Are Twelve Months” (song) <p>Visuals</p> <ul style="list-style-type: none"> • PS44: <i>oi/oy</i> • P14: <i>ō</i> • Long-Vowel Pattern Cards: <i>o_e, oa, oe, ow, o</i> • E6: <i>Months of the Year</i> • E7: <i>Months Word Cards</i> • E8: <i>Days of the Week</i> • E9: <i>Days of the Week Word Cards</i> • E10: <i>Holidays</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W130a–W130c: <i>toy, boy, joy</i> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 25, 194: <i>become, young</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Days of the Week” • Video: “There Are Twelve Months” <p>Materials</p> <ul style="list-style-type: none"> • 10 cards, each labeled with the following words: <i>pole, joke, home, goat, toe, coast, snow, no, go, so</i> • Partial words written for display: <i>s__l, b__, j__, f__l, j__n, b__</i> • Cards to complete the displayed partial words: <i>oi</i> (four copies), <i>oy</i> (two copies) • Eight cards, each labeled with the following words: <i>point, joint, coin, join, noise, noisy, choice, voice</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 217–18 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 118 | | | |
| <p>TE 532–35</p> <p>WT 257–58</p> | <p>Phonics</p> <p>P118.1 Distinguish /oi/ from other vowel sounds.</p> <p>P118.2 Decode words with various o vowel patterns.</p> <p>P118.3 Classify words by word families.</p> <p>P118.4 Evaluate word meaning within the context of a sentence.</p> <p>P118.5 Read the high-frequency word <i>buy</i>.</p> <p>English</p> <p>E118.1 Recall the difference between present- and past-tense action verbs.</p> <p>E118.2 Choose the present- or past-tense action verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS44: <i>oi/oy</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W108a–W108f: <i>lace, race, face, place, grace, space</i> W129a–W129f: <i>age, wage, page, cage, rage, stage</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 37: <i>buy</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Phonics Storybook 37: <i>Too Much Noise</i>, optional • Video: “Past-Tense Verbs” <p>Materials</p> <ul style="list-style-type: none"> • 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: <i>joy, boy, oil, foil, spoil, room, zoom, bloom, took, look, shook, hook</i> • Several blank cards for students to write nonsense words • The three cards labeled with words from the <i>_oar</i> word family (from Lesson 114) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 219–20 |
| Lesson 119 | | | |
| <p>TE 536–39</p> <p>WT 259–60</p> | <p>Phonics</p> <p>P119.1 Decode words with various o vowel patterns.</p> <p>P119.2 Evaluate word meaning within the context of a sentence.</p> <p>P119.3 Read the high-frequency word <i>sure</i>.</p> <p>English</p> <p>E119.1 Recall the difference between present- and past-tense linking verbs.</p> <p>E119.2 Choose the present- or past-tense linking verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 119: <i>Linking Verb Review</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS44: <i>oi/oy</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 145: <i>sure</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Linking Verbs” • Phonics Storybook 38: <i>The Moose</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> • pp. 221–22 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 119 (continued) | | | |
| <p>TE 536–39</p> <p>WT 259–60</p> | | <p>Materials</p> <ul style="list-style-type: none"> • 12 word cards, each labeled with one of the following words: <i>joy, boy, oil, foil, spoil, room, zoom, bloom, took, look, shook, hook</i> (from L118) • Eight sentences written on sentence strips: <i>Cheer with joy near a boy.</i> <i>Toil in the soil.</i> <i>Row a boat down low.</i> <i>Frown as you sit on the ground.</i> <i>Eat corn with a fork.</i> <i>Make a noise with your voice.</i> <i>Look at a book.</i> <i>Zoom around the room.</i> • A container for the sentence strips • A bell or noisemaker | |
| Lesson 120 | | | |
| <p>TE 540–43</p> <p>WT 261–62</p> | <p>Phonics</p> <p>P120.1 Distinguish /ô/ from other vowel sounds.</p> <p>P120.2 Decode words with /ô/.</p> <p>P120.3 Build words in the <i>_aw, _awn, _all,</i> and <i>_aul</i> word families.</p> <p>P120.4 Classify words by word families.</p> <p>P120.5 Analyze word meaning within the context of a sentence.</p> <p>P120.6 Read the high-frequency word <i>except</i>.</p> <p>English</p> <p>E120.1 Create a journal entry that describes a holiday.</p> <p>E120.2 Illustrate a journal entry.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 52.2: <i>Journal</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS45: <i>au/aw</i> • P11: <i>ā</i> • Long-Vowel Pattern Cards: <i>a_e, ai, ay</i> • Alphabet Cards • E10: <i>Holidays</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W131a–W131f: <i>saw, law, raw, jaw, draw, straw</i> • W132a–W132c: <i>dawn, lawn, yawn</i> • W133a–W133i: <i>all, tall, wall, hall, ball, call, mall, fall, stall</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 60: <i>except</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Journals” <p>Materials</p> <ul style="list-style-type: none"> • Eight cards, each labeled with the following words: <i>gate, cape, made, sale, raid, tail, pay, stay</i> • Three signs, each labeled with one of the following word families: <i>_aw, _awn, _all</i> • Music to play for a game | <p>Activities</p> <ul style="list-style-type: none"> • p. 223 • p. 224: <i>Let’s Check</i> |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 121 | | | |
| <p>TE 544–47</p> <p>WT 263–64</p> | <p>Phonics</p> <p>P121.1 Decode words with soft and hard <i>c</i> and soft and hard <i>g</i>.</p> <p>P121.2 Decode words with <i>r</i>-influenced vowel patterns and various <i>o</i> vowel patterns.</p> <p>P121.3 Evaluate word meaning within the context of a sentence.</p> <p>English</p> <p>E121.1 Choose the subject part that completes a sentence.</p> <p>E121.2 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS41–44: <i>ōō, ǒǒ, ou/ow, oi/oy</i> • P18–23, 27: <i>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/</i> • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Capitalization and Punctuation” <p>Materials</p> <ul style="list-style-type: none"> • 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: <i>cent, city, race, color, pack, came, germ, gym, age, game, grass, pig</i> (from Lesson 116) • 20 words written on small pieces of paper (easily crumpled into balls): <i>crown, house, owl, round, out, found, mouse, down, flower, shout, coin, boy, joy, oil, boil, join, point, voice, soil, noise</i> • Two buckets, each labeled with one of the following: <i>ou/ow</i> and <i>oi/oy</i> • Three cards, each labeled with one of the following sentence parts: <i>grow quickly, The brown dirt, and The tiny seeds</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 225–26 |
| Lesson 122 | | | |
| <p>TE 548–49</p> | <p>Phonics & English</p> <p>P122.1/E122.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–119</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Unit 4 Test | <ul style="list-style-type: none"> • Unit 4 Test |

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

Legend

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

Unit 5: What Brings Me Joy?

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 123 | | | |
| <p>TE 562–65</p> <p>WT 265–68</p> | <p>Phonics</p> <p>P123.1 Analyze the unit opener illustration for connection to the unit theme. BWS Joy (evaluate)</p> <p>P123.2 Explain how making things brings joy. BWS Joy (explain)</p> <p>P123.3 Explain how giving to others brings joy. BWS Joy (explain)</p> <p>P123.4 Distinguish between /ô/, /oi/, and /ou/.</p> <p>P123.5 Decode words with the vowel patterns <i>a(l)</i>, <i>au</i>, and <i>aw</i> in /ô/.</p> <p>P123.6 Distinguish between soft and hard <i>c</i> and <i>g</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> PS43–45: <i>ou/ow, oi/oy, au/aw</i> P17–18, 26–27: <i>Hard c /k/, Soft c /s/, Hard g /g/, Soft g /j/</i> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W124a–W124f: <i>town, down, clown, crown, brown, frown</i> W127a–W127c: <i>out, sprout, shout</i> W130a–W130c: <i>toy, boy, joy</i> W131a–W131f: <i>saw, law, raw, jaw, draw, straw</i> W133a–W133i: <i>all, tall, wall, hall, ball, call, mall, fall, stall</i> <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Phonics Storybook 39: <i>Paul, the Cat, and the Wall</i>, optional <p>Materials</p> <ul style="list-style-type: none"> One red paper oval labeled <i>Hard Sound</i> One yellow paper triangle labeled <i>Soft Sound</i> 10 cards, each labeled with one of the following words: <i>gate, cent, gentle, cape, cell, cane, gem, garden, gym, corn</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 227–28 |
| Lesson 124 | | | |
| <p>TE 566–69</p> <p>WT 269–71</p> | <p>Phonics</p> <p>P124.1 Decode words with various <i>o</i> vowel patterns.</p> <p>P124.2 Build words in the <i>_ost, _ong, _oss, and _oft</i> word families.</p> <p>P124.3 Read the high-frequency words <i>across</i> and <i>heart</i>.</p> <p>P124.4 Choose a word to complete a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 124.1: <i>Parts of a Note</i> IA 124.2: <i>Thank-You Note: Plan</i> <p>Visuals</p> <ul style="list-style-type: none"> PS45: <i>au/aw</i> Alphabet Cards | <p>Activities</p> <ul style="list-style-type: none"> pp. 229–30 |

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

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 124 (continued) | | | |
| <p>TE 566–69</p> <p>WT 269–71</p> | <p>English</p> <p>E124.1 Recall details from a thank-you note listening selection.</p> <p>E124.2 Identify the purpose and audience of a thank-you note listening selection.</p> <p>E124.3 Identify the parts of a letter.</p> <p>E124.4 Plan a thank-you note.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> • W134a–W143c: <i>cost, lost, frost</i> • W135a–W135c: <i>song, long, strong</i> • W136a–W136e: <i>toss, boss, loss, moss, cross</i> • W139a–W139b: <i>soft, loft</i> • Word Family Cards for review • W131a–W131f: <i>saw, law, raw, jaw, draw, straw</i> • W132a–W132c: <i>dawn, lawn, yawn</i> • W133a–W133i: <i>all, tall, wall, hall, ball, call, mall, fall, stall</i> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • HFW 3, 84: <i>across, heart</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Thank-You Note” • Phonics Storybook 40: <i>The Long, Strong Song</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • A small beanbag to toss • Four cards, each labeled with one of the following word families: <i>_ost, _ong, _oss, _oft</i> | |
| Lesson 125 | | | |
| <p>TE 570–73</p> <p>WT 273–74</p> | <p>Phonics</p> <p>P125.1 Distinguish between /s/ and /k/.</p> <p>P125.2 Decode words with the soft and hard c.</p> <p>P125.3 Classify words by their soft or hard c sounds.</p> <p>P125.4 Analyze word meaning within the context of a sentence.</p> <p>English</p> <p>E125.1 Create a thank-you note.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 125: <i>Thank-You Note: Draft</i> <p>Visuals</p> <ul style="list-style-type: none"> • P17–18: <i>Hard c /k/, Soft c /s/</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review • W108a–W108f: <i>lace, race, face, place, grace, space</i> • W109a–W109f: <i>nice, mice, price, slice, spice, twice</i> <p>Materials</p> <ul style="list-style-type: none"> • 13 white cards, each labeled with one of the following words: <i>crawl, clap, call, cell, cause, cuddle, cross, fancy, lacy, fence, center, cinch, cost</i> • Six colored cards, each labeled with one of the following words: <i>pencil, cap, price, prince, race, candle</i> • The display copy of the completed planning web (IA 124.2) • Each student’s planning web (WT p. 271) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 231–32 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|--|
| Lesson 126 | | | |
| <p>TE 574–77</p> <p>WT 275–76</p> | <p>Phonics</p> <p>P126.1 Distinguish between the soft and hard <i>g</i>.</p> <p>P126.2 Decode words with the soft and hard <i>g</i>.</p> <p>P126.3 Decode words with vowel patterns <i>au</i>, <i>aw</i>, and <i>all</i>.</p> <p>P126.4 Decode words in the <i>_oft</i>, <i>_ong</i>, <i>_oss</i>, and <i>_ost</i> word families.</p> <p>English</p> <p>E126.1 Evaluate the clarity of a thank-you note.</p> <p>E126.2 Evaluate sentences for spelling and the features of a complete sentence.</p> <p>E126.3 Use appropriate proofreading marks to indicate changes.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • P26–27: <i>Hard g /g/, Soft g /j/</i> • E4: <i>Revise</i> • E5: <i>Proofread</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review, from the <i>_oft</i>, <i>_ong</i>, <i>_oss</i>, and <i>_ost</i> word families <p>Materials</p> <ul style="list-style-type: none"> • The prepared red paper oval and yellow triangle used in Lesson 123 • 10 cards, each labeled with one of the following words: <i>gem</i>, <i>gym</i>, <i>goat</i>, <i>gain</i>, <i>ginger</i>, <i>gate</i>, <i>guppy</i>, <i>go</i>, <i>germ</i>, <i>page</i> • Each student’s draft (WT p. 274) • A red colored pencil for each student | <p>Activities</p> <ul style="list-style-type: none"> • pp. 233–34 |
| Lesson 127 | | | |
| <p>TE 578–81</p> <p>WT 277–78</p> | <p>Phonics</p> <p>P127.1 Distinguish short-vowel sounds from long-vowel sounds.</p> <p>P127.2 Decode two-syllable words with short- and long-vowel sounds.</p> <p>P127.3 Identify the number of syllables in a two-syllable word.</p> <p>P127.4 Read the high-frequency words <i>hour</i> and <i>minute</i>.</p> <p>English</p> <p>E127.1 Rewrite a thank-you note, incorporating corrections from revising and proofreading.</p> <p>E127.2 Present a thank-you note to its recipient.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Vowel Song” (verse 1) <p>Visuals</p> <ul style="list-style-type: none"> • P11–15: <i>ā, ē, ī, ō, ū</i> • Long-Vowel Pattern Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 89, 100: <i>hour</i>, <i>minute</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Vowel Song v1” <p>Materials</p> <ul style="list-style-type: none"> • 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 | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 127: <i>Thank-You Note Rubric</i> <p>Activities</p> <ul style="list-style-type: none"> • pp. 235–36 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 128 | | | |
| <p>TE 582–85</p> <p>WT 279–80</p> | <p>Phonics</p> <p>P128.1 Distinguish /j/ from /g/.</p> <p>P128.2 Build words in the <i>_edge</i> and <i>_udge</i> word families.</p> <p>P128.3 Decode words with /j/.</p> <p>P128.4 Analyze word meaning within the context of a sentence.</p> <p>English</p> <p>E128.1 Identify an antonym for a given word.</p> <p>E128.2 Choose the antonym that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS10: <i>j</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W137a–W137d: <i>edge, wedge, ledge, pledge</i> • W138a–W138e: <i>nudge, budge, fudge, judge, grudge</i> • Word Family Cards for review • W129a–W129f: <i>age, wage, page, cage, rage, stage</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Synonyms” • Video: “Antonyms” <p>Materials</p> <ul style="list-style-type: none"> • 15 pieces of 8 ½ x 11-inch white paper for creating giant alphabet cards • A colorful marker to reveal the letter <i>d</i> on white paper • Pairs of objects to represent these antonyms: <i>big, little, bumpy, smooth</i> | <p>Activities</p> <ul style="list-style-type: none"> • p. 237 • p. 238: <i>Let’s Check</i> |
| Lesson 129 | | | |
| <p>TE 586–89</p> <p>WT 281–82</p> | <p>Phonics</p> <p>P129.1 Distinguish /ch/ from other consonant blends.</p> <p>P129.2 Build words in the <i>_atch</i> and <i>_itch</i> word families.</p> <p>P129.3 Decode words with <i>tch</i>.</p> <p>P129.4 Analyze word meaning within the context of a sentence.</p> <p>P129.5 Read the high-frequency word <i>nowhere</i>.</p> <p>English</p> <p>E129.1 Identify the suffix <i>-ly</i>.</p> <p>E129.2 Define <i>adverb</i>.</p> <p>E129.3 Choose the adverb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 129: <i>Adverbs with the Suffix -ly</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS28: <i>ch</i> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W140a–W140h: <i>hatch, batch, patch, catch, latch, match, snatch, scratch</i> • W141a–W141g: <i>itch, hitch, ditch, pitch, stitch, switch, twitch</i> • Word Family Cards for review • W137a–W137d: <i>edge, wedge, ledge, pledge</i> • W138a–W138e: <i>nudge, budge, fudge, judge, grudge</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 108: <i>nowhere</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 239–40 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|---|
| Lesson 129 (continued) | | | |
| <p>TE 586–89</p> <p>WT 281–82</p> | | <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 41: <i>Midge and Madge</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • One piece of 8 ½ x 11-inch white paper labeled with the letter <i>t</i> in white crayon and the letters <i>ch</i> in bold black to make <i>tch</i> • A colorful marker to reveal the invisible letter <i>t</i> on the white paper | |
| Lesson 130 | | | |
| <p>TE 590–93</p> <p>WT 283–84</p> | <p>Phonics</p> <p>P130.1 Distinguish between <i>l</i> and <i>r</i> blends.</p> <p>P130.2 Decode words with <i>l</i> and <i>r</i> blends.</p> <p>P130.3 Decode words with the <i>ugh</i>, <i>igh</i>, <i>dge</i>, and <i>tch</i> patterns.</p> <p>P130.4 Analyze word meaning within the context of a sentence.</p> <p>English</p> <p>E130.1 Recall the definition of an adjective.</p> <p>E130.2 Identify the suffix <i>-y</i>.</p> <p>E130.3 Choose the adjective that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 130.1: <i>Blends</i>, one copy for display and one copy per pair of students • IA 130.2: <i>Adjectives with the Suffix -y</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Silent Letters <i>d</i>, <i>t</i>, and <i>gh</i>” <p>Materials</p> <ul style="list-style-type: none"> • An object to pass • 11 cards, each labeled with one of the following words: <i>black</i>, <i>brick</i>, <i>clip</i>, <i>fluff</i>, <i>crown</i>, <i>grape</i>, <i>frill</i>, <i>plant</i>, <i>pray</i>, <i>track</i>, <i>drink</i> • One piece of 8 ½ x 11-inch white paper labeled with the letters <i>au</i> written in bold black and <i>gh</i> written in white crayon to make <i>ough</i> • A colorful marker to reveal the invisible letters <i>gh</i> on the white paper | <p>Activities</p> <ul style="list-style-type: none"> • pp. 241–42 |
| Lesson 131 | | | |
| <p>TE 594–97</p> <p>WT 285–86</p> | <p>Phonics</p> <p>P131.1 Decode words with silent letters.</p> <p>P131.2 Decode words with /<i>ð</i>/.</p> <p>P131.3 Read the high-frequency word <i>brought</i>.</p> <p>English</p> <p>E131.1 Expand a sentence by adding an adverb.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 131.1: <i>Silent Letter Review Cards</i> (two sets) • IA 131.2: <i>Silent Letter Review Pictures</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W134a–W134c: <i>cost</i>, <i>lost</i>, <i>frost</i> W135a–W135c: <i>song</i>, <i>long</i>, <i>strong</i> W136a–W136e: <i>toss</i>, <i>boss</i>, <i>loss</i>, <i>moss</i>, <i>cross</i> W139a–W139b: <i>soft</i>, <i>loft</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 32: <i>brought</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Silent Letters <i>d</i>, <i>t</i>, and <i>gh</i>” <p>Materials</p> <ul style="list-style-type: none"> • Two toy hoops • A large rubber band | <p>Activities</p> <ul style="list-style-type: none"> • pp. 243–44 |

| Pages | Objectives | Resources | Assessments |
|--|---|--|---|
| Lesson 132 | | | |
| <p>TE 598–601</p> <p>WT 287–88</p> | <p>Phonics</p> <p>P132.1 Distinguish among words with various short- and long-vowel patterns.</p> <p>P132.2 Decode words with /ô/.</p> <p>English</p> <p>E132.1 Create a journal entry about a favorite song.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Phonics Song 2” • IA 80.2: <i>Paragraph Paper</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS15, 41, 43, 45: ô, oo, ou/ow, au/aw • Alphabet Cards (including initial blends) <p>Word Family Cards</p> <ul style="list-style-type: none"> • W142a–W142g: <i>hog, dog, log, fog, jog, frog, smog</i> • W143a–W143c: <i>moth, cloth, broth</i> • W144a–W144b: <i>off, scoff</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Audio: “Phonics Song 2” • Phonics Storybook 42: <i>Frogs on a Log</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • Two blank cards per student | <p>Activities</p> <ul style="list-style-type: none"> • pp. 245–46 |
| Lesson 133 | | | |
| <p>TE 602–5</p> <p>WT 289–90</p> | <p>Phonics</p> <p>P133.1 Decode words with <i>r</i>-influenced vowels.</p> <p>P133.2 Distinguish /âr/ from other vowel sounds.</p> <p>P133.3 Build words in the <i>_are</i> and <i>_air</i> word families.</p> <p>English</p> <p>E133.1 Define <i>fragment</i>.</p> <p>E133.2 Distinguish between a fragment and a sentence.</p> <p>E133.3 Rewrite a group of words that is a complete sentence to include a beginning uppercase letter and an end punctuation mark.</p> <p>E133.4 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 133: <i>Matching Rhymes</i> <p>Visuals</p> <ul style="list-style-type: none"> • Phonics Visuals P19–23: <i>R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir</i> • Alphabet Cards • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • W145a–W145d: <i>dare, care, stare, share</i> • W146a–W146f: <i>air, hair, pair, fair, stair, chair</i> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Phonics Storybook 43: <i>Billy and the Hare</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • 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 | <p>Activities</p> <ul style="list-style-type: none"> • pp. 247–48 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|---|
| Lesson 134 | | | |
| <p>TE 606–9</p> <p>WT 291–92</p> | <p>Phonics</p> <p>P134.1 Analyze rhyming words in the context of a sentence.</p> <p>P134.2 Decode words with /ô/. P134.3 Decode words with /f/ spelled <i>ph</i>. P134.4 Identify the number of syllables in a two-syllable word.</p> <p>P134.5 Read the high-frequency words <i>whole</i> and <i>word</i>.</p> <p>English</p> <p>E134.1 Distinguish between a fragment and a sentence.</p> <p>E134.2 Choose a subject part or a verb part to complete a sentence.</p> <p>E134.3 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Phonics Song 2” • IA 134: <i>Ph Word Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS6, 31: <i>f, ph</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • W81a–W81c: <i>bone, stone, phone</i> • Word Family Cards for review • W135a–W135c: <i>song, long, strong</i> • W139a–W139b: <i>soft, loft</i> • W142a–W142g: <i>hog, dog, log, fog, jog, frog, smog</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 181, 186: <i>whole, word</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Audio: “Phonics Song 2” • Video: “Digraph <i>ph</i>” • Phonics Storybook 44: <i>Phil and Phebe</i>, optional • Video: “Capitalization and Punctuation” <p>Materials</p> <ul style="list-style-type: none"> • A cell phone (powered off) | <p>Activities</p> <ul style="list-style-type: none"> • p. 249 • p. 250: <i>Let’s Check</i> |
| Lesson 135 | | | |
| <p>TE 610–13</p> <p>WT 293–94</p> | <p>Phonics</p> <p>P135.1 Decode words with /f/ spelled <i>ph</i>. P135.2 Decode words with <i>igh</i> and <i>ough</i>. P135.3 Choose the correct homophone to complete a sentence.</p> <p>English</p> <p>E135.1 Recall the difference between a present- and a past-tense action verb.</p> <p>E135.2 Identify an action verb as present or past tense.</p> <p>E135.3 Choose the present- or past-tense action verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 135.1: <i>Ph Matching Game</i> • IA 135.2: <i>Homophones</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Digraph <i>ph</i>” • Video: “Homophones” • Video: “Past-Tense Verbs” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 251–52 |

| Pages | Objectives | Resources | Assessments |
|---|--|---|---|
| Lesson 136 | | | |
| <p>TE 614–17</p> <p>WT 295–96</p> | <p>Phonics</p> <p>P136.1 Identify the number of syllables in a word.</p> <p>P136.2 Identify the suffix of a word.</p> <p>P136.3 Identify rhyming words.</p> <p>P136.4 Analyze word meaning within the context of a sentence.</p> <p>P136.5 Read the high-frequency words <i>buried</i> and <i>guess</i>.</p> <p>English</p> <p>E136.1 Use a future-tense verb in a sentence.</p> <p>E136.2 Choose the future-tense verb that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 52.1: <i>Three Ways to Say Suffix -ed</i> IA 136: <i>Suffix Review</i> <p>Visuals</p> <ul style="list-style-type: none"> Phonics Characters: Alley Cat <i>-er</i>, Alley Cat <i>-est</i>, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W80c: <i>write</i> W82b: <i>rule</i> W91c: <i>heat</i> W94a: <i>feet</i> W100e: <i>right</i> W101a: <i>toe</i> W105b: <i>no</i> W106c: <i>true</i> W118a: <i>tool</i> W145d: <i>share</i> W146e: <i>stair</i> W158e: <i>stew</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 34, 77: <i>buried, guess</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Future-Tense Verbs” <p>Materials</p> <ul style="list-style-type: none"> Sticky tabs to cover the colored suffixes on IA 136 A Bible | <p>Activities</p> <ul style="list-style-type: none"> pp. 253–54 |
| Lesson 137 | | | |
| <p>TE 618–21</p> <p>WT 297–98</p> | <p>Phonics</p> <p>P137.1 Distinguish /ô/ from other vowel sounds.</p> <p>P137.2 Decode words with /ô/.</p> <p>P137.3 Build words with /ô/.</p> <p>P137.4 Analyze word meaning within the context of a sentence.</p> <p>English</p> <p>E137.1 Distinguish among present-, past-, and future-tense verbs.</p> <p>E137.2 Identify the present, past, or future-tense verb in a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 137.1: “<i>Humpty Dumpty</i>” IA 137.2: <i>Action Verb Review</i> <p>Visuals</p> <ul style="list-style-type: none"> PS45: <i>au/aw</i> Alphabet Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Phonics Storybook 45: <i>The Fawn</i>, optional <p>Materials</p> <ul style="list-style-type: none"> A book of illustrated nursery rhymes featuring “Humpty Dumpty,” optional A tic-tac-toe grid for display, labeled with the following words: <i>call, halt, fog, fawn, draw, cloth, strong, haul, moss</i> Five cards, each labeled with an X Five cards, each labeled with an O | <p>Activities</p> <ul style="list-style-type: none"> pp. 255–56 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 138 | | | |
| <p>TE 622–24</p> <p>WT 299–300</p> | <p>Phonics</p> <p>P138.1 Distinguish /ô/ from other vowel sounds.</p> <p>P138.2 Decode words with various vowel sounds and patterns.</p> <p>P138.3 Classify words into word families.</p> <p>English</p> <p>E138.1 Identify pairs of synonyms.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W110a, W110c: <i>arm, farm</i> W111b, W111e: <i>car, star</i> W133g, W133i: <i>mall, stall</i> W134a, W134c: <i>cost, frost</i> W135b–W135c: <i>long, strong</i> W136a, W136c–W136e: <i>toss, loss, moss, cross</i> W145a–W145d: <i>dare, care, stare, share</i> W146b–W146d, W146f: <i>hair, pair, fair, chair</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Synonyms” | <p>Activities</p> <ul style="list-style-type: none"> pp. 257–58 |
| Lesson 139 | | | |
| <p>TE 626–29</p> <p>WT 301–2</p> | <p>Phonics</p> <p>P139.1 Recall the lines in “Jesus Loves Me” that express joy. BWS Joy (recall)</p> <p>P139.2 Distinguish among various final consonant blends.</p> <p>P139.3 Build words with suffixes.</p> <p>English</p> <p>E139.1 Use a preposition to help explain location.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards (including final blends and suffixes) Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker e, Alley Cat <i>-ing</i>, Alley Cat <i>-ed</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>Materials</p> <ul style="list-style-type: none"> Two pointers A card labeled X to be placed over Alphabet Card e A plush animal | <p>Activities</p> <ul style="list-style-type: none"> pp. 259–60 |
| Lesson 140 | | | |
| <p>TE 630–33</p> <p>WT 303–4</p> | <p>Phonics</p> <p>P140.1 Recall from a listening selection how a baker finds joy in making a blackbird pie. BWS Joy (recall)</p> <p>P140.2 Distinguish /tw/ from other initial consonant sounds.</p> <p>P140.3 Decode words with initial consonant blend <i>tw</i> and digraphs <i>sh</i> and <i>ch</i>.</p> <p>P140.4 Identify rhyming words.</p> <p>P140.5 Identify homophones.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 140.1: <i>Pies</i> IA 140.2: <i>Pie Word Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Sing a Song of Sixpence” <p>Materials</p> <ul style="list-style-type: none"> 11 cards, each labeled with one of the following words: <i>chest, chill, shin, ship, shook, shop, shrink, shrug, shut, twin, twist</i> | <p>Activities</p> <ul style="list-style-type: none"> p. 261 p. 262: <i>Let’s Check</i> |

| Pages | Objectives | Resources | Assessments |
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| Lesson 140 (continued) | | | |
| <p>TE 630–33</p> <p>WT 303–4</p> | <p>English</p> <p>E140.1 Use the pronoun <i>I</i> correctly when referring to oneself.</p> <p>E140.2 Identify the singular pronoun that replaces a noun in the subject part of a sentence.</p> <p>E140.3 Identify the plural pronoun that replaces a noun in the subject part of a sentence.</p> | | |
| Lesson 141 | | | |
| <p>TE 634–37</p> <p>WT 305–6</p> | <p>Phonics</p> <p>P141.1 Distinguish among /oi/, /ôr/, and /är/.</p> <p>P141.2 Decode words with <i>-ly</i>, /oi/, /ôr/, and /är/.</p> <p>English</p> <p>E141.1 Identify nouns in a series of words.</p> <p>E141.2 Read nouns in a series with correct expression.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 141: <i>Words with -ly</i> <p>Visuals</p> <ul style="list-style-type: none"> PS38–39, 44: <i>ar, or, oi/oy</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards from the following word families: <i>_oil, _oin, _ar, _arp, _art, _ore, _orn</i>, at least one card per student <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” Video: “Commas” Phonics Storybook 46: <i>Twinkle and the Twins</i>, optional <p>Materials</p> <ul style="list-style-type: none"> An object to pass Music for Hot Potato activity | <p>Activities</p> <ul style="list-style-type: none"> pp. 263–64 |
| Lesson 142 | | | |
| <p>TE 638–42</p> <p>WT 307–9</p> | <p>Phonics</p> <p>P142.1 Identify the base word in words with suffixes and prefixes.</p> <p>P142.2 Distinguish between opposites formed with the prefix <i>un-</i>.</p> <p>P142.3 Choose a word with the prefix <i>un-</i> or <i>re-</i> to complete a sentence.</p> <p>P142.4 Read the high-frequency word <i>child</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 142: <i>Opinion Paragraph: Plan</i>, one copy for display and one copy per student <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 39: <i>child</i> <p>Materials</p> <ul style="list-style-type: none"> Sticky tabs | <p>Activities</p> <ul style="list-style-type: none"> pp. 265–66 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 142 (continued) | | | |
| <p>TE 638–42</p> <p>WT 307–9</p> | <p>English</p> <p>E142.1 Recall details from an opinion listening selection.</p> <p>E142.2 Identify the purpose and audience in the opinion listening selection.</p> <p>E142.3 Identify the purpose and audience of an assigned opinion paragraph.</p> <p>E142.4 Plan details for an opinion paragraph.</p> <p>E142.5 Create the topic sentence for an opinion paragraph.</p> | | |
| Lesson 143 | | | |
| <p>TE 644–47</p> <p>WT 311–13</p> | <p>Phonics</p> <p>P143.1 Decode words with prefixes.</p> <p>P143.2 Identify the prefix of a word.</p> <p>P143.3 Identify the location for syllabication in words with prefixes.</p> <p>English</p> <p>E143.1 Create two supporting detail sentences for an opinion paragraph.</p> <p>E143.2 Evaluate the clarity of a paragraph.</p> <p>E143.3 Evaluate sentences for spelling and the complete features of a sentence.</p> <p>E143.4 Use appropriate proofreading marks to indicate changes.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 143: <i>Opinion Paragraph: Draft</i> <p>Visuals</p> <ul style="list-style-type: none"> E4–E5: <i>Revise, Proofread</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Paragraph” <p>Materials</p> <ul style="list-style-type: none"> A small beanbag for tossing Two cards, each labeled with one of the following prefixes: <i>un, re</i> 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 | <p>Activities</p> <ul style="list-style-type: none"> pp. 267–68 |
| Lesson 144 | | | |
| <p>TE 648–51</p> <p>WT 315–17</p> | <p>Phonics</p> <p>P144.1 Classify a word as having a prefix or suffix.</p> <p>P144.2 Identify the correct prefix for a word.</p> <p>English</p> <p>E144.1 Rewrite an opinion paragraph, incorporating corrections from proofreading.</p> <p>E144.2 Present an opinion paragraph to peers.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 144.1: <i>Prefixes and Suffixes Word Cards</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 47: <i>Asleep</i>, optional <p>Materials</p> <ul style="list-style-type: none"> A T-chart labeled with the headings <i>Prefixes</i> and <i>Suffixes</i> A Bible The display copy of the teacher’s proofread draft (IA 143) Each student’s proofread draft (WT p. 313) | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 144.2: <i>Opinion Paragraph Rubric</i> <p>Activities</p> <ul style="list-style-type: none"> pp. 269–70 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 145 | | | |
| <p>TE 652–55</p> <p>WT 319–20</p> | <p>Phonics</p> <p>P145.1 Decode words with various vowel sounds and patterns.</p> <p>P145.2 Decode words with consonant blends and digraphs.</p> <p>English</p> <p>E145.1 Choose the verb part that completes a sentence.</p> <p>E145.2 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS45: <i>au/aw</i> • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review (set 1) W124a–W124b: <i>town, down</i> W127a, W127c: <i>out, shout</i> W130a–W130b: <i>toy, boy</i> W131e–W131f: <i>draw, straw</i> W133a–W133b: <i>all, tall</i> W134a–W134b: <i>cost, lost</i> W136a, W136e: <i>toss, cross</i> W142b–W142c: <i>dog, log</i> W145b, W145d: <i>care, share</i> W146a–W145b: <i>air, hair</i> • Word Family Cards for review (set 2) W108d–W108f: <i>place, grace, space</i> W109d–W109f: <i>slice, spice, twice</i> W129d–W129f: <i>cage, rage, stage</i> W137a, W137d: <i>edge, pledge</i> W138c–W138d: <i>fudge, judge</i> W140a–W140b: <i>hatch, batch</i> W141a, W141c: <i>itch, ditch</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • Three cards, each labeled with one of the following sentence parts: <i>The cars, melt slowly., move quickly.</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 271–72 |
| Lesson 146 | | | |
| <p>TE 656–57</p> | <p>Phonics & English</p> <p>P146.1/E146.1 Demonstrate mastery of the phonics and English skills presented in Lessons 1–141.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Unit 5 Test | <ul style="list-style-type: none"> • Unit 5 Test |

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

Legend

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

| Unit 6: How Can I Be Creative? | | | |
|---|---|---|---|
| Pages | Objectives | Resources | Assessments |
| Lesson 147 | | | |
| <p>TE 674–78</p> <p>WT 321–24</p> | <p>Phonics</p> <p>P147.1 Analyze the unit opener illustration for connection to the unit theme. BWS Creativity (evaluate)</p> <p>P147.2 Recall that people are made in God’s image. BWS Creativity (recall)</p> <p>P147.3 Explain how the man in the listening selection was creative.</p> <p>P147.4 Distinguish /ōō/ from / oō /.</p> <p>P147.5 Decode words with <i>_air</i> and <i>_are</i>.</p> <p>P147.6 Decode <i>y</i> as /ē/ and <i>y</i> as /ī/.</p> <p>P147.7 Read the high-frequency words <i>pour</i> and <i>ready</i>.</p> | <p>Visuals</p> <ul style="list-style-type: none"> P24–25: <i>Long oo</i>, <i>Short oo</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W145a–W145d: <i>dare</i>, <i>care</i>, <i>stare</i>, <i>share</i> W146a–W146f: <i>air</i>, <i>hair</i>, <i>pair</i>, <i>fair</i>, <i>stair</i>, <i>chair</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 122, 129: <i>pour</i>, <i>ready</i> <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Link: Playing Pan Pipes <p>Materials</p> <ul style="list-style-type: none"> Image of bamboo stalks | <p>Activities</p> <ul style="list-style-type: none"> pp. 273–74 |
| Lesson 148 | | | |
| <p>TE 680–83</p> <p>WT 325–26</p> | <p>Phonics</p> <p>P148.1 Decode vowel pattern <i>ie</i> as /ē/.</p> <p>P148.2 Build words with /ē/ spelled <i>ie</i>.</p> <p>P148.3 Recall the correct usage of suffixes <i>-er</i> and <i>-est</i> within a sentence.</p> <p>English</p> <p>E148.1 Distinguish a sentence from a fragment.</p> <p>E148.2 Create a sentence from a fragment.</p> <p>E148.3 Evaluate a sentence for the complete features of a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 148: <i>Sentence or Fragment?</i> <p>Visuals</p> <ul style="list-style-type: none"> PS34–35: <i>ē</i>, <i>ī</i> P12: <i>ē</i>, with Long-Vowel Pattern Cards affixed Alphabet Cards Phonics Characters: Miss Long, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> W93a–W93c: <i>die</i>, <i>pie</i>, <i>lie</i> W147a–W147d: <i>brief</i>, <i>grief</i>, <i>chief</i>, <i>thief</i> W148a–W148c: <i>field</i>, <i>yield</i>, <i>shield</i> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> Three cards, each labeled with one of the following words: <i>niece</i>, <i>piece</i>, <i>shriek</i> 12 plastic cups turned upside down, each labeled with one of the following words: <i>field</i>, <i>yield</i>; <i>brief</i>, <i>grief</i>, <i>chief</i>, <i>thief</i>; <i>feet</i>, <i>meet</i>, <i>greet</i>, <i>sweet</i>, <i>street</i>, <i>sheet</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 275–76 |

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

| Pages | Objectives | Resources | Assessments |
|---|--|---|---|
| Lesson 149 | | | |
| <p>TE 684–87</p> <p>WT 327–28</p> | <p>Phonics P149.1 Recall various vowel patterns. P149.2 Decode words with /ē/ spelled <i>ie</i>. P149.3 Decode words with <i>r</i>-influenced vowels.</p> <p>English E149.1 Distinguish a singular noun from a plural noun. E149.2 Choose the action verb that shows subject-verb agreement.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 149: <i>More Action Verb Review</i> <p>Visuals</p> <ul style="list-style-type: none"> Phonics Characters: Miss Long, Miss Silent, Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review (set 1) W110a–W110c: <i>arm, harm, farm</i> W111b–W111e: <i>car, far, jar, star</i> W146b–W146f: <i>hair, pair, fair, stair, chair</i> W147c–W147d: <i>chief, thief</i> W148a–W148c: <i>field, yield, shield</i> Word Family Cards for review (set 2) W93a–W93d: <i>die, pie, lie, tie</i> W145a–W145d: <i>dare, care, stare, share</i> W146a–W146f: <i>air, hair, pair, fair, stair, chair</i> W147a–W147d: <i>brief, grief, chief, thief</i> W148a–W148c: <i>field, yield, shield</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 48: <i>The Cake Thief</i>, optional Link: Sea turtles <p>Materials</p> <ul style="list-style-type: none"> 35 small tokens (such as buttons or coins) A purse A man’s shirt with a pocket | <p>Activities</p> <ul style="list-style-type: none"> pp. 277–78 |
| Lesson 150 | | | |
| <p>TE 688–91</p> <p>WT 329–30</p> | <p>Phonics P150.1 Decode words ending in <i>y</i> with suffixes <i>-es</i> and <i>-ed</i>. P150.2 Read the high-frequency word <i>shall</i>.</p> <p>English E150.1 Distinguish a singular noun from a plural noun. E150.2 Choose the linking verb that shows subject-verb agreement.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 150: <i>More Linking Verb Review</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W97a–W97f: <i>by, my, fly, cry, dry, fry</i> W147a–W147d: <i>brief, grief, chief, thief</i> W148a–W148c: <i>field, yield, shield</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 135: <i>shall</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Suffixes <i>y</i> to <i>i</i>” Video: “Linking Verbs” <p>Materials</p> <ul style="list-style-type: none"> Three 3 x 5-inch cards cut in half; with one half labeled <i>s</i> and the other half labeled <i>es</i> Several coins, including two pennies 18 cards, each labeled with one of the following words: <i>family, families, pony, ponies, butterfly, butterflies, city, cities, story, stories, firefly, fireflies, daddy, daddies, trophy, trophies, spy, spies</i> Building blocks or cubes | <p>Activities</p> <ul style="list-style-type: none"> pp. 279–80 |

| Pages | Objectives | Resources | Assessments |
|---|--|---|---|
| Lesson 151 | | | |
| <p>TE 692–95</p> <p>WT 331–32</p> | <p>Phonics</p> <p>P151.1 Decode words with /ē/ in the vowel pattern <i>ea</i>.</p> <p>P151.2 Decode words with /ē/ and /ē/.</p> <p>P151.3 Build words in the <i>_ead</i> word family.</p> <p>P151.4 Alphabetize words to the second letter.</p> <p>P151.5 Read the high-frequency word <i>dear</i>.</p> <p>English</p> <p>E151.1 Use a preposition to help explain location.</p> <p>E151.2 Choose a preposition that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS5, 34: <i>ē, ē</i> • Alphabet Cards • Phonics Characters: Mrs. Short, Miss Silent <p>Word Family Cards</p> <ul style="list-style-type: none"> • W149a–W149h: <i>head, lead, read, dead, bread, tread, spread, thread</i> • Word Family Cards for review W6a–W6g: <i>Ted, wed, bed, led, red, fed, shed</i> W91a–W91d: <i>eat, seat, heat, meat</i> W92a–W92c: <i>team, steam, dream</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 45: <i>dear</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> • A lunchbox with a few rocks, a ring, and a small toy plane inside | <p>Activities</p> <ul style="list-style-type: none"> • p. 281 • p. 282: <i>Let’s Check</i> |
| Lesson 152 | | | |
| <p>TE 696–99</p> <p>WT 333–34</p> | <p>Phonics</p> <p>P152.1 Recall details from a listening selection about Miss Long.</p> <p>P152.2 Decode words with /ī/ in a closed syllable.</p> <p>P152.3 Build words in the <i>_ild</i> and <i>_ind</i> word families.</p> <p>English</p> <p>E152.1 Explain how a biography is different from a fictional story.</p> <p>E152.2 Identify facts in a biographical paragraph.</p> <p>E152.3 Identify the audience and purpose of a biographical paragraph.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Alphabet Cards • Phonics Characters: Mr. Short, Uncle Short, Miss Long <p>Word Family Cards</p> <ul style="list-style-type: none"> • W150a–W150c: <i>wild, mild, child</i> • W152a–W152h: <i>wind, bind, mind, kind, rind, find, blind, grind</i> • Word Family Cards for review (set 1) W149a–W149h: <i>head, lead, read, dead, bread, tread, spread, thread</i> • Word Family Cards for review (set 2) W100a–W100h: <i>sight, night, light, might, right, fight, flight, bright</i> W147a–W147d: <i>brief, grief, chief, thief</i> W148a–W148c: <i>field, yield, shield</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Phonics Storybook 49: <i>Kora and Ken</i>, optional <p>Materials</p> <ul style="list-style-type: none"> • 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 | <p>Activities</p> <ul style="list-style-type: none"> • pp. 283–84 |

| Pages | Objectives | Resources | Assessments |
|--|--|--|---|
| Lesson 153 | | | |
| <p>TE 700–703</p> <p>WT 335–36</p> | <p>Phonics</p> <p>P153.1 Decode words with /ō/ in closed syllables.</p> <p>P153.2 Build words in the <i>_olt</i>, <i>_old</i>, and <i>_oll</i> word families.</p> <p>English</p> <p>E153.1 Recall details from a biographical listening selection.</p> <p>E153.2 Identify the topic sentence of a biographical paragraph.</p> <p>E153.3 Identify supporting detail sentences in a biographical paragraph.</p> <p>E153.4 Identify the audience and purpose of a biographical paragraph.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards Phonics Characters: Mr. Short, Uncle Short, Miss Long <p>Word Family Cards</p> <ul style="list-style-type: none"> W151a–W151c: <i>bolt</i>, <i>colt</i>, <i>jolt</i> W153a–W153j: <i>old</i>, <i>told</i>, <i>sold</i>, <i>hold</i>, <i>bold</i>, <i>cold</i>, <i>gold</i>, <i>fold</i>, <i>mold</i>, <i>scold</i> W154a–W154c: <i>roll</i>, <i>scroll</i>, <i>stroll</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 50: <i>My Bold Colt</i>, optional | <p>Activities</p> <ul style="list-style-type: none"> pp. 285–86 |
| Lesson 154 | | | |
| <p>TE 704–7</p> <p>WT 337–38</p> | <p>Phonics</p> <p>P154.1 Decode words with silent letters.</p> <p>P154.2 Decode words with long vowels in closed syllables.</p> <p>P154.3 Decode words ending in <i>y</i> with suffixes <i>-es</i> and <i>-ed</i>.</p> <p>English</p> <p>E154.1 Research a topic collaboratively.</p> <p>E154.2 Identify relevant facts about a topic during research.</p> <p>E154.3 Record a fact about a topic based on research.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” IA 154: <i>Report: Plan</i> <p>Visuals</p> <ul style="list-style-type: none"> PS45: <i>au/aw</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review (set 1) W155a–W155c: <i>talk</i>, <i>walk</i>, <i>chalk</i> W156a–W156b: <i>half</i>, <i>calf</i> Word Family Cards for review (set 2) W100a–W100h: <i>sight</i>, <i>night</i>, <i>light</i>, <i>might</i>, <i>right</i>, <i>fight</i>, <i>flight</i>, <i>bright</i> W137a–W137d: <i>edge</i>, <i>wedge</i>, <i>ledge</i>, <i>pledge</i> W140a–W140h: <i>hatch</i>, <i>batch</i>, <i>patch</i>, <i>catch</i>, <i>latch</i>, <i>match</i>, <i>snatch</i>, <i>scratch</i> W150a–W150c: <i>wild</i>, <i>mild</i>, <i>child</i> W152a–W152h: <i>wind</i>, <i>bind</i>, <i>mind</i>, <i>kind</i>, <i>rind</i>, <i>find</i>, <i>blind</i>, <i>grind</i> W153a–W153j: <i>old</i>, <i>told</i>, <i>sold</i>, <i>hold</i>, <i>bold</i>, <i>cold</i>, <i>gold</i>, <i>fold</i>, <i>mold</i>, <i>scold</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> 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 | <p>Activities</p> <ul style="list-style-type: none"> pp. 287–88 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|---|
| Lesson 155 | | | |
| <p>TE 708–11</p> <p>WT 339–40</p> | <p>Phonics</p> <p>P155.1 Decode words with silent <i>gh</i>, <i>l</i>, and <i>w</i>.</p> <p>P155.2 Identify rhyming words.</p> <p>P155.3 Identify homophones.</p> <p>English</p> <p>E155.1 Research a topic collaboratively.</p> <p>E155.2 Identify relevant facts about a topic during research.</p> <p>E155.3 Record two facts about a topic based on research.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA155: <i>Silent w Words</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W41a–W41c: <i>list, fist, wrist</i> W80a–W80c: <i>bite, white, write</i> W100a–W100h: <i>sight, night, light, might, right, fight, flight, bright</i> W155a–W155c: <i>talk, walk, chalk</i> W156a–W156b: <i>half, calf</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Phonics Storybook 51: <i>Half of the Chalk</i>, optional <p>Materials</p> <ul style="list-style-type: none"> 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 | <p>Activities</p> <ul style="list-style-type: none"> pp. 289–90 |
| Lesson 156 | | | |
| <p>TE 712–15</p> <p>WT 341–44</p> | <p>Phonics</p> <p>P156.1 Distinguish among various <i>s</i> blends.</p> <p>P156.2 Distinguish words with silent <i>k</i> from words with /k/.</p> <p>P156.3 Decode words with silent <i>k</i> in <i>kn</i>.</p> <p>English</p> <p>E156.1 Create a title for a biographical paragraph.</p> <p>E156.2 Create a topic sentence for a biographical paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 80.2: <i>Paragraph Paper</i> <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> W100a–W100i: <i>sight, night, light, might, right, fight, flight, bright, knight</i> W103a–W103g: <i>bow, blow, grow, slow, snow, throw, know</i> W104a–W102f: <i>own, blown, flown, grown, thrown, known</i> Word Family Cards for review <p>Materials</p> <ul style="list-style-type: none"> 10 cards, each labeled with one of the following phrases: <i>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</i> 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) | <p>Activities</p> <ul style="list-style-type: none"> pp. 291–92 |

| Pages | Objectives | Resources | Assessments |
|---|--|---|---|
| Lesson 157 | | | |
| <p>TE 716–19</p> <p>WT 345–46</p> | <p>Phonics P157.1 Decode words with silent consonants <i>l, w, k, and b</i>. P157.2 Distinguish real words from nonsense words.</p> <p>English E157.1 Create a supporting detail sentence with a partner. E157.2 Create two more supporting detail sentences independently.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> W157a–W157d: <i>numb, dumb, crumb, thumb</i> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Silent Letters <i>l, w, k, and b</i>” Phonics Storybook 52: <i>My Lamb</i>, optional <p>Materials</p> <ul style="list-style-type: none"> A trash bag Two toy hoops or circles 22 words written on scraps of paper towel, old plastic bottles, wrappers, empty food boxes, etc.: <i>crumb, night, thumb, dumb, knot, know, walk, half, calf, sight, wrong, wrinkle, prumb, stight, zalk, galf, knom, bim, tralk, wrim, wresh, kneb</i> 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) | <p>Activities</p> <ul style="list-style-type: none"> p. 293 p. 294: <i>Let’s Check</i> |
| Lesson 158 | | | |
| <p>TE 720–23</p> <p>WT 347–48</p> | <p>Phonics P158.1 Distinguish among various words with /ōō/. P158.2 Decode words with /ōō/ spelled <i>ew</i>. P158.3 Build words in the <i>_ew</i> word family.</p> <p>English E158.1 Evaluate the clarity of a biographical paragraph. E158.2 Use appropriate proofreading marks to indicate changes.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> PS37, 42: <i>ū, ōō</i> Alphabet Cards E4: <i>Revise</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W158a–W158l: <i>new, dew, pew, few, stew, blew, flew, drew, screw, chew, threw, knew</i> Word Family Cards for review W106a–W106c: <i>blue, glue, true</i> W118a–W118c: <i>tool, pool, cool</i> W119a–W119c: <i>toot, hoot, boot</i> W120a–W120c: <i>soon, noon, moon</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> 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 | <p>Activities</p> <ul style="list-style-type: none"> pp. 295–96 |

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|---|---|---|--|
| Lesson 159 | | | |
| <p>TE 724–27</p> <p>WT 349–50</p> | <p>Phonics P159.1 Decode words with /<i>oo</i>/.</p> <p>P159.2 Choose the picture that matches the phrase.</p> <p>P159.3 Read the high-frequency word <i>tear</i>.</p> <p>English E159.1 Evaluate sentences for spelling and the features of a complete sentence.</p> <p>E159.2 Use appropriate proofreading marks to indicate changes.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> • PS41: <i>oo</i> • E5: <i>Proofread</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W117a–W117c: <i>room, bloom, broom</i> W118a–W118c: <i>tool, cool, pool</i> W119a–W119c: <i>toot, hoot, boot</i> W120a–W120c: <i>soon, noon, moon</i> W158a–W158l: <i>new, dew, pew, few, stew, blew, flew, drew, screw, chew, threw, knew</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 146: <i>tear</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Phonics Storybook 53: <i>Drew’s Stew</i> <p>Materials</p> <ul style="list-style-type: none"> • Each student’s revised draft (WT pp. 343–44) • A red colored pencil for each student | <p>Activities</p> <ul style="list-style-type: none"> • pp. 297–98 |
| Lesson 160 | | | |
| <p>TE 728–31</p> <p>WT 351–54</p> | <p>Phonics P160.1 Decode words with silent consonants and words with long-vowel patterns.</p> <p>P160.2 Identify a word that matches a clue.</p> <p>English E160.1 Rewrite a biographical paragraph, incorporating corrections from proofreading.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> • W150a–W150c: <i>wild, mild, child</i> • W152a–W152h: <i>wind, bind, mind, kind, rind, find, blind, grind</i> • W153a–W153j: <i>old, told, sold, hold, bold, cold, gold, fold, mold, scold</i> • W154a–W154c: <i>roll, scroll, stroll</i> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Silent Letters <i>l, w, k, and b</i>” <p>Materials</p> <ul style="list-style-type: none"> • 12 cards, each labeled with one of the following words: <i>half, knit, calf, wrist, wrinkle, limb, lamb, chalk, wreath, comb, knife, crumb</i> • 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) | <p>Activities</p> <ul style="list-style-type: none"> • pp. 299–300 |

| Pages | Objectives | Resources | Assessments |
|---|--|--|---|
| Lesson 161 | | | |
| <p>TE 732–35</p> <p>WT 355–56</p> | <p>Phonics</p> <p>P161.1 Decode words with <i>r</i>-influenced vowel patterns.</p> <p>P161.2 Decode words with silent consonants.</p> <p>P161.3 Identify syllables within a word.</p> <p>English</p> <p>E161.1 Rewrite a biographical paragraph, incorporating corrections from proofreading.</p> <p>E161.2 Illustrate a biographical paragraph.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 161.1: <i>Silent Letter Puzzles</i> • IA 161.2: <i>Dividing Syllables</i>, one copy per pair of students <p>Visuals</p> <ul style="list-style-type: none"> • PS38–40: <i>ar, or, er/ir/ur</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W113a–W113c: <i>more, store, chore</i> W114a–W114e: <i>torn, horn, born, corn, thorn</i> W115a–W115c: <i>girl, swirl, twirl</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” • Video: “Silent Letters <i>l, w, k, and b</i>” <p>Materials</p> <ul style="list-style-type: none"> • Six large cards, each labeled with one of the following words and folded at the syllable break indicated: <i>paddlle, naplkin, puddlle, saddlle, furrly</i> (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 | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 161.3: <i>Report Rubric</i> <p>Activities</p> <ul style="list-style-type: none"> • pp. 301–2 |
| Lesson 162 | | | |
| <p>TE 736–39</p> <p>WT 357–58</p> | <p>Phonics</p> <p>P162.1 Decode words with a long vowel and two consonants.</p> <p>English</p> <p>E162.1 Identify the omitted letter or letters in a contraction.</p> <p>E162.2 Identify the contraction formed from a given word or words.</p> <p>E162.3 Rewrite a sentence using a contraction.</p> <p>E162.4 Evaluate a sentence for the features of a complete sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Alphabet Cards • Phonics Characters: Mr. Short, Uncle Short, Miss Long <p>Word Family Cards</p> <ul style="list-style-type: none"> • W150a–W150c: <i>wild, mild, child</i> • W152a–W152h: <i>wind, bind, mind, kind, rind, find, blind, grind</i> • W153a–W153j: <i>old, told, sold, hold, bold, cold, gold, fold, mold, scold</i> • W154a–W154c: <i>roll, scroll, stroll</i> • Word Family Cards for review <p>Materials</p> <ul style="list-style-type: none"> • Six cards, each labeled with one of the following contractions: <i>aren’t, can’t, didn’t, don’t, wasn’t, won’t</i> • Six cards, each labeled with one of the following sets of words: <i>are not, cannot, did not, do not, was not, will not</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 303–4 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 163 | | | |
| <p>TE 740–43</p> <p>WT 359–60</p> | <p>Phonics</p> <p>P163.1 Identify the number of syllables in words ending in <i>y</i>.</p> <p>P163.2 Decode words ending in /ē/ or /ī/ spelled with <i>y</i>.</p> <p>P163.3 Read the high-frequency word <i>often</i>.</p> <p>English</p> <p>E163.1 Identify the omitted letter or letters in a contraction.</p> <p>E163.2 Identify the contraction formed from a given word or words.</p> <p>E163.3 Choose the contraction that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • “Vowel Song” (verse 2) <p>Visuals</p> <ul style="list-style-type: none"> • PS23, 25: <i>w, y</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> • HFW 111: <i>often</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” • Video: “Vowel Song v1–2” <p>Materials</p> <ul style="list-style-type: none"> • Eight cards, each labeled with one of the following words: <i>baby, cry, daisy, dry, duty, empty, fry, kitty</i> • Two cards, each labeled with one of the following words: <i>reply, supply</i> • Two large cards, each labeled with one of the following: <i>Long e, Long i</i> • Cards labeled <i>can’t, don’t, won’t, cannot, do not</i>, and <i>will not</i> (from Lesson 162) • Six cards, each labeled with one of the following contractions: <i>he’s, I’ll, I’m, it’s, we’ll, you’ll</i> • Six cards, each labeled with one of the following sets of words: <i>he is, I will, I am, it is, we will, you will</i> | <p>Activities</p> <ul style="list-style-type: none"> • p. 305 • p. 306: <i>Let’s Check</i> |
| Lesson 164 | | | |
| <p>TE 744–47</p> <p>WT 361–62</p> | <p>Phonics</p> <p>P164.1 Decode words with /ě/ in the vowel pattern <i>ea</i>.</p> <p>P164.2 Identify syllables within a word with like middle consonants.</p> <p>P164.3 Recall that a suffix can be a separate syllable.</p> <p>English</p> <p>E164.1 Distinguish between a statement, a question, and an exclamation.</p> <p>E164.2 Use correct punctuation for a statement, a question, and an exclamation.</p> <p>E164.3 Create a statement, a question, or an exclamation.</p> <p>E164.4 Evaluate a sentence for the features of a complete sentence.</p> <p>E164.5 Read a sentence aloud with expression that reflects the end punctuation.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 1” • IA 164: <i>Adding Suffix -s or -es</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS5: <i>ě</i> • Alphabet Cards • E1: <i>Sentences</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 1” <p>Materials</p> <ul style="list-style-type: none"> • Two large cards, each labeled with one of the following words: <i>bread /ě/, team /ē/</i> • Eight cards, each labeled with one of the following words: <i>spread, thread, dead, head, cream, dream, seat, treat</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 307–8 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 165 | | | |
| <p>TE 748–51</p> <p>WT 363–64</p> | <p>Phonics P165.1 Construct words with suffixes. P165.2 Decode words from various word families.</p> <p>English E165.1 Recall the purpose of opinion writing. E165.2 Create two sentences that express an opinion about a topic.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Alphabet Cards (including <i>ed</i>, <i>ing</i>) Phonics Characters: Mr. and Mrs. Short (together), Uncle Short, Miss Long, Marker e, Alley Cat <i>-ed</i>, Alley Cat <i>-ing</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Journals” <p>Materials</p> <ul style="list-style-type: none"> Two tic-tac-toe grids drawn for display | <p>Activities</p> <ul style="list-style-type: none"> pp. 309–10 |
| Lesson 166 | | | |
| <p>TE 752–55</p> <p>WT 365–66</p> | <p>Phonics P166.1 Decode words ending in /ī/ spelled with <i>y</i>. P166.2 Distinguish soft <i>g</i> from hard <i>g</i>. P166.3 Decode words with various vowel sounds.</p> <p>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.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> “Phonics Song 1” “Phonics Song 2” <p>Visuals</p> <ul style="list-style-type: none"> PS35: <i>ī</i> P26–27: <i>Hard g /g/, Soft g /j/</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W64a–W64c: <i>cane, lane, plane</i> W69a–W69h: <i>take, bake, cake, lake, make, rake, flake, shake</i> W81a–W81c: <i>bone, stone, phone</i> W84a–W84d: <i>tune, dune, June, prune</i> W96a–W96f: <i>see, fee, flee, free, tree, three</i> W97a–W97f: <i>by, my, fly, cry, dry, fry</i> W100a–W100i: <i>sight, night, light, might, right, fight, flight, bright, knight</i> Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> Audio: “Phonics Song 1” Audio: “Phonics Song 2” <p>Materials</p> <ul style="list-style-type: none"> 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) | <p>Activities</p> <ul style="list-style-type: none"> pp. 311–12 |

| Pages | Objectives | Resources | Assessments |
|---|---|---|---|
| Lesson 167 | | | |
| <p>TE 756–59</p> <p>WT 367–68</p> | <p>Phonics P167.1 Decode words with /â/r/ spelled <i>air</i> or <i>are</i>.</p> <p>P167.2 Decode words with suffixes <i>-es</i> and <i>-ed</i>.</p> <p>English E167.1 Identify the comparisons in an analogy.</p> <p>E167.2 Choose a word to complete an analogy.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> • W145a–W145c: <i>dare, care, stare, share</i> • W146a–W146f: <i>air, hair, pair, fair, stair, chair</i> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Analogies” <p>Materials</p> <ul style="list-style-type: none"> • A fork • A drinking glass | <p>Activities</p> <ul style="list-style-type: none"> • pp. 313–14 |
| Lesson 168 | | | |
| <p>TE 760–63</p> <p>WT 369–70</p> | <p>Phonics P168.1 Identify syllables within various words.</p> <p>English E168.1 Identify the comparisons in an analogy.</p> <p>E168.2 Choose a word to complete an analogy.</p> <p>E168.3 Illustrate an analogy.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W147a–W147d: <i>brief, grief, chief, thief</i> W148a–W148c: <i>field, yield, shield</i> W149a–W149h: <i>head, lead, read, dead, bread, tread, spread, thread</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Analogies” | <p>Activities</p> <ul style="list-style-type: none"> • p. 315 • p. 316: <i>Let’s Check</i> |
| Lesson 169 | | | |
| <p>TE 764–67</p> <p>WT 371–72</p> | <p>Phonics P169.1 Decode words with <i>l</i> and <i>r</i> blends.</p> <p>English E169.1 Distinguish between singular and plural nouns.</p> <p>E169.2 Choose the singular or plural noun that completes the sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 130.1: <i>Blends</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Nouns Name” <p>Materials</p> <ul style="list-style-type: none"> • The blend cards from Instructional Aid 130.1 (used in Lesson 130) • 12 cards, each labeled with one of the following words: <i>cloud, cry, blink, bread, flap, free, glass, green, plant, print, truck, treat</i> • 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: <i>box, boxes, penny, pennies, story, stories</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 317–18 |

| Pages | Objectives | Resources | Assessments |
|---|--|---|---|
| Lesson 170 | | | |
| <p>TE 768–71</p> <p>WT 373–74</p> | <p>Phonics</p> <p>P170.1 Decode words with <i>r</i>-influenced vowels.</p> <p>P170.2 Identify suffixes and prefixes of words.</p> <p>P170.3 Read the high-frequency word <i>eight</i>.</p> <p>English</p> <p>E170.1 Identify the proper noun in a sentence.</p> <p>E170.2 Identify the possessive noun in a sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Phonics Visuals P19–23: <i>R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir</i> Phonics Character: Bossy <i>r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W110a–W110c: <i>arm, harm, farm</i> W111a–W111e: <i>bar, car, far, jar, star</i> W112a–W112f: <i>art, dart, part, cart, start, smart</i> W113a–W113c: <i>more, store, chore</i> W114a–W114e: <i>torn, horn, born, corn, thorn</i> W115a–W115c: <i>girl, swirl, twirl</i> W116a–W116d: <i>dirt, skirt, squirt, shirt</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFV 53: <i>eight</i> <p>Materials</p> <ul style="list-style-type: none"> 10 cards, each labeled with one of the following words: <i>farm, shark, corn, store, verse, herd, dirt, stir, curl, spur</i> An object that belongs to you | <p>Activities</p> <ul style="list-style-type: none"> pp. 319–20 |
| Lesson 171 | | | |
| <p>TE 772–75</p> <p>WT 375–76</p> | <p>Phonics</p> <p>P171.1 Decode words with various long-vowel patterns.</p> <p>P171.2 Decode words with initial consonant blends and digraphs.</p> <p>English</p> <p>E171.1 Choose the adjective that completes a sentence.</p> <p>E171.2 Choose the adjective with the suffix <i>-er</i> or <i>-est</i> when comparing two or more nouns.</p> | <p>Visuals</p> <ul style="list-style-type: none"> P11–15: <i>ā, ē, ī, ō, ū</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W69g–W69h: <i>flake, shake</i> W75g–W75h: <i>shine, whine</i> W84c–W84d: <i>June, prune</i> W86c–W86e: <i>main, rain, train</i> W89j–W89l: <i>play, pray, tray</i> W92b–W92d: <i>steam, dream, stream</i> W94d–W94f: <i>sweet, street, sheet</i> W93a–W93c: <i>die, pie, lie</i> W99c–W99e: <i>goat, float, throat</i> W100f–W100h: <i>fight, flight, bright</i> W103d–W103f: <i>slow, snow, throw</i> W106a–W106c: <i>blue, glue, true</i> W158j–W158k: <i>chew, threw</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Comparatives and Superlatives” <p>Materials</p> <ul style="list-style-type: none"> Four sheets of paper, each labeled with one of the following digraphs: <i>ch, sh, th, wh</i> Three objects of varying sizes | <p>Activities</p> <ul style="list-style-type: none"> pp. 321–22 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 172 | | | |
| <p>TE 776–79</p> <p>WT 377–78</p> | <p>Phonics</p> <p>P172.1 Decode words with silent consonants.</p> <p>P172.2 Decode words with various vowel sounds and patterns.</p> <p>English</p> <p>E172.1 Distinguish a sentence from a fragment.</p> <p>E172.2 Create a sentence from a fragment.</p> <p>E172.3 Evaluate a sentence for the features of a complete sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W101a–W101c: <i>toe, hoe, doe</i> W106a–W106c: <i>blue, glue, true</i> W145b–W145d: <i>care, stare, share</i> W146d–W146f: <i>fair, stair, chair</i> W147a, W147c–W147d: <i>brief, chief, thief</i> W148a–W148c: <i>field, yield, shield</i> W150a–W150c: <i>wild, mild, child</i> W152d, W152f–W152g: <i>kind, find, blind</i> W153b, W153g, W153j: <i>told, gold, scold</i> W154a–W154c: <i>roll, scroll, stroll</i> W157a, W157c–W157d: <i>numb, crumb, thumb</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Silent Letters <i>l, w, k, and b</i>” <p>Materials</p> <ul style="list-style-type: none"> • Seven cards labeled with the following words: <i>limb, knit, calf, wrist, lamb, comb, knife</i> • A treasure box | <p>Activities</p> <ul style="list-style-type: none"> • p. 323 • p. 324: <i>Let’s Check</i> |
| Lesson 173 | | | |
| <p>TE 780–82</p> <p>WT 379–80</p> | <p>Phonics</p> <p>P173.1 Decode words with various vowel sounds and patterns.</p> <p>P173.2 Decode words with silent consonants.</p> <p>P173.3 Decode words with consonant blends and digraphs.</p> <p>P173.4 Decode words with prefixes and suffixes.</p> <p>English</p> <p>E173.1 Create a sentence.</p> <p>E173.2 Evaluate a sentence for the features of a complete sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W98a–W98b: <i>sigh, high</i> W100g–W100i: <i>flight, bright, knight</i> W104d–W104f: <i>grown, thrown, known</i> W132a–W132c: <i>dawn, lawn, yawn</i> W149e, W149g–W149h: <i>bread, spread, thread</i> W151a–W151c: <i>bolt, colt, jolt</i> W155a–W155c: <i>talk, walk, chalk</i> W156a–W156b: <i>half, calf</i> W158g–W158h, W158k–W158l: <i>flew, drew, threw, knew</i> <p>Materials</p> <ul style="list-style-type: none"> • 10 word cards, each labeled with one of the following words: <i>share, field, colder, comb, talk, redhead, kneecap, daughter, chewing, unkind</i> | <p>Activities</p> <ul style="list-style-type: none"> • pp. 325–26 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 174 | | | |
| <p>TE 784–85</p> | <p>Phonics & English P174.1/E174.1 Demonstrate mastery of phonics and English skills presented in Lessons 1–173.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Unit 6 Test | <ul style="list-style-type: none"> • Unit 6 Test |
| Lesson 175 | | | |
| <p>TE 786–88</p> <p>WT 381–82</p> | <p>Phonics P175.1 Recall letters in alphabetical order. P175.2 Arrange words in alphabetical order.</p> <p>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.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Alphabet Cards <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review W23b–W213d: <i>sand, hand, band</i> W24e–W24g: <i>fell, yell, shell</i> W35e–W35g: <i>stop, drop, chop</i> W41a–W41c: <i>list, fist, wrist</i> W108c–W108e: <i>face, place, grace</i> W138b–W138d: <i>budge, fudge, judge</i> W143a–W143c: <i>moth, cloth, broth</i> W148a–W148c: <i>field, yield, shield</i> W152c–W152e: <i>mind, kind, rind</i> W158a–W158c: <i>new, dew, pew</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Alphabet Song” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 327–28 |
| Lesson 176 | | | |
| <p>TE 790–93</p> <p>WT 383–84</p> | <p>Phonics P176.1 Distinguish blends and digraphs from other consonants. P176.2 Choose words to complete a sentence.</p> <p>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.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • “Phonics Song 2” • IA 176: <i>Initial and Final Consonant Word Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> • PS27–30, 32: <i>sh, ch, th, wh, ng</i> • Sentence Puzzle Cards • Sentence Parts Puzzle Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio: “Phonics Song 2” | <p>Activities</p> <ul style="list-style-type: none"> • pp. 329–30 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 177 | | | |
| <p>TE 794–97</p> <p>WT 385–86</p> | <p>Phonics P177.1 Distinguish words with short-vowel sounds from words with long-vowel sounds.</p> <p>P177.2 Classify words by vowel sounds.</p> <p>English E177.1 Choose a noun to complete a sentence.</p> <p>E177.2 Choose the subject part that completes a sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 177: <i>Long-Vowel Pattern Word Cards</i> <p>Visuals</p> <ul style="list-style-type: none"> P11–15: <i>ā, ē, ī, ō, ū</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> W69a–W69b: <i>take, bake</i> W78g–W78h: <i>pride, slide</i> W83a–W83b: <i>cute, flute</i> W86d–W86e: <i>rain, train</i> W88a–W88b: <i>woke, poke</i> W89a–W89b: <i>say, way</i> W92c–W92d: <i>dream, stream</i> W93a–W93b: <i>die, pie</i> W94c–W94d: <i>greet, sweet</i> W96d–W96e: <i>free, tree</i> W97d–W97e: <i>cry, dry</i> W100g–W100h: <i>flight, bright</i> W101a–W101b: <i>toe, hoe</i> W102a–W102b: <i>boast, coast</i> W103e–W103f: <i>snow, throw</i> | <p>Activities</p> <ul style="list-style-type: none"> pp. 331–32 |
| Lesson 178 | | | |
| <p>TE 798–801</p> <p>WT 387–88</p> | <p>Phonics P178.1 Decode <i>r</i>-influenced vowels and other vowel patterns.</p> <p>P178.2 Match words to verbal and visual clues.</p> <p>P178.3 Read the high-frequency word <i>ahead</i>.</p> <p>English E178.1 Propose adjectives that describe color, shape, or size.</p> <p>E178.2 Choose an adjective that describes the color, shape, or size of a noun in an illustration.</p> <p>E178.3 Create a sentence that includes an adjective.</p> <p>E178.4 Evaluate a sentence for the features of a complete sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> IA 95: <i>Lassos</i> <p>Visuals</p> <ul style="list-style-type: none"> P19–23: <i>R-influenced Vowel: ar, R-influenced Vowel: or, R-influenced Vowel: er, R-influenced Vowel: ur, R-influenced Vowel: ir</i> Phonics Character: <i>Bossy r</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> Word Family Cards for review W107a–W107c: <i>dark, bark, mark</i> W110a–W110c: <i>arm, harm, farm</i> W111a–W111e: <i>bar, car, far, jar, star</i> W112a–W112f: <i>art, dart, part, cart, start, smart</i> W113a–W113c: <i>more, store, chore</i> W114a–W114e: <i>torn, horn, born, corn, thorn</i> W115a–W115c: <i>girl, swirl, twirl</i> W116a–W116d: <i>dirt, skirt, squirt, shirt</i> <p>High-Frequency Word Cards</p> <ul style="list-style-type: none"> HFW 6: <i>ahead</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Adjectives” <p>Materials</p> <ul style="list-style-type: none"> A box and other familiar objects of varying colors, shapes, and sizes | <p>Activities</p> <ul style="list-style-type: none"> pp. 333–34 |

| Pages | Objectives | Resources | Assessments |
|--|--|---|---|
| Lesson 179 | | | |
| <p>TE 802–4</p> <p>WT 389–90</p> | <p>Phonics P179.1 Decode words with various vowel patterns.</p> <p>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.</p> | <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards for review (set 1) W89k: <i>pray</i> W92c: <i>dream</i> W100f: <i>fight</i> W105b: <i>no</i> W108b: <i>race</i> W117c: <i>broom</i> W135c: <i>strong</i> W137d: <i>pledge</i> W140h: <i>scratch</i> W142f: <i>frog</i> W145d: <i>share</i> W146b: <i>hair</i> W149g: <i>spread</i> W152f: <i>find</i> W155a: <i>talk</i> W157d: <i>thumb</i> W158j: <i>chew</i> • Word Family Cards for review (set 2) W102a–W102c: <i>boast, coast, roast</i> W104a–W104c: <i>own, blown, flown</i> W124a–W124d: <i>town, down, clown, crown</i> W136a–W136d: <i>toss, boss, loss, moss</i> W147a–W147d: <i>brief, grief, chief, thief</i> W149a–W149d: <i>head, lead, read, dead</i> W150a–W150c: <i>wild, mild, child</i> W151a–W151c: <i>bolt, colt, jolt</i> W152a–W152d: <i>wind, bind, mind, kind</i> W155a–W155c: <i>talk, walk, chalk</i> W156a–W156b: <i>half, calf</i> <p>Materials</p> <ul style="list-style-type: none"> • Word cards from IA 176 | <p>Activities</p> <ul style="list-style-type: none"> • pp. 335–36 |
| Lesson 180 | | | |
| <p>TE 806–9</p> <p>WT 391–92</p> | <p>Phonics P180.1 Identify the location for syllabication.</p> <p>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.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 180: <i>Watermelon Syllables</i> <p>Word Family Cards</p> <ul style="list-style-type: none"> • Word Family Cards from Unit 6 for review <p>Materials</p> <ul style="list-style-type: none"> • A small object to pass • Music for Hot Potato activity | <p>Activities</p> <ul style="list-style-type: none"> • pp. 337–38 |