Reading 1, 5th Edition • Lesson Plan Overview

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

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| Unit 1: Sunny Lane | | | |
| Pages | Objectives | Resources | Assessments |
| Lesson 1: Letter **t** | | | |
| TE  9–10 | 1.1 Identify uppercase and lowercase t.  1.2 Distinguish uppercase and lowercase t from other letters.  1.3 Identify the high-frequency words color and love. | Visuals   * PS20: t   High-Frequency Word Cards   * HFW 42, 97: color, love   Materials   * A toothbrush * A tube of toothpaste | Activities   * pp. 1–2   Teacher Edition   * Informal Placement Evaluation |
| Lesson 2: Letter **i** | | | |
| TE  11 | 2.1 Identify uppercase and lowercase i.  2.2 Distinguish uppercase and lowercase i from other letters.  2.3 Identify the high-frequency word here. | Visuals   * PS9: ĭ   High-Frequency Word Cards   * HFW 86: here   Materials   * A twelve-inch ruler * A small paper clip (about one inch long) * A pencil * A crayon | Activities   * pp. 3–4   Teacher Edition   * Informal Placement Evaluation |
| Lesson 3: Letter **s** | | | |
| TE  12 | 3.1 Identify uppercase and lowercase s.  3.2 Classify words by initial letter.  3.3 Classify the letters i, s, and t as vowels or consonants.  3.4 Identify the high-frequency word is. | Visuals   * PS19: s * P4: Vowels * Alphabet Cards   High-Frequency Word Cards   * HFW 86, 91, 97: here, is, love   Materials   * A plush or plastic snake | Activities   * pp. 5–6   Teacher Edition   * Informal Placement Evaluation |

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| Pages | Objectives | Resources | Assessments |
| Lesson 4: Letter **n** | | | |
| TE  13 | 4.1 Identify uppercase and lowercase n.  4.2 Distinguish uppercase and lowercase n from other letters.  4.3 Identify words in the \_in and \_it word families.  4.4 Identify the high-frequency word was. | Visuals   * PS14: n   High-Frequency Word Cards   * HFW 86, 91, 97, 170: here, is, love, was   Materials   * Several items that start with n, such as a nail, a net, a necklace, a napkin, nuts, a nickel, a notebook * A canvas or drawstring bag | Activities   * pp. 7–8   Teacher Edition   * Informal Placement Evaluation |
| Lesson 5: Letter **w** | | | |
| TE  14 | 5.1 Identify uppercase and lowercase w.  5.2 Classify the letters i, s, t, and w as vowels or consonants.  5.3 Classify words into the \_in and \_it word families.  5.4 Identify the high-frequency words a and the. | Visuals   * PS23: w * P4: Vowels * Alphabet Cards   High-Frequency Word Cards   * HFW 1, 86, 91, 97, 147, 170: a, here, is, love, the, was | Activities   * pp. 9–10   Teacher Edition   * Informal Placement Evaluation |
| Lesson 6: Twins | | | |
| TE  15–18  SE  1–7 | 6.1 Identify the basic features of a book.  6.2 Recall the high-frequency words here, is, and love.  6.3 Read words in the \_in and \_it word families.  6.4 Identify key characters and details.  BWS Love (explain) | Visuals   * P1: Colors * P7: The Miller Family   High-Frequency Word Cards   * HFW 86, 91, 97: here, is, love   BJU Press Trove\*   * PPT pres.: Vocabulary Words Lesson 6 | Student Edition   * Review (p. 7) * Think and Discuss (p. 7)   Activities   * pp. 11–12 |
| Lesson 7: Rosa Was “It” | | | |
| TE  19–22  SE  8–13 | 7.1 Make predictions based on the story’s illustrations.  7.2 Segment words in the \_id, \_in, and \_it word families.  7.3 Read the high-frequency word come.  7.4 Verify predictions after reading the story.  7.5 Explain ways to show love to others.   BWS Love (explain) | Visuals   * P6: The López Family   High-Frequency Word Cards   * HFW 43, 86, 97, 170: come, here, love, was   BJU Press Trove   * Video: “Predicting and Verifying”   Materials   * A small plush bear or other animal * Sticky tabs, at least six for each student | Student Edition   * Review (p. 13) * Think and Discuss (p. 13)   Activities   * pp. 13–14 |

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

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| Pages | Objectives | Resources | Assessments |
| Lesson 8: Two Hens | | | |
| TE  23–27  SE  14–19 | 8.1 Read words in the \_en and \_et word families.  8.2 Read the high-frequency words has and this.  8.3 Retell the story.  8.4 Compare and contrast the two main characters’ experiences. | Teacher Edition   * IA 8: Comparing   Visuals   * P1: Colors * P3: The Tanaka Family   High-Frequency Word Cards   * HFW 1, 43, 78, 91, 97, 147, 154: a, come, has, is, love, the, this   BJU Press Trove   * Link: Chicken Plays Piano * PPT pres.: Vocabulary Words Lesson 8 | Student Edition   * Review (p. 19) * Think and Discuss (p. 19)   Activities   * pp. 15–16 |
| Lesson 9: “The End” and “Big” | | | |
| TE  27–29  SE  20–23 | 9.1 Read poetry as a shared reading.  9.2 Read the high-frequency words and, I, and when.  9.3 Identify words that suggest emotions.  9.4 Identify rhyming words. | High-Frequency Word Cards   * HFW 13, 90, 170, 177: and, I, was, when   BJU Press Trove   * Video: “Poems” | Student Edition   * Review (p. 23) * Think and Discuss (p. 23)   Activities   * pp. 17–18 |
| Lesson 10: Calvin and Jayla | | | |
| TE  30–33  SE  24–29 | 10.1 Read simple sentences that include color words.  10.2 Identify key characters and details.  10.3 Ask and answer questions from peers about details in the text. | Visuals   * P2: Color Word Cards C1–C9 * P5: The Hall Family   High-Frequency Word Cards   * HFW 1, 13, 78, 91, 97, 147, 154: a, and, has, is, love, the, this   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 10 | Student Edition   * Review (p. 29) * Think and Discuss (p. 29)   Activities   * pp. 19–20 |
| Lesson 11: Buddy | | | |
| TE  34–39  SE  30–37 | 11.1 Read words in the \_up, \_ub, and \_un word families.  11.2 Read the high-frequency words for and no.  11.3 Ask and answer questions from peers about details in the text.  11.4 Retell the story.  11.5 Explain how caring for a pet  shows love for God.   BWS Love (explain) | Teacher Edition   * IA 11: Five-Finger Retelling   High-Frequency Word Cards   * HFW 65, 107: for, no   BJU Press Trove   * Video: “Realistic Fiction” * PPT pres.: Vocabulary Words Lesson 11   Materials   * Sticky tabs, at least four for each student | Student Edition   * Review (p. 37) * Think and Discuss (p. 37)   Activities   * pp. 21–22 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 12: Pick a Pet | | | |
| TE  40–43  SE  38–43 | 12.1 Read words in the \_eck, \_ick, and \_uck word families.  12.2 Read the high-frequency words an, on, which, would, and you.  12.3 Describe key details in a story.  12.4 Analyze Illustrations for connection to the text.  12.5 Create an illustration in response to the text. | Visuals   * P1: Colors   High-Frequency Word Cards   * HFW 1, 12, 13, 65, 91, 107, 147, 179, 190, 193: a, an, and, for, is, no, on, the, which, would, you   Materials   * Pictures of animals, such as a cat, dog, elephant, rat, tiger, kangaroo, stork, brontosaurus, seal * Sticky tabs, at least six for each student | Student Edition   * Review (p. 43) * Think and Discuss (p. 43)   Activities   * pp. 23–24 |
| Lesson 13: Cubs Win | | | |
| TE  44–47  SE  44–49 | 13.1. Read words in the \_ap, \_ad, and \_at word families.  13.2 Read the high-frequency words are, go, and his.  13.3 Describe the setting of the story.  13.4 Propose ways to encourage others.   BWS Love (apply) | Visuals   * P5: The Hall Family * P6: The López Family * P7: The Miller Family   High-Frequency Word Cards   * HFW 1, 12, 13, 19, 65, 71, 87, 91, 107, 147: a, an, and, are, for, go, his, is, no, the   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 13   Materials   * Grandma Moses art: The Thunderstorm * Normal Rockwell art: Doctor and Doll; Out Fishin’; Trumpet Practice * Sticky tabs, at least three for each student | Student Edition   * Review (p. 49) * Think and Discuss (p. 49)   Activities   * pp. 25–26 |
| Lesson 14: Look Again: Rereading | | | |
| TE  48  SE  31–36, 39–43 | 14.1 Explain the purposes of rereading.  14.2 Reread a text to find the answer to a question.  14.3 Reread a text to find the main event. |  | Activities   * pp. 27–28 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 15: A Duck Picnic | | | |
| TE  49–52  SE  50–55 | 15.1 Read words with the /l/ sound in the final position using the ll spelling.  15.2 Read the words in the \_ck and \_ll word families.  15.3 Read the high-frequency words do, one, and what.  15.4 Identify the elements of fantasy.  15.5 Make predictions based on text and illustrations.  15.6 Verify predictions after reading the story. | High-Frequency Word Cards   * HFW 1, 43, 46, 78, 86, 91, 114, 176: a, come, do, has, here, is, one, what   BJU Press Trove   * Video: “Fantasy” * PPT pres.: Vocabulary Words Lesson 15   Materials   * A lunch/gift bag * Nuts * For each student, a 3 × 5 card with R on one side and F on the other side * Sticky tabs, at least four for each student | Student Edition   * Review (p. 55) * Think and Discuss (p. 55)   Activities   * pp. 29–30 |
| Lesson 16: Fun in the Sun | | | |
| TE  53–56  SE  56–61 | 16.1 Read words with the final /g/ sound.  16.2 Read the words in the \_ig and \_ag word families.  16.3 Read the high-frequency words her and they.  16.4 Identify the elements of realistic fiction.  16.5 Describe the setting.  16.6 Identify words that appeal to the senses of sight and touch. | High-Frequency Word Cards   * HFW 1, 43, 85, 86, 91, 153: a, come, her, here, is, they   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 16   Materials   * A picture of a picnic setting that includes food and flowers * Sticky tabs, at least three for each student | Student Edition   * Review (p. 61) * Think and Discuss (p. 61)   Activities   * pp. 31–32 |
| Lesson 17: Look Again: Settings and Events | | | |
| TE  57  SE  51, 53, 57–59 | 17.1 Classify words into word families.  17.2 Compare and contrast the settings and events of two stories. | Teacher Edition   * IA 17: Story Word Cards   Materials   * Four 3 × 5 labeled \_ck, \_ll, \_ig, and \_ag * Four small hula hoops * A picture of a brother and sister * A picture of a modest-sized house * A picture of a mansion | Activities   * pp. 33–34 |
| Lesson 18: Up the Hill | | | |
| TE  58–61  SE  62–66 | 18.1 Read words with the final /nt/ and /m/ sounds.  18.2 Read words in the \_ent word family.  18.3 Read the high-frequency words said and to.  18.4 Identify events in the story.  18.5 Make predictions about the end of the story. | High-Frequency Word Cards   * HFW 71, 90, 130, 147, 159: go, I, said, to, the   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 18   Materials   * Sticky tabs, at least two for each student | Activities   * pp. 35–36 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 19: Up the Hill | | | |
| TE  62–64  SE  67–71 | 19.1 Read words with the final /o/ sound.  19.2 Read words in the \_ock, \_op, and \_ot word families.  19.3 Read the high-frequency word she.  19.4 Retell the story to understand the theme.  19.5 Verify predictions after reading the story.  19.6 Identify a character’s unloving behavior toward others.  BWS Love (evaluate) | High-Frequency Word Cards   * HFW 1, 43, 46, 65, 78, 90, 91, 97, 112, 130, 136, 147, 154, 159, 193: a, come, do, for, has, I, is, love, on, said, she, the, this, to, you   BJU Press Trove   * Video: “Bike Safety” * PPT pres.: Vocabulary Words Lesson 19   Materials   * A small toy potato * Sticky tabs, at least three for each student | Student Edition   * Review (p. 71) * Think and Discuss (p. 71)   Activities   * pp. 37–38 |
| Lesson 20: Hop in Socks | | | |
| TE  65–68  SE  72–77 | 20.1 Read words with the initial /st/ sound.  20.2 Read the high-frequency words of, put, and says.  20.3 Match characters with items in the story.  20.4 Infer why the children sit.  20.5 Compare personal experiences with those in the story. | High-Frequency Word Cards   * HFW 1, 78, 109, 126, 132, 147: a, has, of, put, says, the   Materials   * Several pictures that show an action * Sticky tabs, at least one for each student | Student Edition   * Review (p. 77) * Think and Discuss (p. 77)   Activities   * pp. 39–40 |
| Lesson 21: Bugs! | | | |
| TE  69–71  SE  20, 30, 78–81 | 21.1 Read words with initial /st/.  21.2 Read the high-frequency word from.  21.3 Explain the differences among fiction, poetry, and informational texts.  21.4 Identify insects based on physical description.  21.5 Draw an insect from the text description. | Teacher Edition   * IA 21: Insect Jobs   High-Frequency Word Cards   * HFW 1, 68, 78, 91, 154: a, from, has, is, this   BJU Press Trove   * Video: “Informational Texts” | Activities   * pp. 41–42 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 22: Bugs! | | | |
| TE  72–74  SE  79–85 | 22.1 Read words with /r/.  22.2 Read words in the \_est word family.  22.3 Identify the main idea of the selection.  22.4 Recall details about an informational text by viewing photos.  22.5 Create a graph from an informational text.  22.6 Explain that God created bugs because of His love for humanity.  BWS Love (explain) | High-Frequency Word Cards   * HFW 1, 12, 91, 112, 154: a, an, is, on, this | Student Edition   * Review (p. 85) * Think and Discuss (p. 85)   Activities   * pp. 43–44 |
| Lesson 23: Pups on the Go | | | |
| TE  75–78  SE  86–91 | 23.1 Read words with /kw/ and /v/.  23.2 Read the high-frequency words he, mother, and we.  23.3 Predict events in a story by viewing illustrations.  23.4 Retell a story, using correct sequencing.  23.5 Explain reasons to obey parents.  BWS Love (explain) | Teacher Edition   * IA 23: Sequencing   High-Frequency Word Cards   * HFW 1, 19, 43, 71, 78, 80, 91, 102, 114, 132, 147, 153, 159, 174: a, are, come, go, has, he, is, mother, one, says, the, they, to, we   BJU Press Trove   * Video: “Sequencing” * PPT pres.: Vocabulary Words Lesson 23 | Student Edition   * Review (p. 91) * Think and Discuss (p. 91)   Activities   * pp. 45–46 |
| Lesson 24: Look Again: Reader’s Theater | | | |
| TE  79  SE  86–91 | 24.1 Classify words into word families.  24.2 Dramatize the events in the story.  24.3 Apply various methods of encouragement to a peer’s presentation.   BWS Love (apply) | Teacher Edition   * IA 24: Reader’s Theater Script   BJU Press Trove   * Link: Reader’s Theater in the Classroom * Link: Article about Reader’s Theater | Activities   * pp. 47–48 |
| Lesson 25: To the Vet | | | |
| TE  80–83  SE  92–97 | 25.1 Read words with /f/ and /ft/.  25.2 Read words in the \_ift and \_uff word families.  25.3 Read the high-frequency words see and woman.  25.4 Describe key details in a story.  25.5 Model different types of intonation. | High-Frequency Word Cards   * HFW 1, 65, 68, 85, 90, 91, 112, 130, 134, 136, 147, 154, 159, 170, 184: a, for, from, her, I, is, on, said, see, she, the, this, to, was, woman   BJU Press Trove   * Video: “Veterinarian” * PPT pres.: Vocabulary Words Lesson 25   Materials   * Sticky tabs, at least six for each student | Activities   * pp. 49–50 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 26: To the Vet | | | |
| TE  84–86  SE  98–101 | 26.1 Read words with /j/ and /mp/.  26.2 Read words in the \_ump and \_amp word families.  26.3 Read the high-frequency word your.  26.4 Describe key details in a story.  26.5 Propose ideas to avoid the problem in the story.  26.6 Explain how the people in the  story evidenced the principles of Proverbs 12:10.  BWS Love (explain) | High-Frequency Word Cards   * HFW 1, 46, 85, 87, 90, 112, 130, 147, 159, 184, 195: a, do, her, his, I, on, said, the, to, woman, your   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 26   Materials   * Sticky tabs, at least four for each student | Student Edition   * Review (p. 101) * Think and Discuss  (p. 101)   Activities   * pp. 51–52 |
| Lesson 27: Max the Mixer | | | |
| TE  87–90  SE  102–7 | 27.1 Read words with x /ks/ and ss /s/.  27.2 Read words in the \_ix \_ax, \_ox, \_iss, and \_ess word families.  27.3 Read the high-frequency word have.  27.4 Compare and contrast the absence and presence of illustrations in telling a story. | High-Frequency Word Cards   * HFW 42, 78, 79, 147, 176, 193: color, has, have, the, what, you   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 27 | Student Edition   * Review (p. 107) * Think and Discuss  (p. 107)   Activities   * pp. 53–54 |
| Lesson 28: Y and Z | | | |
| TE  91–93  SE  108–11 | 28.1 Read words with y /y/ and z /z/.  28.2 Read the high-frequency words baby, then, too, and so.  28.3 Identify rhyming words in a poem.  28.4 Explain how rhyming words make a pattern. | High-Frequency Word Cards   * HFW 1, 19, 22, 79, 132, 134, 139, 147, 150, 160, 193: a, are, baby, have, says, see, so, the, then, too, you   BJU Press Trove   * Video: “Y and Z” * PPT pres.: Vocabulary Words Lesson 28   Materials   * Several blocks that can be arranged in a pattern of colors or sizes * Sticky tabs in four different colors, at least two of each color for each student | Student Edition   * Review (p. 111) * Think and Discuss  (p. 111)   Activities   * pp. 55–56 |
| Lesson 29: What Is a Rainbow? | | | |
| TE  94–97  SE  112–17 | 29.1 Read the high-frequency words all, another, and saw.  29.2 Read the story as a choral reading.  29.3 Explain the purpose of the rainbow.   BWS Love (explain) | High-Frequency Word Cards   * HFW 1, 7, 14, 90, 97, 109, 130, 131, 147, 159, 170 a, all, another, I, love, of, said, saw, the, to, was   BJU Press Trove   * Link: Rainbow Formation * PPT pres.: Vocabulary Words Lesson 29 | Student Edition   * Review (p. 117) * Think and Discuss  (p. 117)   Activities   * pp. 57–58 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 30: Barkley | | | |
| TE  98–110  SE  118–41 | 30.1 Describe the characters and events after listening to a story.  30.2 List people we should love.  BWS Love (apply)  30.3 Propose concrete ways to show  love for God and others.   BWS Love (apply) | BJU Press Trove   * Link: Dogs Performing Tricks * Link: Read-Alouds in the Classroom   Materials   * A small plush dog | Student Edition   * Review (p. 141) * Think and Discuss  (p. 141)   Activities   * pp. 59–60 |

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| HFW | High-Frequency Word Card | P | Phonics Visual | TE | Teacher Edition |
| IA | Instructional Aid | PPT pres. | Vocabulary Word slideshow | SE | Student Edition |

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| Unit 2: Helping Hands | | | |
| Pages | Objectives | Resources | Assessments |
| Lesson 31: Grandma’s Kisses | | | |
| TE  119–23  SE  1–6 | 31.1 Read words with short vowel sounds.  31.2 Read the high-frequency word picture.  31.3 Identify plural words with the suffix -es.  31.4 Describe the main event in the first part of the story. | Visuals   * P6: The López Family   High-Frequency Word Cards   * HFW 1, 19, 43, 65, 78, 79, 86, 87, 90, 91, 97, 109, 112, 114, 120, 130, 147, 154, 159, 170, 193, 195: a, are, come, for, has, have, here, his, I, is, love, of, on, one, picture, said, the, this, to, was, you, your   BJU Press Trove\*   * PPT pres.: Vocabulary Words Lesson 31 | Activities   * pp. 61–62 |
| Lesson 32: Grandma’s Kisses | | | |
| TE  123–25  SE  7–11 | 32.1 Read words with final blends ld, lk, lp, and lt.  32.2 Read the high-frequency words give, me, my, and pretty.  32.3 Describe the main event in the second part of the story.  32.4 Sequence the events in the entire story. | High-Frequency Word Cards   * HFW 1, 70, 79, 90, 97, 99, 104, 109, 123, 130, 147, 150, 159, 160, 170, 193: a, give, have, I, love, me, my, of, pretty, said, the, then, to, too, was, you   BJU Press Trove   * Link: Talking Parrots * PPT pres.: Vocabulary Words Lesson 32 | Student Edition   * Review (p. 11) * Think and Discuss (p. 11)   Activities   * pp. 63–64 |
| Lesson 33: Pip and Puck | | | |
| TE  126–28  SE  12–15 | 33.1 Read words with final blends ct, pt, and xt.  33.2 Identify story details that reveal the setting.  33.3 Identify story details that are reflected in the illustrations.  33.4 Ask and answer questions from peers about details in the text. | High-Frequency Word Cards   * HFW 1, 19, 79, 91, 112, 123, 134, 147, 153, 170: a, are, have, is, on, pretty, see, the, they, was   BJU Press Trove   * Link: Baby Emperor Penguins Hatch and Peep * PPT pres.: Vocabulary Words Lesson 33   Materials   * A large cookie jar * Basic chocolate chip cookie ingredients: a baggie of flour, one egg, butter, a baggie of sugar, a bag of chocolate chips | Activities   * pp. 65–66 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 34: Pip and Puck | | | |
| TE  129–31  SE  16–19 | 34.1 Read words with initial blends bl, cl, fl, and gl.  34.2 Read the high-frequency word father.  34.3 Identify story details that are reflected in the illustrations.  34.4 Relate how the penguins helped the chick to show how friends can help each other.   BWS Helpfulness (formulate) | High-Frequency Word Cards   * HFW 19, 43, 46, 63, 78, 85, 109, 147, 150, 153: are, come, do, father, has, her, of, the, then, they   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 34   Materials   * A stuffed toy penguin * A small basket * Paper snowballs | Student Edition   * Review (p. 19) * Think and Discuss (p. 19)   Activities   * pp. 67–68 |
| Lesson 35: A Penguin Chick | | | |
| TE  132–35  SE  20–25 | 35.1 Read words with initial blends cr, dr, fr, and tr.  35.2 Predict the main idea by previewing the photos and captions.  35.3 Verify predictions about the main idea.  35.4 Retell key details from the text. | High-Frequency Word Cards   * HFW 1, 65, 68, 70, 71, 80, 91, 97, 112 147, 159: a, for, from, give, go, he, is, love, on, to, the   BJU Press Trove   * Video: “Baby Penguins” * Video: “Previewing Text” * PPT pres.: Vocabulary Words Lesson 35   Materials   * A picture of krill | Student Edition   * Review (p. 25) * Think and Discuss (p. 25)   Activities   * pp. 69–70 |
| Lesson 36: Look Again: Compare Informational Text and Fictional Text | | | |
| TE  136  SE  13–19, 21–25 | 36.1 Explain the differences between fantasy and informational texts.  36.2 Describe the similarities and differences between “Pip and Puck” and “A Penguin Chick.” | High-Frequency Word Cards   * HFW 1, 19, 65, 68, 70, 71, 78, 79, 85, 91, 97, 112, 123, 134, 147, 150, 153, 159, 170: a, are, for, from, give, go, has, have, her, is, love, on, pretty, see, the, then, they, to, was   Materials   * A photocopy of the title pages of “Pip and Puck” and “A Penguin Chick” * Six sticky notes labeled photographs; illustrations; gives facts; tells a make-believe story; characters, setting, problem, solution; and text features: captions | Activities   * pp. 71–72 |

| Pages | Objectives | Resources | Assessments |
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| Lesson 37: Jax and Me | | | |
| TE  137–39  SE  26–30 | 37.1 Read words with blends sl, sn, sm, and spr.  37.2 Read the high-frequency words is and my.  37.3 Ask and answer questions from peers about details in the text.  37.4 Describe the characters in the story. | Visuals   * Alphabet Cards: sl, sn, sm, spr   High-Frequency Word Cards   * HFW 11, 65, 70, 80, 87, 90, 91, 97, 99, 104, 112, 150, 159, 177: always, for, give, he, his, I, is, love, me, my, on, then, to, when   BJU Press Trove   * Link: Food Allergy Service Dogs * PPT pres.: Vocabulary Words Lesson 37   Materials   * Pictures of service animals: dog (visual, hearing, allergies), miniature horse (visual guide animal), ferret (emotional), capuchin monkey (quadriplegics) * 3 × 5 cards labeled who?, what?, and where? | Activities   * pp. 73–74 |
| Lesson 38: Jax and Me | | | |
| TE  140–42  SE  31–35 | 38.1 Read words with blends sm and str and the digraph sh.  38.2 Read the high-frequency words be, before, goes, good, or, them, and where.  38.3 Use illustrations to describe how Jax helps his human.  38.4 Compare and contrast the text with a video about the same subject. | Teacher Edition   * IA 38: “Jax and Me” Illustration Strips   High-Frequency Word Cards   * HFW 1, 12, 23, 26, 46, 65, 68, 71, 72, 75, 78, 79, 80, 85, 87, 90, 91, 99, 104, 109, 116, 147, 149, 150, 154, 159, 174, 177, 178: a, an, be, before, do, for, from, go, goes, good, have, has, he, her, his, I, is, me, my, of, or, the, them, then, this, to, we, when, where   BJU Press Trove   * Link: Therapy Dogs * Link: Good Manners around Service Dogs * PPT pres.: Vocabulary Words Lesson 38   Materials   * Craft sticks * Small squares of paper with the blends sm and str and the digraph sh written on them, enough for each student to have a set | Student Edition   * Review (p. 35) * Think and Discuss (p. 35)   Activities   * pp. 75–76 |
| Lesson 39: A Blessing | | | |
| TE  143–45  SE  36–40 | 39.1 Read words with final /sh/.  39.2 Read the high-frequency words thought, want, water, and work.  39.3 Identify the reason Calvin is upset.  39.4 List ways Calvin and Jayla helped.  BWS Helpfulness (explain) | Teacher Edition   * IA 39: T.A.L.E.S.: Thinking about Character Development   High-Frequency Word Cards   * HFW 1, 46, 65, 79, 85, 90, 91, 102, 153, 156, 167, 173, 187, 193: a, do, for, have, her, I, is, mother, they, thought, want, water, work, you   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 39 | Activities   * pp. 77–78 |
| Lesson 40: A Blessing | | | |
| TE  146–48  SE  41–45 | 40.1 Read words with the initial and final blends ch /ch/ and final nch /nch/.  40.2 Read the high-frequency words after, done, door, and who.  40.3 Explain how Calvin changed from the beginning of the story to the end.  40.4 Explain how Calvin and his family demonstrated the principles of Hebrews 13:16 and Proverbs 3:27.   BWS Helpfulness (formulate) | High-Frequency Word Cards   * HFW 1, 4, 19, 46, 49, 50, 65, 68, 99, 109, 130, 131, 136, 139, 150, 153, 156, 160, 170, 174, 177, 178, 180, 187, 193: a, after, are, do, done, door, for, from, me, of, said, saw, she, so, then, they, thought, too, was, we, when, where, who, work, you   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 40   Materials   * A plastic headband * Seven sticky notes labeled “A Blessing”, Calvin, Tim and Lucas, Mrs. Kapp, Jayla, sulked, and giggled | Student Edition   * Review (p. 45) * Think and Discuss (p. 45)   Activities   * pp. 79–80 |
| Lesson 41: Look Again: Helpfulness | | | |
| TE  149  SE  37, 39–40, 42, 44 | 41.1 Reread portions of “A Blessing.”  41.2 Reread Hebrews 13:16 and  Proverbs 3:27.  41.3 Propose ways to apply the  principles of Hebrews 13:16 and Proverbs 3:27.   BWS Helpfulness (apply) | Teacher Edition   * IA 41: What Does God Say about Helpfulness?   High-Frequency Word Cards   * HFW 1, 19, 46, 65, 68, 79, 85, 90, 99, 102, 130, 139, 153, 160, 167, 170, 177, 193: a, are, do, for, from, have, her, I, me, mother, said, so, they, too, want, was, when, you   Materials   * Nine felt squares of the same color * Five felt X’s and five felt O’s | Activities   * pp. 81–82 |
| Lesson 42: Buddy’s Bed | | | |
| TE  150–53  SE  46–51 | 42.1 Read words with final nk /ngk/.  42.2 Read the high-frequency words some, there, and wash.  42.3 Identify the main problem in the story.  42.4 Describe key details in the story.  42.5 Predict how the problem will be solved in the story. | Visuals   * P7: The Miller Family   High-Frequency Word Cards   * HFW 65, 79, 86, 87, 120, 132, 140, 151, 167, 171: for, have, here, his, picture, says, some, there, want, wash   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 42   Materials   * A small plush dog | Activities   * pp. 83–84 |

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| Lesson 43: Buddy’s Bed | | | |
| TE  154–57  SE  52–57 | 43.1 Read words with the initial and final digraph /th/.  43.2 Read the high-frequency word hear.  43.3 List ways that characters attempt to solve a problem.  43.4 Verify predictions after reading the story.  43.5 Discuss with a partner how characters solved problems by working together.  BWS Helpfulness (explain) | High-Frequency Word Cards   * HFW 46, 65, 68, 79, 82, 86, 87, 126, 132, 150, 151, 154, 159, 167, 193: do, for, from, have, hear, here, his, put, says, then, there, this, to, want, you   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 43   Materials   * A picture of a pup tent | Student Edition   * Review (p. 57) * Think and Discuss (p. 57)   Activities   * pp. 85–86 |
| Lesson 44: Can I Help You? | | | |
| TE  158–61  SE  58–62 | 44.1 Read words with the wh /hw/ sound.  44.2 Read the high-frequency word eyes.  44.3 Identify story details that are reflected in the illustrations.  44.4 Predict how Josh will help the kittens. | High-Frequency Word Cards   * HFW 19, 46, 50, 61, 79, 86, 130, 131, 159, 176, 177, 195: are, do, door, eyes, have, here, said, saw, to, what, when, your   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 44   Materials   * A sheet of white paper for each reading group * A few crayons for each student | Activities   * pp. 87–88 |
| Lesson 45: Can I Help You? | | | |
| TE  162–63  SE  63–66 | 45.1 Retell the first part of the text.  45.2 Identify the problem in the story.  45.3 Describe characters’ contributions to solving the problem.  45.4 Revise previous predictions after reading. | High-Frequency Word Cards   * HFW 65, 104, 109, 126, 130, 134, 150, 151, 153, 154, 159, 195: for, my, of, put, said, see, then, there, they, this, to, your   Materials   * The students’ drawings from the previous lesson’s sequencing activity * Sticky tabs, at least three for each student | Activities   * pp. 89–90 |
| Lesson 46: Can I Help You? | | | |
| TE  164–66  SE  67–71 | 46.1 Read words with final /th/.  46.2 Read words with -ed and -ing endings after a doubled consonant.  46.3 Read the high-frequency words other, two, and were.  46.4 Explain how the problem was solved.  46.5 Verify predictions after reading the story.  46.6 Explain how Josh helped by being unselfish.  BWS Helpfulness (explain) | High-Frequency Word Cards   * HFW 19, 61, 65, 71, 79, 99, 117, 126, 130, 154, 159, 162, 175, 195: are, eyes, for, go, have, me, other, put, said, this, to, two, were, your | Student Edition   * Review (p. 71) * Think and Discuss (p. 71)   Activities   * pp. 91–92 |
| Lesson 47: “Cat Kisses” and “Cats” | | | |
| TE  167–69  SE  72–75 | 47.1 Distinguish words with different digraph sounds.  47.2 Read poetry as a shared reading.  47.3 Identify rhyming words in poetry.  47.4 Illustrate a scene from one of the poems. | BJU Press Trove   * Video: “Cat Kisses”   Materials   * A canvas or drawstring bag * A piece of sandpaper * A small alarm clock * A shoe | Student Edition   * Review (p. 75) * Think and Discuss (p. 75)   Activities   * pp. 93–94 |
| Lesson 48: Look Again: A New Ending | | | |
| TE  170  SE  67–71 | 48.1 Reread a portion of “Can I Help You?”  48.2 Propose a different ending to the story.  48.3 Produce a skit depicting the new ending. | High-Frequency Word Cards   * HFW 19, 61, 65, 71, 79, 99, 117, 126, 130, 154, 159, 162, 175, 195: are, eyes, for, go, have, me, other, put, said, this, to, two, were, your | Activities   * pp. 95–96 |
| Lesson 49: A Man and a Bug | | | |
| TE  171–74  SE  76–80 | 49.1 Read words ending in le.  49.2 Read the high-frequency words about, could, many, and people.  49.3 Identify two-syllable words in the text.  49.4 Infer traits about Mr. Skinner and Mr. Kimble. | Teacher Edition   * IA 49: Mr. Skinner and Mr. Kimble   High-Frequency Word Cards   * HFW 2, 7, 44, 46, 68, 79, 98, 117, 119, 130, 140, 149, 153, 167, 193: about, all, could, do, from, have, many, others, people, them, they, said, some, want, you   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 49   Materials   * Wordless books, such as “I Walk with Vanessa” or “That Neighbor Kid” * A felt bag * Nine 3 × 5 cards * Sticky tabs, at least four for each student | Activities   * pp. 97–98 |
| Lesson 50: A Man and a Bug | | | |
| TE  175–77  SE  81–83 | 50.1 Read words ending in le  50.2 Read the high-frequency word off.  50.3 Identify two-syllable words in the text.  50.4 Explain how God helped Mr. Skinner to help others.   BWS Helpfulness (explain) | Teacher Edition   * IA 50: A Word-Picture Sentence   High-Frequency Word Cards   * HFW 2, 44, 79, 80, 109, 110, 114, 130, 149, 159, 177: about, could, have, he, of, off, one, said, them, to, when   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 50   Materials   * Sticky tabs, at least seventeen for each student | Student Edition   * Review (p. 83) * Think and Discuss (p. 83)   Activities   * pp. 99–100 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 51: A Little Girl Helps | | | |
| TE  178–81  SE  84–89 | 51.1 Read words with the suffix -ed as /t/.  51.2 Read the high-frequency words family and live.  51.3 Distinguish between the final sounds /әd/ and /t/ in verbs in the story.  51.4 Infer traits about the little girl. | High-Frequency Word Cards   * HFW 46, 62, 63, 68, 75, 85, 96, 102, 109, 117, 119, 131, 136, 150, 153, 159, 175, 180: do, family, father, from, good, her, live, mother, of, other, people, saw, she, then, they, to, were, who   BJU Press Trove   * Video: “Genre: Bible Account” * PPT pres.: Vocabulary Words Lesson 51   Materials   * Sticky tabs, at least four for each student | Activities   * pp. 101–2 |
| Lesson 52: A Little Girl Helps | | | |
| TE  182–84  SE  90–93 | 52.1 Read words with suffix -ed as /d/.  52.2 Read the high-frequency words doing and great.  52.3 Distinguish between final /әd/ and /d/.  52.4 Identify sensory details in the description of Naaman’s illness.  52.5 Identify the main problem in the text. | High-Frequency Word Cards   * HFW 2, 44, 46, 48, 65, 76, 80, 107, 117, 131, 136, 154, 167, 176, 184: about, could, do, doing, for, great, he, no, other, saw, she, this, want, what, woman   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 52   Materials   * Sticky tabs, at least four for each student | Activities   * pp. 103–4 |
| Lesson 53: A Little Girl Helps | | | |
| TE  185–87  SE  94–97 | 53.1 Read words using the suffix -ed as  /әd/ or /t/.  53.2 Read the high-frequency word as.  53.3 Explain the solution to the problem.  53.4 Explain how the little girl helped.  BWS Helpfulness (explain) | High-Frequency Word Cards   * HFW 2, 20, 46, 80, 107, 109, 117, 130, 136, 150, 151, 159, 176: about, as, do, he, no, of, other, said, she, then, there, to, what   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 53 | Student Edition   * Review (p. 97) * Think and Discuss (p. 97)   Activities   * pp. 105–6 |
| Lesson 54: Look Again: Ways to Help | | | |
| TE  188  SE  77–78, 81–83, 85, 88–90, 92, 95–96 | 54.1 Reread portions of “A Man and a Bug” and “A Little Girl Helps.”  54.2 Compare and contrast the two selections.  54.3 Propose ways God can help children to help others.   BWS Helpfulness (apply) | High-Frequency Word Cards   * HFW 2, 44, 46, 62, 63, 75, 79, 85, 102, 109, 117, 119, 130, 131, 149, 153, 159, 167: about, could, do, family, father, good, have, her, mother, of, other, people, said, saw, them, they, to, want | Activities   * pp. 107–8 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 55: If Everybody Did | | | |
| TE  189–97  SE  98–113 | 55.1 Identify rhyming words and exaggeration, after listening to a story.  55.2 Recognize the use of exaggeration in text and illustrations.  55.3 Read the story as a shared story.  55.4 Propose ways to help and care for others.   BWS Helpfulness (formulate)  55.5 Formulate an answer to the unit essential question.   BWS Helpfulness (apply) | Materials   * Individually wrapped candy for each student * A small stuffed dog | Student Edition   * Review (p. 113) * Think and Discuss  (p. 113)   Activities   * pp. 109–10 |

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| IA | Instructional Aid | PPT pres. | Vocabulary Word slideshow | TE | Teacher Edition |
| HFW | High-Frequency Word Card |  |  | SE | Student Edition |

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| Unit 3: Brave Together | | | |
| Pages | Objectives | Resources | Assessments |
| Lesson 56: Dragons and Giants | | | |
| TE  207–13  SE  1–11 | 56.1 Read a fantasy story as a shared reading.  56.2 Compare and contrast shared reading of a text with watching a video of the story.  56.3 Explain whether Frog and Toad are truly brave.   BWS Courage (explain)  56.4 Draw a picture illustrating a truly brave act. | BJU Press Trove\*   * Link: Frog and Toad story | Student Edition   * Review (p. 11) * Think and Discuss (p. 11)   Activities   * pp. 111–12 |
| Lesson 57: Tip Top Twins | | | |
| TE  214–18  SE  12–19 | 57.1 Read words with a\_e.  57.2 Read the high-frequency words by and once.  57.3 Compare and contrast the twins.  57.4 Describe a personal connection to the text. | High-Frequency Word Cards   * HFW 2, 23, 38, 113, 149: about, be, by, once, them   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 57   Materials   * Two sticky tabs for each student (different colors) | Student Edition   * Review (p. 19) * Think and Discuss (p. 19)   Activities   * pp. 113–14 |
| Lesson 58: My Dragon, Drake | | | |
| TE  219–22  SE  20–25 | 58.1 Read words with i\_e.  58.2 Read the high-frequency words alone, both, our, and friend.  58.3 Distinguish between realistic and fantastic elements in a text.  58.4 Infer reasons the speaker thinks dragon friends are fun. | High-Frequency Word Cards   * HFW 8, 29, 67, 75, 98, 99, 104, 118, 162: alone, both, friend, good, many, me, my, our, two   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 58   Materials   * A cloth or canvas bag * A pinecone * A few fall leaves * A plush dragon * Sticky tabs for each student | Student Edition   * Review (p. 25) * Think and Discuss (p. 25)   Activities   * pp. 115–16 |

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

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| Pages | Objectives | Resources | Assessments |
| Lesson 59: Dragonfly: A Funny Bug | | | |
| TE  223–26  SE  26–31 | 59.1 Read words with o\_e.  59.2 Read the high-frequency words away, four, and these.  59.3 Identify the main idea of the informational text.  59.4 List key details that support the main idea.  59.5 Respond to a text by drawing a picture. | High-Frequency Word Cards   * HFW 21, 22, 23, 38, 61, 66, 96, 116, 152, 173: away, baby, be, by, eyes, four, live, or, these, water   BJU Press Trove   * Video: “Dragonflies” * PPT pres.: Vocabulary Words Lesson 59   Materials   * Sticky tabs, at least two for each student | Student Edition   * Review (p. 31) * Think and Discuss (p. 31)   Activities   * pp. 117–18 |
| Lesson 60: “Rhyming Riddles” | | | |
| TE  227–30  SE  32–37 | 60.1 Read words with u\_e.  60.2 Classify words according to word family.  60.3 Illustrate a new riddle. | Teacher Edition   * IA 60: Rhyming Pairs   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 60   Materials   * Sticky tabs, at least nine for each student | Student Edition   * Review (p. 37) * Think and Discuss (p. 37)   Activities   * pp. 119–20 |
| Lesson 61: Look Again: Favorite Selection | | | |
| TE  231  SE  12–37 | 61.1 Read a short passage from a favorite selection.  61.2 Explain why the passage is a favorite.  61.3 Ask and answer questions from peers about the text. | High-Frequency Word Cards   * HFW 8, 21, 29, 38, 66, 67, 113, 118, 152: alone, away, both, by, four, friend, once, our, these | Activities   * pp. 121–22 |
| Lesson 62: A New Friend | | | |
| TE  232–35  SE  38–42 | 62.1 Read words with the suffixes  -ed and -ing.  62.2 Read the high-frequency words children, new, and laugh.  62.3 Identify the characters and setting in the first part of the story.  62.4 Propose how Tim should have acted differently.   BWS Courage (formulate) | High-Frequency Word Cards   * HFW 21, 40, 82, 94, 106, 117: away, children, hear, laugh, new, other   BJU Press Trove   * Video: “Disabled Person” * PPT pres.: Vocabulary Words Lesson 62   Materials   * 3 × 5 cards labeled who?, what?, and where? | Activities   * pp. 123–24 |

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| Lesson 63: A New Friend | | | |
| TE  236–38  SE  43–47 | 63.1 Read words with the suffixes  -ed and -ing.  63.2 Read the high-frequency words why and someone.  63.3 Identify the characters and setting in the second part of the story.  63.4 Compare and contrast Tim’s behavior in the first and second parts of the selection.  BWS Courage (evaluate)  63.5 Apply Matthew 7:12 to interactions with other students.  BWS Courage (apply) | High-Frequency Word Cards   * HFW 23, 67, 94, 106, 117, 119, 141, 167, 182, 190: be, friend, laugh, new, other, people, someone, want, why, would | Student Edition   * Review (p. 47) * Think and Discuss (p. 47)   Activities   * pp. 125–26 |
| Lesson 64: A Brave Father | | | |
| TE  239–42  SE  48–53 | 64.1 Read words with the suffixes -ed and -ing.  64.2 Read the high-frequency words war, son, and very.  64.3 Retell the first part of the selection.  64.4 Explain Major White’s job. | High-Frequency Word Cards   * HFW 2, 21, 143, 151, 156, 166, 167, 168, 175, 180, 187: about, away, son, there, thought, very, want, war, were, who, work   BJU Press Trove   * Video: “Military Parent” * PPT pres.: Vocabulary Words Lesson 64 | Activities   * pp. 127–28 |
| Lesson 65: A Brave Father | | | |
| TE  243–45  SE  54–59 | 65.1 Read words with the vowel pattern ai.  65.2 Read the high-frequency words everywhere and their.  65.3 Explain why Major White was in danger.  65.4 Propose ways to be brave when separated from a loved one.   BWS Courage (apply) | High-Frequency Word Cards   * HFW 23, 44, 49, 59, 61, 110, 141, 148, 151, 167, 175, 178, 187: be, could, done, everywhere, eyes, off, someone, their, there, want, were, where, work   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 65   Materials   * Small object for Quick Pass game | Student Edition   * Review (p. 59) * Think and Discuss (p. 59)   Activities   * pp. 129–30 |
| Lesson 66: Brave Daniel and the Lions | | | |
| TE  246–50  SE  60–67 | 66.1 Read words with ay as /ā/.  66.2 Read the high-frequency words anyone, only, and three.  66.3 List key details about the Bible account.  66.4 Retell the Bible account by using key details from the text.  66.5 Give examples of people’s emotions in the text. | High-Frequency Word Cards   * HFW 17, 23, 38, 44, 106, 115, 117, 119, 157, 167, 180: anyone, be, by, could, new, only, other, people, three, want, who   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 66   Materials   * A small lap or baby blanket * Sticky tabs * Four pieces of paper labeled List 1, List 2, List 3, and List 4 | Activities   * pp. 131–32 |
| Lesson 67: Brave Daniel and the Lions | | | |
| TE  251–55  SE  68–73 | 67.1 Read words with long e as an open syllable.  67.2 Read the high-frequency words everyone, heard, knew, and watch.  67.3 List key details about the Bible account.  67.4 Retell the Bible account by using key details from the text.  67.5 Give examples of people’s emotions in the text.  67.6 Match the events of the account to the Bible verses about trust and bravery.  BWS Courage (formulate) | Teacher Edition   * IA 67: Let’s Make a List   High-Frequency Word Cards   * HFW 38, 44, 58, 83, 92, 106, 148, 172: by, could, everyone, heard, knew, new, their, watch   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 67 | Student Edition   * Review (p. 73) * Think and Discuss (p. 73)   Activities   * pp. 133–34 |
| Lesson 68: Look Again: Courage | | | |
| TE  256  SE  43–45, 61–63, 67 | 68.1 Reread selected passages from “A New Friend” and “Brave Daniel and the Lions.”  68.2 Identify what Tim and Daniel did when they felt afraid.  68.3 List situations that produce fear.  68.4 Apply lessons about prayer.   BWS Courage (apply) | Teacher Edition   * IA 68: Pray about Everything   High-Frequency Word Cards   * HFW 94, 106, 115, 117, 167: laugh, new, only, other, want   Materials   * A multicolored inflatable comprehension cube * 1.5 × 2-inch sticky notes | Activities   * pp. 135–36 |
| Lesson 69: Camp Sunrise | | | |
| TE  257–60  SE  74–79 | 69.1 Read words with ee, ea, and ey as /ē/.  69.2 Read the high-frequency word learn.  69.3 Identify the main character in the story.  69.4 Identify the setting in the story.  69.5 Identify the problem in the story.  69.6 Predict how the main character will solve his problem. | High-Frequency Word Cards   * HFW 21, 67, 95, 117, 151, 156, 175: away, friend, learn, other, there, thought, were   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 69   Materials   * Three small potatoes (one white, one red, one purple) with googly eyes glued on them * One MR. POTATO HEAD® figure, dressed up | Activities   * pp. 137–38 |

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| Lesson 70: Camp Sunrise | | | |
| TE  261–63  SE  80–83 | 70.1 Read the high-frequency words even and read.  70.2 Infer the effect that keeping active has on the main character’s homesickness.  70.3 Verify predictions after reading the story.  70.4 Retell the part of the story that the illustration shows.  70.5 Compare Psalm 55:17 to the name of the camp and the lesson learned by the main character.   BWS Courage (evaluate)  70.6 Formulate strategies for coping with homesickness.   BWS Courage (apply) | Teacher Edition   * IA 70: Psalm 55:17   High-Frequency Word Cards   * HFW 55, 67, 117, 128, 140, 157, 173: even, friend, other, read [past tense], some, three, water   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 70   Materials   * Small object for Quick Pass game | Student Edition   * Review (p. 83) * Think and Discuss (p. 83)   Activities   * pp. 139–40 |
| Lesson 71: Brave Bessie | | | |
| TE  264–67  SE  84–88 | 71.1 Read words with y as /ē/.  71.2 Read the high-frequency words brother, clothes, every, school, something, world, and write.  71.3 Collaborate to answer questions about the selection.  71.4 Compare and contrast Bessie’s brothers’ attitudes about girls flying airplanes and Bessie’s attitude. | High-Frequency Word Cards   * HFW 2, 31, 41, 44, 48, 56, 62, 75, 92, 96, 116, 117, 119, 133, 140, 142, 168, 171, 188, 191: about, brother, clothes, could, doing, every, family, good, knew, live, or, other, people, school, some, something, war, wash, world, write   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 71   Materials   * Two standard craft sticks for each student * One mini craft stick for each student * One clothespin for each student * Markers or crayons * Double-sided adhesive dots | Activities   * pp. 141–42 |
| Lesson 72: Brave Bessie | | | |
| TE  268–71  SE  89–93 | 72.1 Collaborate to retell the beginning, middle, and end of the story.  72.2 Read the high-frequency words also, special, and women.  72.3 Analyze the text for ways Bessie helped others.  72.4 Analyze Bessie’s actions of bravery to fulfill her dreams of flying.   BWS Courage (evaluate)  72.5 Draw a picture illustrating a dream job. | High-Frequency Word Cards   * HFW 2, 10, 17, 26, 44, 49, 58, 95, 98, 117, 119, 133, 142, 144, 175, 178, 180, 185: about, also, anyone, before, could, done, everyone, learn, many, other, people, school, something, special, were, where, who, women   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 72   Materials   * Six sticky notes: two labeled B, two labeled M, two labeled E | Student Edition   * Review (p. 93) * Think and Discuss (p. 93)   Activities   * pp. 143–44 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 73: Trust in God | | | |
| TE  272–75  SE  94–99 | 73.1 Read the words with /ā/ and /ē/ vowel patterns.  73.2 Read the high-frequency words empty, please, and warm.  73.3 Identify examples of onomatopoeia in the selection.  73.4 Describe how details add meaning to the story.  73.5 Describe God’s care by using verses from the Bible. | Teacher Edition   * IA 73: Using Onomatopoeia   High-Frequency Word Cards   * HFW 44, 54, 70, 121, 141, 142, 152, 169, 175: could, empty, give, please, someone, something, these, warm, were   BJU Press Trove   * Video: “Onomatopoeia” * PPT pres.: Vocabulary Words Lesson 73 | Student Edition   * Review (p. 99) * Think and Discuss (p. 99)   Activities   * pp. 145–46 |
| Lesson 74: near | | | |
| TE  276–79  SE  100–105 | 74.1 Read the words with ie as /ī/.  74.2 Read the high-frequency words because, near, and through.  74.3 Read poetry as a shared reading.  74.4 Explain how the illustrations add meaning to the poem.  74.5 Propose how God’s nearness gives courage in frightening situations.   BWS Courage (apply) | Teacher Edition   * IA 74: Psalm 139:1–14   High-Frequency Word Cards   * HFW 11, 24, 44, 63, 104, 105, 151, 158, 180: always, because, could, father, my, near, there, through, who   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 74   Materials   * Unit 1 reader | Student Edition   * Review (p. 105) * Think and Discuss  (p. 105)   Activities   * pp. 147–48 |
| Lesson 75: Look Again: Trusting God | | | |
| TE  280  SE  75–76, 79–80, 95, 97–99, 101–5 | 75.1 Reread passages from “Camp Sunrise” and “Trust in God.”  75.2 Recall places and situations in both selections in which the children need to trust God.  75.3 Compare the poem “near” with the two selections.  75.4 Draw a picture personalizing the theme of the poem “near.”   BWS Courage (apply) | High-Frequency Word Cards   * HFW: 21, 44, 67, 70, 117, 121, 142, 151, 152, 156, 175: away, could, friend, give, other, please, something, there, these, thought, warm, were   Materials   * A multicolored inflatable comprehension cube (from Lesson 68) | Activities   * pp. 149–50 |
| Lesson 76: Brave Firefighters | | | |
| TE  281–85  SE  106–13 | 76.1 Read the words with y and igh as /ī/.  76.2 Read the high-frequency words ear, floor, and going.  76.3 Identify the parts of a fire station and fire truck, using key details.  76.4 Use the story illustrations to infer how and why the firefighters use fire trucks. | High-Frequency Word Cards   * HFW 44, 51, 59, 61, 64, 73, 83, 142: could, ear, everywhere, eyes, floor, going, heard, something   BJU Press Trove   * Video: “Firefighters” * PPT pres.: Vocabulary Words Lesson 76 | Activities   * pp. 151–52 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 77: Brave Firefighters | | | |
| TE  286–89  SE  114–19 | 77.1 Retell the first part of the story by using key details.  77.2 Read the high-frequency word again.  77.3 Identify the main events and key details in the second part of the story.  77.4 Relate the bravery of firefighters to biblical principles. | Teacher Edition   * IA 11: Five-Finger Retelling   High-Frequency Word Cards   * HFW 2, 5, 10, 44, 49, 50, 156, 172, 173, 175: about, again, also, could, done, door, thought, watch, water, were   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 77   Materials   * Two or three whole red candy apples | Student Edition   * Review (p. 119) * Think and Discuss  (p. 119)   Activities   * pp. 153–54 |
| Lesson 78: The Best Dog Yet | | | |
| TE  290–93  SE  120–25 | 78.1 Read words with /ī/ vowel patterns.  78.2 Identify the characters and the setting in the selection.  78.3 Identify dialogue in the selection.  78.4. Contrast the use of dialogue in narrative and informational texts. | High-Frequency Word Cards   * HFW 38, 70, 98, 110, 167: by, give, many, off, want   BJU Press Trove   * Link: Rescue Dog Saves Baby * PPT pres.: Vocabulary Words Lesson 78   Materials   * Several sticky tabs for each student | Activities   * pp. 155–56 |
| Lesson 79: The Best Dog Yet | | | |
| TE  294–97  SE  126–31 | 79.1 Read words with /ō/ vowel patterns.  79.2 Read the high-frequency words below, pull, and without.  79.3 Identify dialogue in the selection.  79.4 Explain how an animal showed bravery in the selection. | High-Frequency Word Cards   * HFW 4, 23, 28, 44, 50, 124, 183: after, be, below, could, door, pull, without   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 79   Materials   * Several sticky tabs for each student * Small object for Quick Pass game | Student Edition   * Review (p. 131) * Think and Discuss  (p. 131)   Activities   * pp. 157–58 |
| Lesson 80: Look Again: Two Stories | | | |
| TE  298  SE  111–17, 126–31 | 80.1 Reread portions of “Brave Firefighters” and “The Best Dog Yet.”  80.2 Compare and contrast the characters and events in the two selections.  80.3 Formulate a different ending to “The Best Dog Yet,” using characters from “Brave Firefighters.” | High-Frequency Word Cards   * HFW 10, 23, 44, 50, 172, 173, 175: also, be, could, door, watch, water, were   BJU Press Trove   * Link: Axel the Firehouse Pup | Activities   * pp. 159–60 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 81: “Snow” and “A Sledding Song” | | | |
| TE  299–301  SE  132–35 | 81.1 Read words with ow as /ō/.  81.2 Read poems as a shared reading.  81.3 Identify rhyming words.  81.4 Explain how the author uses words to create rhythm. | BJU Press Trove   * Link: “Row, Row, Row Your Boat”   Materials   * Several sticky tabs for each student | Student Edition   * Review (p. 135) * Think and Discuss  (p. 135)   Activities   * pp. 161–62 |
| Lesson 82: A Christmas Cookie | | | |
| TE  302–6  SE  136–42 | 82.1 Read words with /sh/ and /ch/.  82.2 Identify time-order words in the selection.  82.3 Retell the events in the selection, using time-order words.  82.4 Describe family holiday traditions, using time-order words. | High-Frequency Word Cards   * HFW 49, 94, 118, 166, 167, 175: done, laugh, our, very, want, were   BJU Press Trove   * Video: “Christmas Traditions” * PPT pres.: Vocabulary Words Lesson 82   Materials   * Sticky tabs for each student * Three 3 × 5 cards: one labeled first, one labeled last, and one labeled next on one side and then on the other side | Activities   * pp. 163–64 |
| Lesson 83: A Christmas Cookie | | | |
| TE  307–9  SE  143–47 | 83.1 Read words with /ō/ in an open syllable.  83.2 Read the high-frequency words know, quiet, should, under, and use.  83.3 Retell the events in the selection, using time-order words.  83.4 Predict what will happen to Jayla and the kitten. | High-Frequency Word Cards   * HFW 4, 23, 40, 50, 62, 68, 75, 93, 127, 138, 164, 165, 172: after, be, children, door, family, from, good, know, quiet, should, under, use, watch   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 83   Materials   * 3 × 5 time-order word cards from Lesson 82 | Activities   * pp. 165–66 |
| Lesson 84: A Christmas Cookie | | | |
| TE  310–13  SE  148–53 | 84.1 Read the high-frequency words everybody and head.  84.2 Verify predictions after reading the selection.  84.3 Infer character emotions.  84.4 Sequence events in the entire selection.  84.5 Compare and contrast family holiday traditions in a discussion with peers. | High-Frequency Word Cards   * HFW 2, 5, 23, 40, 57, 61, 81, 83, 94, 121, 127, 138, 140, 142, 156, 169: about, again, be, children, everybody, eyes, head, heard, laugh, please, quiet, should, some, something, thought, warm   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 84 | Student Edition   * Review (p. 153) * Think and Discuss  (p. 153)   Activities   * pp. 167–68 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 85: Look Again: Adjectives | | | |
| TE  314  SE  140–46 | 85.1 Reread selected portions of  “A Christmas Cookie.”  85.2 Identify adjectives in the selection.  85.3 Choose different adjectives to describe nouns in the selection.  85.4 Illustrate the changed description. | Teacher Edition   * IA 85: Rascal’s Day   High-Frequency Word Cards   * HFW 4, 62, 68, 75, 93, 94, 118, 164, 165, 166, 167, 172, 175: after, family, from, good, know, laugh, our, under, use, very, want, watch, were   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 83 (review)   Materials   * Several sticky tabs for each student | Activities   * pp. 169–70 |
| Lesson 86: The Eagle and the Ant | | | |
| TE  315–19  SE  154–61 | 86.1 Read words with the ue vowel pattern.  86.2 Read the high-frequency word been.  86.3 Identify the elements of a fable.  86.4 Analyze the meaning of the stated moral.   BWS Courage (explain) | High-Frequency Word Cards   * HFW 21, 27, 38, 67, 68, 82, 98, 117, 148, 162, 173, 182: away, been, by, friend, from, hear, many, other, their, two, water, why   BJU Press Trove   * Video: “Fable” * PPT pres.: Vocabulary Words Lesson 86 | Student Edition   * Review (p. 161) * Think and Discuss  (p. 161)   Activities   * pp. 171–72 |
| Lesson 87: To Be Great | | | |
| TE  320–23  SE  162–67 | 87.1 Read words with the suffixes -ed and -ing.  87.2 Read the high-frequency words anything and front.  87.3 Identify elements of historical fiction in the text.  87.4 Explain the decision that President Lincoln must make.  87.5 Infer the reasons that soldiers who run from battle must be punished.  BWS Courage (evaluate) | High-Frequency Word Cards   * HFW 2, 18, 21, 23, 27, 29, 49, 63, 67, 69, 69, 98, 117, 119, 143, 162, 168, 175, 180: about, anything, away, be, been, both, done, father, friend, front, many, other, people, son, two, war, were, who   BJU Press Trove   * Video: “Historical Fiction” * PPT pres.: Vocabulary Words Lesson 87   Materials   * A five-dollar bill | Activities   * pp. 173–74 |
| Lesson 88: To Be Great | | | |
| TE  324–27  SE  168–72 | 88.1 Read words with hard and  soft c.  88.2 Evaluate a character’s decision.  88.3 Infer the reason that President Lincoln chose to take Tad to the hospital with him. | High-Frequency Word Cards   * HFW 5, 49, 50, 68, 98, 121, 156, 166, 168, 180: again, done, door, from, many, please, thought, very, war, who   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 88   Materials   * A small piece of drawing paper for each student * Crayons for each student | Activities   * pp. 175–76 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 89: To Be Great | | | |
| TE  328–30  SE  173–77 | 89.1 Read words with hard and  soft c.  89.2 Read the high-frequency word does.  89.3. Infer character emotions.  89.4 Relate forgiveness and bravery.   BWS Courage (explain)  89.5 Explain the importance of bravery in doing what is right.   BWS Courage (apply) | High-Frequency Word Cards   * HFW 23, 27, 47, 61, 63, 67, 76, 121, 127, 140, 175, 180: be, been, does, eyes, father, friend, great, please, quiet, some, were, who   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 89 | Student Edition   * Review (p. 177) * Think and Discuss  (p. 177)   Activities   * pp. 177–78 |
| Lesson 90: Assessment | | | |
| TE  331 | 90.1 Demonstrate mastery of reading skills presented in Lessons 1–80. | Teacher Edition   * Unit 3 Comprehension Assessment |  |
| Lesson 91: Learning to Ski with Mr. Magee | | | |
| TE  332–40  SE  178–93 | 91.1 Determine the meaning of unfamiliar words by using context clues, after listening to the story read aloud.  91.2 Evaluate Mr. Magee’s actions  according to biblical principles.   BWS Courage (evaluate)  91.3 Formulate an answer to the unit essential question.   BWS Courage (apply) | Teacher Edition   * IA 91: Context Clues   BJU Press Trove   * Video: “Context Clues”   Materials   * Two sticky tabs for each student | Student Edition   * Review (p. 193) * Think and Discuss  (p. 193)   Activities   * pp. 179–80 |

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| HFW | High-Frequency Word Card | PPT pres. | Vocabulary Word slideshow | TE | Teacher Edition |
| IA | Instructional Aid |  |  | SE | Student Edition |

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| Unit 4: Day by Day | | | |
| Pages | Objectives | Resources | Assessments |
| Lesson 92: Hot and Cool | | | |
| TE  351–55  SE  1–7 | 92.1 Read words with soft c /s/ before e, i, and y and hard c /k/ before a, o, and u.  92.2 Identify words in the selection that indicate the use of the senses of sound, touch, sight, and taste.  92.3 Identify words in the selection that communicate feelings of sadness, frustration, and happiness.  92.4 Read the poem with smoothness and expression.  92.5 Collaborate to create a sensory poem about being outdoors. | Teacher Edition   * IA 92.1: Once I Saw * IA 92.2: Have You Heard   BJU Press Trove\*   * Video: “Hot and Cool” * PPT pres.: Vocabulary Words Lesson 92 | Student Edition   * Review (p. 7) * Think and Discuss (p. 7)   Activities   * pp. 181–82 |
| Lesson 93: A Day by the Sea | | | |
| TE  356–59  SE  8–13 | 93.1 Read words with ar /är/.  93.2 Identify key details and main events within the story.  93.3 Explain how the story answers the essential question.   BWS Love (explain)  93.4 Identify the narrator in the story. | High-Frequency Word Cards   * HFW 21, 27, 31, 62, 93, 118, 165, 169, 172: away, been, brother, family, know, our, use, warm, watch   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 93   Materials   * One short cardboard tube for each student * Aluminum foil squares for each student, cut large enough to be folded over the tube * A toothpick for each student * Four small sponge pieces the size of the aluminum foil square * Four glue sticks * Four small flashlights * Four pieces of black construction paper * Sticky tabs for each student | Student Edition   * Review (p. 13) * Think and Discuss (p. 13)   Activities   * pp. 183–84 |

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

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| Pages | Objectives | Resources | Assessments |
| Lesson 94: Twinkle, Twinkle, Little Star | | | |
| TE  360–64  SE  14–21 | 94.1 Read poetry as shared reading.  94.2 Read the high-frequency word though.  94.3 Create a wordless book to Illustrate the poem  94.4 Read the poem with appropriate expression and fluency.  94.5 Formulate an answer to the essential question, based on Psalm 8:3 and Genesis 1:14 | High-Frequency Word Cards   * HFW 93, 155: know, though   BJU Press Trove   * Video: “Twinkle, Twinkle, Little Star” * PPT pres.: Vocabulary Words Lesson 94   Materials   * Plain copy paper cut in half for each student * Crayons | Student Edition   * Review (p. 21) * Think and Discuss (p. 21)   Activities   * pp. 185–86 |
| Lesson 95: Look Again: Comparing Poems | | | |
| TE  365  SE  3, 5, 16–18 | 95.1 Reread portions of “Hot and Cool” and “Twinkle, Twinkle, Little Star.”  95.2 Compare and contrast sensory elements from both poems. | Teacher Edition   * IA 95: What’s the SCOOP?   High-Frequency Word Cards   * HFW 93, 155: know, though   Materials   * Drawing paper for each student | Activities   * pp. 187–88 |
| Lesson 96: The North Star | | | |
| TE  366–69  SE  22–26 | 96.1 Read words with the  r-influenced vowel sound or /ór/.  96.2 Read the high-frequency words along, answer, and year.  96.3 Explain how section headings relate to the story.  96.4 Describe the problem in the story.  96.5 Predict solutions to the problem.  96.6 Propose problems that could arise if the characters give up too soon. | Teacher Edition   * IA 11: Five-Finger Retelling * IA 96: Story Element Parts   High-Frequency Word Cards   * HFW 9, 10, 15, 47, 48, 93, 148, 172, 192: along, also, answer, doing, know, their, watch, year   BJU Press Trove   * Video: “Plot Elements” * PPT pres.: Vocabulary Words Lesson 96 | Activities   * pp. 189–90 |
| Lesson 97: The North Star | | | |
| TE  370–74  SE  27–33 | 97.1 Read the high-frequency words move and toward.  97.2 Define plot in a narrative.  97.3 Identify the plot elements: characters, setting, problem, and solution.  97.4 Retell the first part of the story to a partner.  97.5 Verify predictions about the solution to the problem.  97.6 Explain how the characters use the North Star to persevere.   BWS Perseverance (explain) | Teacher Edition   * IA 11: Five-Finger Retelling * IA 97: “The North Star” Scavenger Hunt   High-Frequency Word Cards   * HFW 15, 93, 103, 118, 124, 148, 156, 161, 172: answer, know, move, our, pull, their, thought, toward, watch   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 97 | Student Edition   * Review (p. 33) * Think and Discuss (p. 33)   Activities   * pp. 191–92 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 98: Look Again: A Common Motif | | | |
| TE  375  SE  12–13, 16–17, 19–20, 25, 31–32 | 98.1 Reread portions from “A Day by the Sea,” “Twinkle, Twinkle, Little Star,” and “The North Star.”  98.2 Identify a common motif in the selections.  98.3 Distinguish among poems, lullabies, and fiction, highlighting the common motif. | Teacher Edition   * IA 95: What’s the SCOOP? * IA 98: Poems, Lullabies, and Fiction Elements   High-Frequency Word Cards   * HFW 10, 31, 47, 93, 148, 155, 161, 165, 172: also, brother, does, know, their, though, toward, use, watch   Materials   * An ice cream scoop * Plastic pint-sized ice cream container, emptied and cleaned * Plastic or wooden 3D letters: S, C, O,  O, P * Three 3 × 5 cards labeled Poems, Lullabies, and Fiction * Small decorative bag | Activities   * pp. 193–94 |
| Lesson 99: The Black Bear | | | |
| TE  376–80  SE  34–39 | 99.1 Read words with the  r-controlled sounds er /ûr/ and ur /ûr/.  99.2 Read the high-frequency word most.  99.3 Identify the main topic of the informational text.  99.4 Recall key details in the text with a partner.  99.5 Analyze graphics in the text. | High-Frequency Word Cards   * HFW 31, 93, 101, 116, 169: brother, know, most, or, under, warm   BJU Press Trove   * Link: Black Bears * Link: Baby Bear Cubs * PPT pres.: Vocabulary Words Lesson 99 | Student Edition   * Review (p. 39) * Think and Discuss (p. 39)   Activities   * pp. 195–96 |
| Lesson 100: Something Sweet | | | |
| TE  381–85  SE  40–47 | 100.1 Read words with the  r-controlled sounds ir /ûr/.  100.2 Identify action words in the story.  100.3 Dramatize action words in the story.  100.4 Rewrite selected action words to alter the meaning of the story.  100.5 Explain why people need perseverance to learn.  BWS Perseverance (explain) | High-Frequency Word Cards   * HFW 21, 142: away, something   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 100   Materials   * Sticky notes for each student | Student Edition   * Review (p. 47) * Think and Discuss (p. 47)   Activities   * pp. 197–98 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 101: Busy Bees | | | |
| TE  386–89  SE  48–53 | 101.1 Read the high-frequency words busy, early, and honey.  101.2 Identify key details by using text and graphics.  101.3 Locate and read terms and definitions from “Busy Bees” in the glossary using alphabetizing strategies.  101.4 Explain why people are sometimes called “busy bees.” | High-Frequency Word Cards   * HFW 36, 52, 88, 101, 116, 144, 165: busy, early, honey, most, or, special, use   BJU Press Trove   * Video: “Beekeepers” * PPT pres.: Vocabulary Words Lesson 101   Materials   * Three artificial flowers | Student Edition   * Review (p. 53) * Think and Discuss (p. 53)   Activities   * pp. 199–200 |
| Lesson 102: Look Again: Comparing Texts | | | |
| TE  390  SE  43, 46–47, 49–51 | 102.1 Reread passages from “Something Sweet” and “Busy Bees.”  102.2 Draw a picture that combines elements of both selections. | High-Frequency Word Cards   * HFW 52, 88, 101, 142, 144, 165: early, honey, most, something, special, use | Activities   * pp. 201–2 |
| Lesson 103: Tin Lizzie | | | |
| TE  391–95  SE  54–61 | 103.1 Read words with r-influenced vowel patterns.  103.2 Read the high-frequency words any and bought.  103.3 Identify the main topic of the text.  103.4 List details that support the main topic.  103.5 Distinguish between facts in the text and personal opinions about cars. | High-Frequency Word Cards   * HFW 16, 30, 55, 58, 98, 101, 124, 166, 192: any, bought, even, everyone, many, most, pull, very, year   BJU Press Trove   * Video: “Fact and Opinion” * PPT pres.: Vocabulary Words Lesson 103   Materials   * Sticky tabs, three for each student | Student Edition   * Review (p. 61) * Think and Discuss (p. 61)   Activities   * pp. 203–4 |
| Lesson 104: A Ride to Remember | | | |
| TE  396–400  SE  62–68 | 104.1 Read words with r-influenced vowel patterns.  104.2 Read the high-frequency word gone.  104.3 Recall key details from an informational text.  104.4 Compare and contrast the selection with an informational text.  104.5 Predict what will happen next. | High-Frequency Word Cards   * HFW 5, 21, 47, 74, 115, 124, 156: again, away, does, gone, only, pull, thought   BJU Press Trove   * Link: Model Ts on the Road * PPT pres.: Vocabulary Words Lesson 104 | Activities   * pp. 205–6 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 105: A Ride to Remember | | | |
| TE  401–5  SE  69–75 | 105.1 Read the high-frequency words push and shoe.  105.2 Compare and contrast the selection with an informational text.  105.3 Verify predictions after reading the story.  105.4 Evaluate Father’s decision to get a horse.   BWS Perseverance (evaluate) | High-Frequency Word Cards   * HFW 27, 40, 47, 115, 125, 137, 156, 158, 166: been, children, does, only, push, shoe, thought, through, very   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 105   Materials   * Small object for Quick Pass game | Student Edition   * Review (p. 75) * Think and Discuss (p. 75)   Activities   * pp. 207–8 |
| Lesson 106: A Special Day | | | |
| TE  406–10  SE  76–82 | 106.1 Read words with /o͞o/.  106.2 Read the high-frequency word special.  106.3 Read sentences containing contractions.  106.4 Infer Rosa’s motives for helping. | High-Frequency Word Cards   * HFW 4, 20, 55, 73, 83, 94, 133, 142, 144, 156, 165: after, as, even, going, heard, laugh, school, something, special, thought, use   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 106   Materials   * A cloth or canvas bag * Three or four baby items, such as a small toy, a baby spoon, baby clothing or socks, a baby blanket * Sticky tabs, two for each student | Activities   * pp. 209–10 |
| Lesson 107: A Special Day | | | |
| TE  411–15  SE  83–89 | 107.1 Read words with /o͞o/.  107.2 Read sentences containing contractions.  107.3 Infer Rosa’s motives for giving her bunny away.  107.4 Formulate reasons for helping, based on biblical principles.   BWS Love (formulate) | High-Frequency Word Cards   * HFW 31, 83: brother, heard   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 107   Materials   * Sticky tabs, five for each student | Student Edition   * Review (p. 89) * Think and Discuss (p. 89)   Activities   * pp. 211–12 |
| Lesson 108: Biscuit and the Baby & “Baby Sister” | | | |
| TE  416–20  SE  90–97 | 108.1 Read words with /o͝o/.  108.2 Identify examples of onomatopoeia in the selection.  108.3 Listen to a poem read aloud.  108.4 Identify the speaker or narrator in the two selections.  108.5 Compare and contrast the poem and the text selection with “A Special Day.” | Teacher Edition   * IA 108: Who Made That Sound?   High-Frequency Word Cards   * HFW 47, 67, 106, 115, 127: does, friend, new, only, quiet   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 108 | Student Edition   * Review (p. 97) * Think and Discuss (p. 97)   Activities   * pp. 213–14 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 109: Safe from the King | | | |
| TE  421–25  SE  98–104 | 109.1 Read words with /o͞o/ and /o͝o/.  109.2 Retell the first part of the account.  109.3 Identify the plot elements in the account.  109.4 Infer Miriam’s motives for helping.   BWS Perseverance (explain) | Teacher Edition   * IA 109: Parts of the Plot   High-Frequency Word Cards   * HFW 31, 38, 116, 141, 164: brother, by, or, someone, under   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 109   Materials   * 3 × 5 time-order word cards from Lesson 82 | Activities   * pp. 215–16 |
| Lesson 110: Safe from the King | | | |
| TE  426–28  SE  105–9 | 110.1 Read words with /o͞o/ and /o͝o/.  110.2 Retell the second part of the account.  110.3 Identify the plot elements in the account.  110.4 Explain how God kept Miriam and the baby safe. | Teacher Edition   * IA 109: Parts of the Plot (each reading group’s copy from Lesson 109)   High-Frequency Word Cards   * HFW 38, 96, 124, 141, 156: by, live, pull, someone, thought   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 110   Materials   * A piece of drawing paper for each student * Crayons * 3 × 5 time-order word cards from Lesson 82 | Student Edition   * Review (p. 109) * Think and Discuss  (p. 109)   Activities   * pp. 217–18 |
| Lesson 111: Look Again: Reader’s Theater | | | |
| TE  429  SE  99–109 | 111.1 Retell the Bible account “Safe from the King.”  111.2 Dramatize “Safe from the King” as reader’s theater.  111.3 Propose ways to persevere despite difficulty.   BWS Perseverance (formulate) | Teacher Edition   * IA 111: Reader’s Theater Script   BJU Press Trove   * Video: “Safe from the King”   Materials   * Highlighters | Activities   * pp. 219–20 |
| Lesson 112: A Rabbit’s Day | | | |
| TE  430–34  SE  110–17 | 112.1 Read words with ow as /ō/ and as /ou/.  112.2 Identify facts contained in sidebars.  112.3 Explain how facts in sidebars help clarify the main text. | High-Frequency Word Cards   * HFW 5, 8, 116, 142, 158, 169: again, alone, or, something, through, warm   BJU Press Trove   * Link: Bunnies by the Burrow * PPT pres.: Vocabulary Words Lesson 112 | Student Edition   * Review (p. 117) * Think and Discuss  (p. 117)   Activities   * pp. 221–22 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 113: Little Bunny’s Breakfast | | | |
| TE  435–38  SE  118–23 | 113.1 Read words with ow and ou as /ou/.  113.2 Read the high-frequency words bush and worm.  113.3 Analyze word choice and illustrations to determine the intended audience.  113.4 Explain how the bunny’s perseverance is rewarded.  113.5 Propose ways perseverance can be rewarding. | High-Frequency Word Cards   * HFW 5, 8, 27, 35, 52, 62, 66, 83, 169, 189: again, alone, been, bush, early, family, four, heard, warm, worm   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 113   Materials   * A selection of at least three books or magazines targeted at different audiences | Student Edition   * Review (p. 123) * Think and Discuss  (p. 123)   Activities   * pp. 223–24 |
| Lesson 114: Nesting Places | | | |
| TE  439–42  SE  124–29 | 114.1 Read words with soft g /j/ before e, i, and y and hard g /g/ before a, o, and u.  114.2 Read the high-frequency words build and types.  114.3 Construct a bird’s nest with a partner.  114.4 Describe birds’ nests by using the graphic features and the constructed nests. | High-Frequency Word Cards   * HFW 10, 24, 33, 56, 93, 105, 116, 158, 163, 165, 172: also, because, build, every, know, near, or, through, type, use, watch   BJU Press Trove   * Link: Nurturing Nests * PPT pres.: Vocabulary Words Lesson 114   Materials   * Brown bag for mystery items * Nylon mesh grocery bag (such as limes come in) or reusable cotton mesh grocery bag, one for each pair of students * Nest-building materials: various-sized twigs and sticks, dried leaves, dried grasses, pine needles, small feathers, straw, small bunches of wool, moss, plant fluff (cattail material), bits of tree bark * Small stuffed bird toy * Half-sheet of construction paper for each pair to construct a nest on | Student Edition   * Review (p. 129) * Think and Discuss  (p. 129)   Activities   * pp. 225–26 |
| Lesson 115: A Spring Surprise | | | |
| TE  443–46  SE  130–35 | 115.1 Identify the main event by using illustrations and text.  115.2 Define the word clue.  115.3 Interpret clues in the story.  115.4 Predict what will happen in the story. | Teacher Edition   * IA 115: Brainstorming Story Titles   High-Frequency Word Cards   * HFW 16, 74, 76, 123, 155, 158, 169: any, gone, great, pretty, though, through, warm   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 115   Materials   * Items for treasure hunt: yardstick, plant, spoon, wooden birdhouse | Activities   * pp. 227–28 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 116: A Spring Surprise | | | |
| TE  447–50  SE  136–41 | 116.1 Read the high-frequency word front.  116.2 Recall facts and details from the story.  116.3 Verify predictions after reading the story.  116.4 Analyze Lucas’s behavior to answer the Big Question. | High-Frequency Word Cards   * HFW 5, 27, 47, 69, 182: again, been, does, front, why   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 116   Materials   * Four small squares of paper | Student Edition   * Review (p. 141) * Think and Discuss  (p. 141)   Activities   * pp. 229–30 |
| Lesson 117: Seeds and Soil | | | |
| TE  451–54  SE  142–47 | 117.1 Read words with the special vowels oi and oy /oi/.  117.2 Read the high-frequency words become and young.  117.3 Complete the first two columns of a KWL chart.  117.4 Answer questions about food- bearing plants using text and graphics.  117.5 Complete the remaining column of the KWL chart after reading the selection.  117.6 Classify foods into categories. | High-Frequency Word Cards   * HFW 25, 116, 125, 152, 158, 194: become, or, push, these, through, young   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 117   Materials   * Six lunch-sized brown paper bags * Various fruits and vegetables, one for each bag: avocado, apple, orange, green beans, cucumber, kiwi (Make sure each one has seeds that are easy to extract and see.) * Snack baggies, each containing seeds representing the fruits and vegetables in the brown bags * Knife for cutting slices of fruits and vegetables * Napkins for each student * Three large pieces of paper labeled KNOW, WANT TO KNOW, and LEARNED | Student Edition   * Review (p. 147) * Think and Discuss  (p. 147)   Activities   * pp. 231–32 |
| Lesson 118: What Will Jack Grow? | | | |
| TE  455–58  SE  148–53 | 118.1 Read the high-frequency word buy.  118.2 Identify main events and key details in the story.  118.3 Identify the main character’s thought process while solving his problem.  118.4 Explain how illustrations contribute to the silliness of the story.  118.5 Explain what makes the character’s thought process funny. | Teacher Edition   * IA 118: Beanbag Toss Words   High-Frequency Word Cards   * HFW 35, 37, 56, 81, 93, 116, 142, 144, 156, 172: bush, buy, does, every, head, know, or, something, special, thought, watch   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 118   Materials   * Two beanbags in different colors * Eight half-sheets of construction paper * Masking tape | Activities   * pp. 233–34 |

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| Pages | Objectives | Resources | Assessments |
| Lesson 119: What Will Jack Grow? | | | |
| TE  459–62  SE  154–59 | 119.1 Read the high-frequency word sure.  119.2 Retell the first part of the story in sequential order by using key details.  119.3 Analyze the main character’s thoughts and actions.   BWS Perseverance (explain)  119.4 Rewrite a passage from the story with new silly elements.  119.5 Draw a new silly illustration.  119.6 Read the new passage to a partner. | High-Frequency Word Cards   * HFW 67, 94, 155, 145, 156, 165, 166, 182, 189: friend, laugh, special, sure, thought, use, very, why, worm   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 119 | Student Edition   * Review (p. 159) * Think and Discuss  (p. 159)   Activities   * pp. 235–36 |
| Lesson 120: “Little Seeds” & “A Spike of Green” | | | |
| TE  463–65  SE  160–63 | 120.1 Read words with au and aw as /ô/ and all as /ôl/.  120.2 Read the high-frequency word except.  120.3 Read each poem aloud to a partner.  120.4 Identify the main idea in both poems.  120.5 Compare and contrast elements in the poems by using a graphic organizer. | High-Frequency Word Cards   * HFW 5, 27, 60, 101, 158: again, been, except, most, through   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 120   Materials   * Two large Hula-Hoop style hoops * Brown bag * Large red button * One red radish * Tennis ball * Small clock (with no red in it) * Red chili pepper * Small red wagon toy * Small burlap feed bag * Printed images of a bowl of popcorn, can of chili, bowl of peas, cooked rice, walnut-topped bread, ground cinnamon, yellow mustard (Real items could be used, if desired.) * Snack baggies, each filled with a different type of edible seed: corn seeds, dried kidney beans, fresh peas, uncooked rice, whole walnuts, cinnamon sticks, and mustard seeds | Student Edition   * Review (p. 163) * Think and Discuss  (p. 163)   Activities   * pp. 237–38 |
| Lesson 121: Assessment | | | |
| TE  466 | 121.1 Demonstrate mastery of reading skills presented in Lessons 1–119. | Teacher Edition   * Unit 4 Comprehension Assessment |  |

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| Pages | Objectives | Resources | Assessments |
| Lesson 122: Manny’s Animals | | | |
| TE  467–71  SE  164–71 | 122.1 Identify key events and details in order after listening to a story.  122.2 Reread the story as a shared reading.  122.3 Define simile.  122.4 Collaborate to create similes.  122.5 Formulate an answer to the unit essential question.   BWS Perseverance (apply) | Teacher Edition   * IA 122: Spinning Similes   Materials   * Large paper clip * Pencil * Sticky tab arrows, six for each student * Printed images (for simile-making) of a black puppy, a fluffy white kitten, a snowy scene, feet on a sidewalk, and smelly feet | Student Edition   * Review (p. 171) * Think and Discuss  (p. 171)   Activities   * pp. 239–40 |

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| IA | Instructional Aid | PPT pres. | Vocabulary Word slideshow | TE | Teacher Edition |
| HFW | High-Frequency Word Card |  |  | SE | Student Edition |

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| Unit 5: Joyful Hearts | | | |
| Pages | Objectives | Resources | Assessments |
| Lesson 123: “Making Cookies,” “Table of Treats,” & “Mix a Pancake” | | | |
| TE  479–83  SE  1–7 | 123.1 Read words with ow and ou as /ou/ and aw as /ô/.  123.2 Identify homographs in the selections.  123.3 Identify action verbs in the selections.  123.4 Explain how the illustrations add meaning to the poems.  123.5 Explain ways that cooking brings joy.   BWS Joy (explain) | BJU Press Trove   * Video: “Making Pancakes” * PPT pres.: Vocabulary Words Lesson 123 | Student Edition   * Review (p. 7) * Think and Discuss (p. 7)   Activities   * pp. 241–42 |
| Lesson 124: The Gingerbread Boy | | | |
| TE  484–89  SE  8–16 | 124.1 Read words with /ô/.  124.2 Read the high-frequency words across and heart.  124.3 Identify features of play scripts.  124.4 Compare and contrast the characters. | High-Frequency Word Cards   * HFW 3, 84, 113, 165: across, heart, once, use   BJU Press Trove   * Video: “Play” * PPT pres.: Vocabulary Words Lesson 124   Materials   * Eight cards, each labeled with a character’s name | Activities   * pp. 243–44 |
| Lesson 125: The Gingerbread Boy | | | |
| TE  490–94  SE  17–25 | 125.1 Compare and contrast the characters.  125.2 Analyze the characters’ motives.  125.3 Formulate a moral statement for the selection. | Teacher Edition   * IA 125: Comparing Characters   High-Frequency Word Cards   * HFW: 3, 9, 51, 73, 74, 123, 124: across, along, ear, going, gone, pretty, pull   BJU Press Trove   * Video: “The Gingerbread Boy” * PPT pres.: Vocabulary Words Lesson 125 | Student Edition   * Review (p. 25) * Think and Discuss (p. 25)   Activities   * pp. 245–46 |

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

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| Pages | Objectives | Resources | Assessments |
| Lesson 126: Look Again: Comparing Book and Video | | | |
| TE  495  SE  22–25 | 126.1 Identify key events and details after watching a video about “The Gingerbread Boy” story.  126.2 Compare and contrast watching a video of the story with reading or performing the play. | Teacher Edition   * IA 126: Stories of Gingerbread   High-Frequency Word Cards   * HFW: 3, 51, 73, 74, 123, 124: across, ear, going, gone, pretty, pull   BJU Press Trove   * Link: Gingerbread Man Story   Materials   * Small object for Quick Pass game | Activities   * pp. 247–48 |
| Lesson 127: Gingerbread Cookies | | | |
| TE  496–98  SE  26–29 | 127.1 Read the high-frequency words hour and minute.  127.2 Ask and answer questions from peers about the text.  127.3 Explain how to use text and graphic features to clarify information.  127.4 Identify features of procedural text.  127.5 Compare and contrast this selection with the poem “Making Cookies.” | Teacher Edition   * IA 127: Poem and Procedure   High-Frequency Word Cards   * HFW 89, 100: hour, minute   BJU Press Trove   * Video: “Procedural Text” * PPT pres.: Vocabulary Words Lesson 127   Materials   * Several sticky notes for each student | Student Edition   * Review (p. 29) * Think and Discuss (p. 29)   Activities   * pp. 249–50 |
| Lesson 128: Alaska | | | |
| TE  499–502  SE  30–35 | 128.1 Read words with /j/ spelled dge.  128.2 Identify the main topic and the three subtopics.  128.3 Infer aspects of Native American life based on information in the text.  128.4 Relate aspects of the text to personal life. | High-Frequency Word Cards   * HFW 163, 188, 192: types, world, year   BJU Press Trove   * Link: Wildlife in Alaska * PPT pres.: Vocabulary Words Lesson 128 | Student Edition   * Review (p. 35) * Think and Discuss (p. 35)   Activities   * pp. 251–52 |
| Lesson 129: A Day of Joy | | | |
| TE  503–6  SE  36–41 | 129.1 Read words with /ch/ spelled tch.  129.2 Read the high-frequency word nowhere.  129.3 Identify the characters and setting in the selection.  129.4 Identify the problem and the solution.  129.5 Explain how the problem and the solution bring joy.  BWS Joy (explain) | Teacher Edition   * IA 96: Story Element Parts * IA 129: What If?   High-Frequency Word Cards   * HFW 15, 108, 192: answer, nowhere, year   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 129   Materials   * A plush sheep | Student Edition   * Review (p. 41) * Think and Discuss (p. 41)   Activities   * pp. 253–54 |

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| Pages | Objectives | Resources | | Assessments | |
| Lesson 130: Look Again: Compare Two Selections | | | | | |
| TE  507  SE  33–35, 39–41 | 130.1 Reread portions of “Alaska” and “A Day of Joy.”  130.2 Compare and contrast the two selections. | | High-Frequency Word Cards   * HFW 163, 188, 192: types, world, year | | Activities   * pp. 255–56 |
| Lesson 131: Spell JOY | | | | | |
| TE  508–10  SE  42–46 | 131.1 Read words with the silent letters gh in augh /ô/.  131.2 Read the high-frequency word brought.  131.3 Identify Rosa’s struggles in the story.  131.4 Predict what will happen in the story. | | Teacher Edition   * IA 131: Prediction Tally   High-Frequency Word Cards   * HFW 32, 69, 84: brought, front, heart   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 131   Materials   * Small hand mirrors for each student | | Activities   * pp. 257–58 |
| Lesson 132: Spell JOY | | | | | |
| TE  511–14  SE  47–51 | 132.1 Summarize Rosa’s struggles in the story.  132.2 Discuss the lesson Rosa learns by helping others.  132.3 Propose a different ending to the story where Rosa does not help.  132.4 Critique a character’s decision.   BWS Joy (evaluate) | | Teacher Edition   * IA 131: Prediction Tally   High-Frequency Word Cards   * HFW 40, 59, 64, 73, 84, 120: children, everywhere, floor, going, heart, pictures   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 132 | | Student Edition   * Review (p. 51) * Think and Discuss (p. 51)   Activities   * pp. 259–60 |
| Lesson 133: Our God Gives a Song | | | | | |
| TE  515–19  SE  52–59 | 133.1 Read words with are, air as /âr/.  133.2 Identify the causes and effects of the events inside the jail.  133.3 Formulate an answer to the Big Question.   BWS Joy (formulate) | | Teacher Edition   * IA 133.1: Be a Detective: Me * IA 133.2: Be a Detective: Story Character   High-Frequency Word Cards   * HFW 32, 58, 171: brought, everyone, wash   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 133   Materials   * Small magnifying glass for each student | | Student Edition   * Review (p. 59) * Think and Discuss (p. 59)   Activities   * pp. 261–62 |

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| Pages | Objectives | Resources | | Assessments | |
| Lesson 134: Songs in Her Heart | | | | | |
| TE  520–24  SE  60–67 | 134.1 Read ph words as /f/.  134.2 Read the high-frequency words whole and word.  134.3 Identify the people and events in the selection.  134.4 Summarize the selection by using illustrations.  134.5 Relate the motif of song to joy in “Spell JOY,” “Our God Gives a Song,” and “Songs in Her Heart: Darlene Deibler Rose.”   BWS Joy (explain) | | High-Frequency Word Cards   * HFW 3, 16, 25, 84, 92, 95, 181, 186: across, any, become, heart, knew, learn, whole, word   BJU Press Trove   * Video: “Missionaries” * PPT pres.: Vocabulary Words Lesson 134 | | Student Edition   * Review (p. 67) * Think and Discuss (p. 67)   Activities   * pp. 263–64 |
| Lesson 135: Max and Kate & “Good Dog” | | | | | |
| TE  525–30  SE  68–77 | 135.1 Read ph words as /f/.  135.2 Identify the characters, setting, and plot of the story.  135.3 Identify words and passages that show the characters’ emotions.  135.4 Relate the Big Question to personal life.   BWS Joy (explain) | | Teacher Edition   * IA 135: Reviewing Joy   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 135 | | Student Edition   * Review (p. 77) * Think and Discuss (p. 77)   Activities   * pp. 265–66 |
| Lesson 136: “My Dog,” “The Hairy Dog,” & “There Was a Little Dog” | | | | | |
| TE  531–34  SE  78–81 | 136.1 Read the high-frequency words buried and guess.  136.2 Read each poem aloud to a partner.  136.3 Identify adjectives in a poem.  136.4 List adjectives that describe a pet or favorite animal.  136.5 Draw a pet or favorite animal, using the listed adjectives as prompts.  136.6 Describe the drawing to a partner. | | High-Frequency Word Cards   * HFW 24, 34, 77, 192: because, buried, guess, year   BJU Press Trove   * Video: “The Hairy Dog” * Video: “There Was a Little Dog” * PPT pres.: Vocabulary Words Lesson 136   Materials   * Sticky tabs, at least five for each student | | Student Edition   * Review (p. 81) * Think and Discuss (p. 81)   Activities   * pp. 267–68 |
| Lesson 137: Look Again: Applying Joy | | | | | |
| TE  535  SE  53–55, 58–59, 63–66 | 137.1 Reread passages from “Our God Gives a Song” and “Songs in Her Heart.”  137.2 Compare and contrast reasons for joy and song in both stories.   BWS Joy (explain)  137.3 Propose ways to remain joyful in difficult circumstances.   BWS Joy (apply) | | High-Frequency Word Cards   * HFW 16, 25, 32, 58, 84, 92, 95, 171, 181, 186: any, become, brought, everyone, heart, knew, learn, wash, whole, word   Materials   * Small object for Quick Pass game | | Activities   * pp. 269–70 |

| Pages | Objectives | Resources | | Assessments | |
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| Lesson 138: Ling and Ting: Not Exactly the Same | | | | | |
| TE  536–41  SE  82–91 | 138.1 Construct a Venn diagram to compare and contrast Ling and Ting.  138.2 Infer why people will know the difference between the twins after reading the story.  138.3 Explain the Big Question by using the Venn diagram. | | Teacher Edition   * IA 138.1: Venn Diagram: Ling and Ting * IA 138.2: Venn Diagram: Classmates   High-Frequency Word Card   * HFW 73: going   BJU Press Trove   * Link: Using Chopsticks * PPT pres.: Vocabulary Words Lesson 138   Materials   * Disposable wooden chopsticks for each student * Mini marshmallows | | Student Edition   * Review (p. 91) * Think and Discuss (p. 91)   Activities   * pp. 271–72 |
| Lesson 139: Emma’s Song | | | | | |
| TE  542–45  SE  92–97 | 139.1 Identify the characters and setting.  139.2 Explain Alex’s problem.  139.3 Predict Miss Stone’s solution to the problem. | | High-Frequency Word Cards   * HFW 15, 133, 144: answer, school, special   BJU Press Trove   * Link: Children with Down’s Syndrome * Link: Friends with Down’s Syndrome * PPT pres.: Vocabulary Words Lesson 139   Materials   * Paper or other method of transcribing students’ brainstorming answers | | Activities   * pp. 273–74 |
| Lesson 140: Emma’s Song | | | | | |
| TE  546–49  SE  98–103 | 140.1 Read words with the consonant blend tw.  140.2 Identify character emotions.  140.3 Verify predictions after reading the story.  140.4 Explain how singing brings Alex’s classmates and Emma together.   BWS Joy (explain)  140.5 Propose ways to use songs to bring different people together.   BWS Joy (apply) | | High-Frequency Word Cards   * HFW 24, 58, 64, 127, 133, 144, 192: because, everyone, floor, quiet, school, special, year   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 140   Materials   * Each group’s list of predictions from Lesson 139 | | Student Edition   * Review (p. 103) * Think and Discuss  (p. 103)   Activities   * pp. 275–76 |
| Lesson 141: “Ants,” “Ants Live Here,” & “The Grasshopper” | | | | | |
| TE  550–52  SE  104–7 | 141.1 Read words with the suffix -ly.  141.2 Identify rhyming words.  141.3 Identify the speaker or narrator in the poems.  141.4 Explain how the poets see the world around them.  BWS Joy (explain)  141.5 Dramatize one of the poems with a partner. | | BJU Press Trove   * Link: Anthills * PPT pres.: Vocabulary Words Lesson 141 | | Student Edition   * Review (p. 107) * Think and Discuss  (p. 107)   Activities   * pp. 277–78 |
| Lesson 142: Grasshoppers | | | | | |
| TE  553–55  SE  108–11 | 142.1 Read the high-frequency word child.  142.2 Identify the main idea of the text.  142.3 List key details.  142.4 Explain how the key details are organized in the text. | | High-Frequency Word Cards   * HFW 10, 39, 165: also, child, use   BJU Press Trove   * Video: “Grasshoppers” * PPT pres.: Vocabulary Words Lesson 142   Materials   * Sticky tabs, two for each student | | Student Edition   * Review (p. 111) * Think and Discuss  (p. 111)   Activities   * pp. 279–80 |
| Lesson 143: The Grasshopper and the Ants | | | | | |
| TE  556–59  SE  112–17 | 143.1 Infer traits of the characters.  143.2 Compare and contrast the ants and the grasshopper.  143.3 Analyze the meaning of the stated moral.  BWS Perseverance (evaluate)  143.4 Propose ways to apply what the Bible says about ants.   BWS Perseverance (apply | | Teacher Edition   * IA 143: Mr. Grasshopper and the Ants   High-Frequency Word Cards   * HFW 3, 28, 36: across, below, busy   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 143 | | Student Edition   * Review (p. 117) * Think and Discuss  (p. 117)   Activities   * pp. 281–82 |
| Lesson 144: Look Again: Reader’s Theater | | | | | |
| TE  560 | 144.1 Retell “The Grasshopper and the Ants.”  144.2 Propose a different ending to the fable.  144.3 Dramatize the fable as reader’s theater, using the new ending. | | Teacher Edition   * IA 144: Reader’s Theater Script   High-Frequency Word Cards   * HFW 3, 28, 36: across, below, busy   Materials   * Time-order word cards (First, Next/Then, Last cards) from Lesson 82 * Highlighters | | Activities   * pp. 283–84 |
| Lesson 145: Assessment | | | | | |
| TE  561 | 145.1 Demonstrate mastery of reading skills presented in Lessons 120–41. | | Teacher Edition   * Unit 5 Comprehension Assessment | |  |
| Lesson 146: Our Favorite Day | | | | | |
| TE  562–71  SE  118–35 | 146.1 Identify key events and details in order, after listening to a story.  146.2 List things that Papa does to get ready for the visit.  146.3 Infer the reason for the characters’ favorite day.  146.4 Formulate an answer to the unit essential question.   BWS Joy (apply) | | Teacher Edition   * IA 146: What Brings Me Joy?   Materials   * Sticky tabs, two for each student | | Student Edition   * Review (p. 134) * Think and Discuss  (p. 134)   Activities   * pp. 285–86 |

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| IA | Instructional Aid | PPT pres. | Vocabulary Word slideshow | TE | Teacher Edition |
| HFW | High-Frequency Word Card |  |  | SE | Student Edition |

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| Unit 6: World of Wonders | | | |
| Pages | Objectives | Resources | Assessments |
| Lesson 147: Welcome to the Crayola Factory! | | | |
| TE  581–84  SE  2–5 | 147.1 Read the selection as a shared reading.  147.2 Read the high-frequency words pour and ready.  147.3 Create and name original crayon colors.  147.4 Propose answers to the Big Question.  147.5 Propose ways to be creative with crayons.  147.6 Relate creativity with the use of crayons to the image of God In people.   BWS Creativity (explain) | High-Frequency Word Cards   * HFW 23, 69, 84: pour, push, ready   BJU Press Trove   * Link: Child Receiving Color-Enhancing Glasses * PPT pres.: Vocabulary Words Lesson 147   Materials   * Nine short cardboard tubes (to make three color-mixing glasses, or enough to give to pairs of students in a reading group) * Yellow, blue, purple, green, orange, and red transparency sheets (or transparent colored folders), three of each color * Tape | Student Edition   * Review (p. 5) * Think and Discuss (p. 5)   Activities   * pp. 287–88 |
| Lesson 148: Tiger Blaze | | | |
| TE  585–89  SE  6–12 | 148.1 Read words with ie as /ē/.  148.2 Identify characters and setting in the story.  148.3 Summarize the problem in the first part of the story.  148.4 Explain how Tim uses his imagination.  148.5 Make a prediction about what will happen to Tiger Blaze. | Teacher Edition   * IA 11: Five-Finger Retelling   High-Frequency Word Cards   * HFW 62, 64, 74, 123: family, floor, gone, pretty, shoe   BJU Press Trove   * Link: “Eva’s Imagination” (or obtain a copy of the book to read aloud) * PPT pres.: Vocabulary Words Lesson 148 | Activities   * pp. 289–90 |
| Lesson 149: Tiger Blaze | | | |
| TE  590–92  SE  13–17 | 149.1 Retell what happened in the first part of the story.  149.2 Verify predictions about what happens to Tiger Blaze.  149.3 Relate personal experiences where the imagination was used. | Teacher Edition   * IA 149.1: Multiple-Choice Movements * IA 149.2: Multiple-Choice Questions   High-Frequency Word Cards   * HFW 15, 16, 74, 144, 171: answer, any, gone, special, wash   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 149   Materials   * Each student’s Activities page 290 (from previous lesson) | Student Edition   * Review (p. 17) * Think and Discuss (p. 17)   Activities   * pp. 291–92 |

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

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| Pages | Objectives | Resources | Assessments |
| Lesson 150: The Bremen Town Musicians | | | |
| TE  593–97  SE  18–25 | 150.1 Read words that change y to i before suffixes -es and -ed.  150.2 Read the high-frequency word shall.  150.3 Identify the main characters and the plot in the play.  150.4 Predict what will happen when the animals reach Bremen Town. | Teacher Edition   * IA 11: Five-Finger Retelling   High-Frequency Word Card   * HFW 135: shall   BJU Press Trove   * Video: “Folktale” * PPT pres.: Vocabulary Words Lesson 150   Materials   * A green-striped scarf * Toy glasses with round rims * A pair of toddler-sized shorts * A beanie hat | Activities   * pp. 293–94 |
| Lesson 151: The Bremen Town Musicians | | | |
| TE  598–600  SE  26–29 | 151.1 Read the high-frequency word dear.  151.2 Verify predictions from Act 1.  151.3 Describe the new setting in Act 2.  151.4 Retell the events in Act 2.  151.5 Predict what the robbers will do when they hear the animals’ singing. | High-Frequency Word Cards   * HFW 45, 58, 158: dear, everyone, through   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 151 | Activities   * pp. 295–96 |
| Lesson 152: The Bremen Town Musicians | | | |
| TE  601–4  SE  30–35 | 152.1 Verify predictions from Act 2.  152.2 Infer the robbers’ experiences from their imaginative descriptions.  152.3 Dramatize one act as reader’s theater.  152.4 Propose answers to the Big Question. | Teacher Edition   * IA 152: Reader’s Theater Script   High-Frequency Word Card   * HFW 25: become   BJU Press Trove   * Video: “The Bremen Town Musicians” * PPT pres.: Vocabulary Words Lesson 152   Materials   * A green-striped scarf * Toy glasses with round rims * A pair of toddler-sized shorts * A beanie hat * A vest (orange, if possible) * A bag of coins * Each student’s Activities page 295 (from previous lesson) | Student Edition   * Review (p. 35) * Think and Discuss (p. 35)   Activities   * pp. 297–98 |

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| Lesson 153: Look Again: Reality and Imagination | | | |
| TE  605  SE  7–11, 19–23 | 153.1 Reread selected passages from “Tiger Blaze” and “The Bremen Town Musicians.”  153.2 Compare and contrast elements of reality and imagination in both selections by using a Venn diagram. | High-Frequency Word Cards   * HFW 64, 73, 123, 137: floor, going, pretty, shoe | Activities   * pp. 299–300 |
| Lesson 154: Strange Bumps | | | |
| TE  606–11  SE  36–45 | 154.1 Identify key context clues about Owl’s problem.  154.2 Predict what Owl will do to solve his problem.  154.3 Verify predictions.  154.4 Relate Owl’s problem to personal fearful circumstances.  154.5 Propose ways to calm nighttime fears.   BWS Courage (apply) | High-Frequency Word Cards   * HFW 74, 124: gone, pull   BJU Press Trove   * Link: The Umbrella Day * PPT pres.: Vocabulary Words Lesson 154   Materials   * Medium or large carboard box * Copy of The Umbrella Day or an online version of the book | Student Edition   * Review (p.45) * Think and Discuss (p. 45)   Activities   * pp. 301–2 |
| Lesson 155: “Two in Bed” & “Song of the Train” | | | |
| TE  612–14  SE  46–49 | 155.1 Explain how the poets play with words in both poems.  155.2 Reread “Song of the Train” as a choral reading.  155.3 Create a poem that has onomatopoeia. | High-Frequency Word Cards   * HFW 58, 69: everyone, front   BJU Press Trove   * Video: “Shape Poems” * Video: “Two in Bed” * Link: Sound Words (Onomatopoeia) * Link: Favorite Onomatopoeia Sounds * PPT pres.: Vocabulary Words Lesson 155 | Student Edition   * Review (p. 49) * Think and Discuss (p. 49)   Activities   * pp. 303–4 |
| Lesson 156: A Miracle in Joppa | | | |
| TE  615–18  SE  50–55 | 156.1 Read words with kn as /n/.  156.2 Sequence story events and key details.  156.3 Predict what Peter will do in the story. | Teacher Edition   * IA 156.1: Tabitha’s Tunic * IA 156.2: When Did It Happen?   High-Frequency Word Cards   * HFW 36, 41, 123: busy, clothes, pretty   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 156   Materials   * Construction paper, two sheets per studen * Single hole punch * Red construction paper, enough to cut out an inch-long heart shape for each student * Glue dots * Yarn, enough for each student to sew the shirt together * Children’s plastic sewing needles | Activities   * pp. 305–6 |
| Lesson 157: A Miracle in Joppa | | | |
| TE  619–22  SE  56–61 | 157.1 Read words with mb as /m/.  157.2 Summarize the main events from the second part of the narrative.  157.3 Identify reasons why people like Tabitha.  157.4 Verify predictions made about Peter.  157.5 Propose answers to the Big Question.   BWS Helpfulness (formulate) | High-Frequency Word Cards   * HFW 24, 32: because, brought   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 157   Materials   * A large basket (one that could be used as a sewing basket) * A ball of yarn (Make sure the ends are securely tucked in so ball does not come unraveled.) * Each student’s Activities page 306 (from previous lesson) | Student Edition   * Review (p. 61) * Think and Discuss (p. 61)   Activities   * pp. 307–8 |
| Lesson 158: Look Again: Creating a Shape Poem | | | |
| TE  623  SE  51–53, 56–57 | 158.1 Reread a selected passage from the Bible account “A Miracle in Joppa.”  158.2 Construct a shape poem, using the passage read. | High-Frequency Word Cards   * HFW 64, 73, 123, 137: floor, going, pretty, shoe | Activities   * pp. 309–10 |
| Lesson 159: Dry Bones and Other Fossils | | | |
| TE  624–27  SE  62–67 | 159.1 Read the selection as a shared reading.  159.2 Read the high-frequency word tear.  159.3 Sequence the process of fossilization. | Teacher Edition   * IA 159: Cereal for Breakfast   High-Frequency Word Cards   * HFW 34, 145, 146: buried, sure, tear   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 159 | Student Edition   * Review (p. 67) * Think and Discuss (p. 67)   Activities   * pp. 311–12 |
| Lesson 160: Dry Bones and Other Fossils | | | |
| TE  628  SE  62–67 | 160.1 Retell the selection by using buzz words.  160.2 Create a mini book of the selection by using illustrations.  160.3 Reread the selection.  160.4 Compare and contrast the selection with the mini book. | High-Frequency Word Cards   * HFW 34, 145, 146: buried, sure, tear   BJU Press Trove   * Link: Make a Mini Book * PPT pres.: Vocabulary Words Lesson 159 (review)   Materials   * Scissors | Activities   * p. 313 |

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| Lesson 161: “Bone of Stone” & “Acrocanthosaurus” | | | |
| TE  629–31  SE  68–71 | 161.1 Identify the stanzas in the poems.  161.2 Analyze the use of line breaks.  161.3 Identify the speaker or narrator in the poems.  161.4 Reread the poems with a partner. | Teacher Edition   * IA 161: Mary Had a Little Lamb   High-Frequency Word Card   * HFW 26: before   BJU Press Trove   * Video: “Bone of Stone” * Link: “Mary Had a Little Lamb” Song * PPT pres.: Vocabulary Words Lesson 161 | Student Edition   * Review (p. 71) * Think and Discuss (p. 71)   Activities   * pp. 315–16 |
| Lesson 162: Look Again: Acrostic Poem | | | |
| TE  632  SE  68–71 | 162.1 Reread “Bone of Stone” and “Acrocanthosaurus.”  162.2 Create an acrostic poem.  162.3 Illustrate an acrostic poem.  162.4 Present an acrostic poem to peers. | High-Frequency Word Card   * HFW 26: before   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 161 (review) | Activities   * pp. 317–18 |
| Lesson 163: It’s an Orca | | | |
| TE  633–37  SE  72–79 | 163.1 Read the high-frequency word often.  163.2 Complete the first two columns of a KWL chart.  163.3 Answer questions about orcas, using text and graphics.  163.4 Explain how the text and the glossary are connected.  163.5 Complete the remaining column of the KWL chart, after reading the selection. | Teacher Edition   * IA 163: Orca KWL Chart   High-Frequency Word Cards   * HFW 24, 111, 146: because, often, tear   BJU Press Trove   * Link: Orcas Swimming * Link: Orca Facts * Link: Killer Whales * PPT pres.: Vocabulary Words Lesson 163 | Student Edition   * Review (p. 79) * Think and Discuss (p. 79)   Activities   * pp. 319–20 |
| Lesson 164: Amazing Coral Reefs | | | |
| TE  638–42  SE  80–85 | 164.1 Identify the main idea.  164.2 Identify the author’s conclusion.  164.3 Identify key details that support the conclusion.  164.4 Evaluate the author’s conclusion.  164.5 Relate the facts in the text to God’s creativity.   BWS Creativity (explain) | High-Frequency Word Cards   * HFW 51, 64, 82, 144: ear, floor, hear, special   BJU Press Trove   * Video: “Coral Reefs” * PPT pres.: Vocabulary Words Lesson 164   Materials   * A few small plastic cups for students to cup over their ears * A few sticky tabs for each student | Student Edition   * Review (p. 85) * Think and Discuss (p. 85)   Activities   * pp. 321–22 |

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| Lesson 165: The Case of the Missing Gems | | | |
| TE  643–46  SE  86–90 | 165.1 Identify the characters and setting in the selection.  165.2 Identify the problem in the selection.  165.3 Determine the meaning of unfamiliar words, using vocabulary strategies.  165.4 Interpret clues to the mystery in the selection.  165.5 Predict what will happen in the selection. | High-Frequency Word Cards   * HFW 15, 47, 123, 144: answer, does, pretty, special   BJU Press Trove   * Video: “Mystery” * PPT pres.: Vocabulary Words Lesson 165   Materials   * Bag for mystery items * Several items that have to do with the ocean, such as toy sea creatures, shells, or images of the ocean * A half sheet of drawing paper for each student * Crayons | Activities   * pp. 323–24 |
| Lesson 166: The Case of the Missing Gems | | | |
| TE  647–49  SE  91–94 | 166.1 Interpret clues to the mystery in the selection.  166.2 Infer Starfish’s reason for volunteering to guard the treasure.  166.3 Analyze verbs with different shades of meaning.  166.4 Revise previous predictions after reading. | High-Frequency Word Cards   * HFW 54, 59: empty, everywhere   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 166   Materials   * Each student’s Quick Draw prediction from the previous lesson * Crayons * Small object for Quick Pass game | Activities   * pp. 325–26 |
| Lesson 167: The Case of the Missing Gems | | | |
| TE  650–52  SE  95–99 | 167.1 Analyze verbs with different shades of meaning.  167.2 Infer the reason that the creatures suspect Starfish.  167.3 Explain the solution to the problem.  167.4 Verify previous predictions.  167.5 Evaluate Starfish’s use of creativity.   BWS Creativity (evaluate) | High-Frequency Word Cards   * HFW 94, 113: laugh, once   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 167   Materials   * Each student’s Quick Draw prediction from the previous lessons | Student Edition   * Review (p. 99) * Think and Discuss (p. 99)   Activities   * pp. 327–28 |
| Lesson 168: Look Again: Story Extension | | | |
| TE  653  SE  96–98 | 168.1 Retell “The Case of the Missing Gems.”  168.2 Reread the ending of the selection.  168.3 Propose ways to extend the story.  168.4 Illustrate the selection extension. | High-Frequency Word Cards   * HFW 94, 113: laugh, once   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 167 (review)   Materials   * Time-order word cards (First, Next/Then, Last cards) from Lesson 82 | Activities   * pp. 329–30 |
| Lesson 169: Comprehension Assessment | | | |
| TE  654 | 169.1 Demonstrate mastery of reading skills presented in Lessons 142–68. | Teacher Edition   * Unit 6 Comprehension Assessment |  |
| Lesson 170: First Pets | | | |
| TE  655–59  SE  100–107 | 170.1 Read the selection as a choral reading.  170.2 Read the high-frequency word eight.  170.3 Ask and answer questions from peers about the text.  170.4 Research to find out what pets currently live in the White House.  170.5 Formulate an answer to the unit essential question.   BWS Creativity (apply) | High-Frequency Word Cards   * HFW 16, 32, 53, 95, 103, 143: any, brought, eight, learn, move, son   BJU Press Trove   * Link: Presidential Pets * PPT pres.: Vocabulary Words Lesson 170   Materials   * Picture of the current president of the United States * Picture of the current president’s pet * One sticky tab for each student | Student Edition   * Review (p. 107) * Think and Discuss  (p. 107)   Activities   * pp. 331–32 |
| Lesson 171: The Bravest Dog Ever: The True Story of Balto—Part 1 | | | |
| TE  660–61  The Bravest Dog Ever  4–9 | 171.1 Identify the features of the narrative nonfiction genre.  171.2 Identify the main character and the setting.  171.3 Explain how the weather affects travel in Alaska.  171.4 Infer characteristics of Balto. | High-Frequency Word Cards   * HFW 34, 101: buried, most   BJU Press Trove   * Video: “Narrative Nonfiction” * Link: Sled Dogs on Alaskan Trails * PPT pres.: Vocabulary Words Lesson 171   Materials   * Picture of Balto the sled dog * A few sticky tabs for each student | Activities   * pp. 333–34 |
| Lesson 172: The Bravest Dog Ever: The True Story of Balto—Part 2 | | | |
| TE  662–63  The Bravest Dog Ever  10–15 | 172.1 Identify the problem the people in the town faced.  172.2 Research to find facts about diphtheria.  172.3 Identify the first solution the people tried.  172.4 Explain why the first solution did not work. | Teacher Edition   * IA 172: Diphtheria   High-Frequency Word Card   * HFW 181: whole   BJU Press Trove   * Link: Diphtheria Facts * Link: Diphtheria Information * PPT pres.: Vocabulary Words Lesson 172 | Activities   * pp. 335–36 |

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| Lesson 173: The Bravest Dog Ever: The True Story of Balto—Part 3 | | | |
| TE  664–65  The Bravest Dog Ever  16–19 | 173.1 Recall the problem that scared everyone.  173.2 Explain the proposed solution.  173.3 Research to find facts about relays.  173.4 Infer the reason Gunnar decided to help. | Teacher Edition   * IA 173: Dog Sled Relays   High-Frequency Word Cards   * HFW 73, 129, 141: going, ready, someone   BJU Press Trove   * Link: Facts about Dog Sledding * Link: Facts about Sled Dogs * PPT pres.: Vocabulary Words Lesson 173 | Activities   * pp. 337–38 |
| Lesson 174: The Bravest Dog Ever: The True Story of Balto—Part 4 | | | |
| TE  666–67  The Bravest Dog Ever  20–25 | 174.1 Describe the medicine’s route by using a map.  174.2 Identify the new problem faced by the drivers.  174.3 Identify an example of helpfulness.   BWS Helpfulness (explain)  174.4 Explain how the drivers showed courage.   BWS Courage (explain)  174.5 Identify an example of perseverance.   BWS Perseverance (explain) | High-Frequency Word Cards   * HFW 124, 158: pull, through   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 174   Materials   * Small object for Quick Pass game * Big Question display from Lesson 171 | Activities   * pp. 339–40 |
| Lesson 175: The Bravest Dog Ever: The True Story of Balto—Part 5 | | | |
| TE  668–69  The Bravest Dog Ever  26–29 | 175.1 Infer traits about Gunnar.  175.2 Describe Gunnar and Balto’s part of the route by using a map.  175.3 Research to find dog musher commands.  175.4 Predict what will happen to Gunnar and Balto. | High-Frequency Word Cards   * HFW 73, 129: going, ready   BJU Press Trove   * Link: Musher Commands Article * Link: Musher Commands Video * PPT pres.: Vocabulary Words Lesson 175   Materials   * Number cube or spinner * Big Question display from Lesson 171 | Activities   * pp. 341–42 |
| Lesson 176: The Bravest Dog Ever: The True Story of Balto—Part 6 | | | |
| TE  670–71  The Bravest Dog Ever  30–33 | 176.1 Revise predictions about Gunnar and Balto.  176.2 Identify examples of Balto’s and Gunnar’s courage.   BWS Courage (explain)  176.3 Infer outcomes Gunnar and his dogs faced if they could not get out of the snow and ice. | High-Frequency Word Cards   * HFW 74, 158: gone, through   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 176   Materials   * Two small white plastic balls * A wide-mouthed cup * Big Question display from Lesson 171 | Activities   * pp. 343–44 |

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| Lesson 177: The Bravest Dog Ever: The True Story of Balto—Part 7 | | | |
| TE  672–73  The Bravest Dog Ever  34–39 | 177.1 Explain the reason for Balto’s seeming disobedience to Gunnar’s commands.  177.2 Explain how Gunnar’s actions toward Balto show love.   BWS Love (explain)  177.3 Research to find facts about blizzards.  177.4 Predict whether Balto and Gunnar make it through the blizzard. | Teacher Edition   * IA 177: Facts about Blizzards   High-Frequency Word Cards   * HFW 3, 73, 113, 129: across, going, once, ready   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 177   Materials   * Five pieces of paper labeled Where, Who, What, How, and Why * Two or three short informational books about blizzards from the library * Three pictures of blizzards captioned Deep snow covers a house after a blizzard., It is hard to see In a blizzard., and Wind blows very hard in a blizzard. * 4 × 6 cards for each student | Activities   * pp. 345–46 |
| Lesson 178: The Bravest Dog Ever: The True Story of Balto—Part 8 | | | |
| TE  674–75  The Bravest Dog Ever  40–43 | 178.1 Read the high-frequency word ahead.  178.2 Verify predictions about whether Balto and Gunnar survived the storm.  178.3 Analyze the illustrations to determine the mood of Balto and the sled team.  178.4 Research facts about the town of Nome.  178.5 Predict what will happen when the team arrives in Nome. | Teacher Edition   * IA 178: Discover Nome, Alaska (one copy for each student)   High-Frequency Word Cards   * HFW 6, 156, 158, 161: ahead, thought, through, toward   BJU Press Trove   * Link: Article about Nome, Alaska * PPT pres.: Vocabulary Words Lesson 178   Materials   * Pictures of Nome, Alaska * Each student’s Activities page 346 (from previous lesson) | Activities   * pp. 347–48 |
| Lesson 179: The Bravest Dog Ever: The True Story of Balto—Part 9 | | | |
| TE  676–77  The Bravest Dog Ever  44–48 | 179.1 Revise predictions about what happens after the team arrives in Nome.  179.2 Define the term hero.  179.3 Analyze Balto’s and Gunnar’s actions to answer the essential question.   BWS Joy (explain) | High-Frequency Word Cards   * HFW 101, 128, 156: most, read [past tense], thought   BJU Press Trove   * PPT pres.: Vocabulary Words Lesson 179   Materials   * Big Question display from Lesson 171 | Activities   * pp. 349–50 |

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| Lesson 180: The Bravest Dog Ever: The True Story of Balto—Conclusion | | | |
| TE  678–79  The Bravest Dog Ever  4–48 | 180.1 Sequence the events of Balto and Gunnar’s journey by using a map.  180.2 Create an alternate news headline that summarizes the book.  180.3 Respond to the essential question by analyzing events in the narrative with unit themes.   BWS Courage, Creativity, Helpfulness, Joy, Love, Perseverance (evaluate) | Teacher Edition   * IA 178: Discover Nome, Alaska (one copy for display)   BJU Press Trove   * Link: The Author of Balto: The Bravest Dog Ever   Materials   * Picture of dog sled relay race captioned Sled dogs running in a relay race * Picture of a dog musher captioned A dog musher * Picture of a blizzard * Seven pieces of paper labeled 1 through 7 | Activities   * pp. 351–52 |