

# Reading 1, 5<sup>th</sup> Edition • Lesson Plan Overview

**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

## Unit 1: Sunny Lane

Pages	Objectives	Resources	Assessments
<b>Lesson 1: Letter t</b>			
<b>TE</b> 9–10	1.1 Identify uppercase and lowercase <i>t</i> . 1.2 Distinguish uppercase and lowercase <i>t</i> from other letters. 1.3 Identify the high-frequency words <i>color</i> and <i>love</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS20: <i>t</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 42, 97: <i>color, love</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A toothbrush</li> <li>A tube of toothpaste</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 1–2</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 2: Letter i</b>			
<b>TE</b> 11	2.1 Identify uppercase and lowercase <i>i</i> . 2.2 Distinguish uppercase and lowercase <i>i</i> from other letters. 2.3 Identify the high-frequency word <i>here</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS9: <i>i</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 86: <i>here</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A twelve-inch ruler</li> <li>A small paper clip (about one inch long)</li> <li>A pencil</li> <li>A crayon</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 3–4</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 3: Letter s</b>			
<b>TE</b> 12	3.1 Identify uppercase and lowercase <i>s</i> . 3.2 Classify words by initial letter. 3.3 Classify the letters <i>i, s,</i> and <i>t</i> as vowels or consonants. 3.4 Identify the high-frequency word <i>is</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS19: <i>s</i></li> <li>P4: <i>Vowels</i></li> <li>Alphabet Cards</li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 86, 91, 97: <i>here, is, love</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A plush or plastic snake</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 5–6</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 4: Letter n</b>			
TE 13	4.1 Identify uppercase and lowercase <i>n</i> . 4.2 Distinguish uppercase and lowercase <i>n</i> from other letters. 4.3 Identify words in the <i>_in</i> and <i>_it</i> word families. 4.4 Identify the high-frequency word <i>was</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS14: <i>n</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 86, 91, 97, 170: <i>here, is, love, was</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Several items that start with <i>n</i>, such as a nail, a net, a necklace, a napkin, nuts, a nickel, a notebook</li> <li>A canvas or drawstring bag</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 7–8</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 5: Letter w</b>			
TE 14	5.1 Identify uppercase and lowercase <i>w</i> . 5.2 Classify the letters <i>i, s, t,</i> and <i>w</i> as vowels or consonants. 5.3 Classify words into the <i>_in</i> and <i>_it</i> word families. 5.4 Identify the high-frequency words <i>a</i> and <i>the</i> .	<b>Visuals</b> <ul style="list-style-type: none"> <li>PS23: <i>w</i></li> <li>P4: <i>Vowels</i></li> <li>Alphabet Cards</li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 1, 86, 91, 97, 147, 170: <i>a, here, is, love, the, was</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 9–10</li> </ul> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Informal Placement Evaluation</li> </ul>
<b>Lesson 6: Twins</b>			
TE 15–18 SE 1–7	6.1 Identify the basic features of a book. 6.2 Recall the high-frequency words <i>here, is,</i> and <i>love</i> . 6.3 Read words in the <i>_in</i> and <i>_it</i> word families. 6.4 Identify key characters and details. <b>BWS</b> Love (explain)	<b>Visuals</b> <ul style="list-style-type: none"> <li>P1: <i>Colors</i></li> <li>P7: <i>The Miller Family</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 86, 91, 97: <i>here, is, love</i></li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 6</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 7)</li> <li>Think and Discuss (p. 7)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 11–12</li> </ul>
<b>Lesson 7: Rosa Was “It”</b>			
TE 19–22 SE 8–13	7.1 Make predictions based on the story’s illustrations. 7.2 Segment words in the <i>_id, _in,</i> and <i>_it</i> word families. 7.3 Read the high-frequency word <i>come</i> . 7.4 Verify predictions after reading the story. 7.5 Explain ways to show love to others. <b>BWS</b> Love (explain)	<b>Visuals</b> <ul style="list-style-type: none"> <li>P6: <i>The López Family</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 43, 86, 97, 170: <i>come, here, love, was</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Predicting and Verifying”</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A small plush bear or other animal</li> <li>Sticky tabs, at least six for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 13)</li> <li>Think and Discuss (p. 13)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 13–14</li> </ul>

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

Pages	Objectives	Resources	Assessments
<b>Lesson 8: Two Hens</b>			
<p><b>TE</b> 23–27</p> <p><b>SE</b> 14–19</p>	<p>8.1 Read words in the <i>_en</i> and <i>_et</i> word families.</p> <p>8.2 Read the high-frequency words <i>has</i> and <i>this</i>.</p> <p>8.3 Retell the story.</p> <p>8.4 Compare and contrast the two main characters' experiences.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 8: <i>Comparing</i></li> </ul> <p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P1: <i>Colors</i></li> <li>P3: <i>The Tanaka Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 43, 78, 91, 97, 147, 154: <i>a, come, has, is, love, the, this</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Chicken Plays Piano</li> <li>PPT pres.: Vocabulary Words Lesson 8</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 19)</li> <li>Think and Discuss (p. 19)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 15–16</li> </ul>
<b>Lesson 9: “The End” and “Big”</b>			
<p><b>TE</b> 27–29</p> <p><b>SE</b> 20–23</p>	<p>9.1 Read poetry as a shared reading.</p> <p>9.2 Read the high-frequency words <i>and, I,</i> and <i>when</i>.</p> <p>9.3 Identify words that suggest emotions.</p> <p>9.4 Identify rhyming words.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 13, 90, 170, 177: <i>and, I, was, when</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Poems”</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 23)</li> <li>Think and Discuss (p. 23)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 17–18</li> </ul>
<b>Lesson 10: Calvin and Jayla</b>			
<p><b>TE</b> 30–33</p> <p><b>SE</b> 24–29</p>	<p>10.1 Read simple sentences that include color words.</p> <p>10.2 Identify key characters and details.</p> <p>10.3 Ask and answer questions from peers about details in the text.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P2: <i>Color Word Cards C1–C9</i></li> <li>P5: <i>The Hall Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 13, 78, 91, 97, 147, 154: <i>a, and, has, is, love, the, this</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 10</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 29)</li> <li>Think and Discuss (p. 29)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 19–20</li> </ul>
<b>Lesson 11: Buddy</b>			
<p><b>TE</b> 34–39</p> <p><b>SE</b> 30–37</p>	<p>11.1 Read words in the <i>_up, _ub,</i> and <i>_un</i> word families.</p> <p>11.2 Read the high-frequency words <i>for</i> and <i>no</i>.</p> <p>11.3 Ask and answer questions from peers about details in the text.</p> <p>11.4 Retell the story.</p> <p>11.5 Explain how caring for a pet shows love for God. <b>BWS</b> Love (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 11: <i>Five-Finger Retelling</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 65, 107: <i>for, no</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Realistic Fiction”</li> <li>PPT pres.: Vocabulary Words Lesson 11</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Sticky tabs, at least four for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 37)</li> <li>Think and Discuss (p. 37)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 21–22</li> </ul>

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<b>Lesson 12: Pick a Pet</b>			
<p><b>TE</b> 40–43</p> <p><b>SE</b> 38–43</p>	<p>12.1 Read words in the <i>_eck, _ick,</i> and <i>_uck</i> word families.</p> <p>12.2 Read the high-frequency words <i>an, on, which, would,</i> and <i>you</i>.</p> <p>12.3 Describe key details in a story.</p> <p>12.4 Analyze Illustrations for connection to the text.</p> <p>12.5 Create an illustration in response to the text.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P1: <i>Colors</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 12, 13, 65, 91, 107, 147, 179, 190, 193: <i>a, an, and, for, is, no, on, the, which, would, you</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Pictures of animals, such as a cat, dog, elephant, rat, tiger, kangaroo, stork, brontosaurus, seal</li> <li>Sticky tabs, at least six for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 43)</li> <li>Think and Discuss (p. 43)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 23–24</li> </ul>
<b>Lesson 13: Cubs Win</b>			
<p><b>TE</b> 44–47</p> <p><b>SE</b> 44–49</p>	<p>13.1. Read words in the <i>_ap, _ad,</i> and <i>_at</i> word families.</p> <p>13.2 Read the high-frequency words <i>are, go,</i> and <i>his</i>.</p> <p>13.3 Describe the setting of the story.</p> <p>13.4 Propose ways to encourage others. <b>BWS</b> Love (apply)</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>P5: <i>The Hall Family</i></li> <li>P6: <i>The López Family</i></li> <li>P7: <i>The Miller Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 12, 13, 19, 65, 71, 87, 91, 107, 147: <i>a, an, and, are, for, go, his, is, no, the</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 13</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Grandma Moses art: <i>The Thunderstorm</i></li> <li>Normal Rockwell art: <i>Doctor and Doll; Out Fishin'; Trumpet Practice</i></li> <li>Sticky tabs, at least three for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 49)</li> <li>Think and Discuss (p. 49)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 25–26</li> </ul>
<b>Lesson 14: Look Again: Rereading</b>			
<p><b>TE</b> 48</p> <p><b>SE</b> 31–36, 39–43</p>	<p>14.1 Explain the purposes of rereading.</p> <p>14.2 Reread a text to find the answer to a question.</p> <p>14.3 Reread a text to find the main event.</p>		<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 27–28</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 15: A Duck Picnic</b>			
<p><b>TE</b> 49–52</p> <p><b>SE</b> 50–55</p>	<p>15.1 Read words with the // sound in the final position using the // spelling.</p> <p>15.2 Read the words in the <i>_ck</i> and <i>_ll</i> word families.</p> <p>15.3 Read the high-frequency words <i>do</i>, <i>one</i>, and <i>what</i>.</p> <p>15.4 Identify the elements of fantasy.</p> <p>15.5 Make predictions based on text and illustrations.</p> <p>15.6 Verify predictions after reading the story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 43, 46, 78, 86, 91, 114, 176: <i>a</i>, <i>come</i>, <i>do</i>, <i>has</i>, <i>here</i>, <i>is</i>, <i>one</i>, <i>what</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Fantasy”</li> <li>• PPT pres.: Vocabulary Words Lesson 15</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A lunch/gift bag</li> <li>• Nuts</li> <li>• For each student, a 3 × 5 card with <i>R</i> on one side and <i>F</i> on the other side</li> <li>• Sticky tabs, at least four for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 55)</li> <li>• Think and Discuss (p. 55)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 29–30</li> </ul>
<b>Lesson 16: Fun in the Sun</b>			
<p><b>TE</b> 53–56</p> <p><b>SE</b> 56–61</p>	<p>16.1 Read words with the final /g/ sound.</p> <p>16.2 Read the words in the <i>_ig</i> and <i>_ag</i> word families.</p> <p>16.3 Read the high-frequency words <i>her</i> and <i>they</i>.</p> <p>16.4 Identify the elements of realistic fiction.</p> <p>16.5 Describe the setting.</p> <p>16.6 Identify words that appeal to the senses of sight and touch.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 43, 85, 86, 91, 153: <i>a</i>, <i>come</i>, <i>her</i>, <i>here</i>, <i>is</i>, <i>they</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 16</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A picture of a picnic setting that includes food and flowers</li> <li>• Sticky tabs, at least three for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 61)</li> <li>• Think and Discuss (p. 61)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 31–32</li> </ul>
<b>Lesson 17: Look Again: Settings and Events</b>			
<p><b>TE</b> 57</p> <p><b>SE</b> 51, 53, 57–59</p>	<p>17.1 Classify words into word families.</p> <p>17.2 Compare and contrast the settings and events of two stories.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 17: <i>Story Word Cards</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Four 3 × 5 labeled <i>_ck</i>, <i>_ll</i>, <i>_ig</i>, and <i>_ag</i></li> <li>• Four small hula hoops</li> <li>• A picture of a brother and sister</li> <li>• A picture of a modest-sized house</li> <li>• A picture of a mansion</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 33–34</li> </ul>
<b>Lesson 18: Up the Hill</b>			
<p><b>TE</b> 58–61</p> <p><b>SE</b> 62–66</p>	<p>18.1 Read words with the final /nt/ and /m/ sounds.</p> <p>18.2 Read words in the <i>_ent</i> word family.</p> <p>18.3 Read the high-frequency words <i>said</i> and <i>to</i>.</p> <p>18.4 Identify events in the story.</p> <p>18.5 Make predictions about the end of the story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 71, 90, 130, 147, 159: <i>go</i>, <i>I</i>, <i>said</i>, <i>to</i>, <i>the</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 18</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Sticky tabs, at least two for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 35–36</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 19: Up the Hill</b>			
<p><b>TE</b> 62–64</p> <p><b>SE</b> 67–71</p>	<p>19.1 Read words with the final /o/ sound.</p> <p>19.2 Read words in the <i>_ock</i>, <i>_op</i>, and <i>_ot</i> word families.</p> <p>19.3 Read the high-frequency word <i>she</i>.</p> <p>19.4 Retell the story to understand the theme.</p> <p>19.5 Verify predictions after reading the story.</p> <p>19.6 Identify a character’s unloving behavior toward others. <b>BWS</b> Love (evaluate)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 43, 46, 65, 78, 90, 91, 97, 112, 130, 136, 147, 154, 159, 193: <i>a, come, do, for, has, I, is, love, on, said, she, the, this, to, you</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Bike Safety”</li> <li>• PPT pres.: Vocabulary Words Lesson 19</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A small toy potato</li> <li>• Sticky tabs, at least three for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 71)</li> <li>• Think and Discuss (p. 71)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 37–38</li> </ul>
<b>Lesson 20: Hop in Socks</b>			
<p><b>TE</b> 65–68</p> <p><b>SE</b> 72–77</p>	<p>20.1 Read words with the initial /st/ sound.</p> <p>20.2 Read the high-frequency words <i>of</i>, <i>put</i>, and <i>says</i>.</p> <p>20.3 Match characters with items in the story.</p> <p>20.4 Infer why the children sit.</p> <p>20.5 Compare personal experiences with those in the story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 78, 109, 126, 132, 147: <i>a, has, of, put, says, the</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Several pictures that show an action</li> <li>• Sticky tabs, at least one for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 77)</li> <li>• Think and Discuss (p. 77)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 39–40</li> </ul>
<b>Lesson 21: Bugs!</b>			
<p><b>TE</b> 69–71</p> <p><b>SE</b> 20, 30, 78–81</p>	<p>21.1 Read words with initial /st/.</p> <p>21.2 Read the high-frequency word <i>from</i>.</p> <p>21.3 Explain the differences among fiction, poetry, and informational texts.</p> <p>21.4 Identify insects based on physical description.</p> <p>21.5 Draw an insect from the text description.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 21: <i>Insect Jobs</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 68, 78, 91, 154: <i>a, from, has, is, this</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Informational Texts”</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 41–42</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 22: Bugs!</b>			
<b>TE</b> 72–74  <b>SE</b> 79–85	22.1 Read words with /r/. 22.2 Read words in the <i>_est</i> 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. <u>BWS</u> Love (explain)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 1, 12, 91, 112, 154: <i>a, an, is, on, this</i></li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 85)</li> <li>• Think and Discuss (p. 85)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 43–44</li> </ul>
<b>Lesson 23: Pups on the Go</b>			
<b>TE</b> 75–78  <b>SE</b> 86–91	23.1 Read words with /kw/ and /v/. 23.2 Read the high-frequency words <i>he, mother, and we</i> . 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. <u>BWS</u> Love (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 23: <i>Sequencing</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 1, 19, 43, 71, 78, 80, 91, 102, 114, 132, 147, 153, 159, 174: <i>a, are, come, go, has, he, is, mother, one, says, the, they, to, we</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Sequencing”</li> <li>• PPT pres.: Vocabulary Words Lesson 23</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 91)</li> <li>• Think and Discuss (p. 91)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 45–46</li> </ul>
<b>Lesson 24: Look Again: Reader’s Theater</b>			
<b>TE</b> 79  <b>SE</b> 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. <u>BWS</u> Love (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 24: <i>Reader’s Theater Script</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Reader’s Theater in the Classroom</li> <li>• Link: Article about Reader’s Theater</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 47–48</li> </ul>
<b>Lesson 25: To the Vet</b>			
<b>TE</b> 80–83  <b>SE</b> 92–97	25.1 Read words with /f/ and /ft/. 25.2 Read words in the <i>_ift</i> and <i>_uff</i> word families. 25.3 Read the high-frequency words <i>see</i> and <i>woman</i> . 25.4 Describe key details in a story. 25.5 Model different types of intonation.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 1, 65, 68, 85, 90, 91, 112, 130, 134, 136, 147, 154, 159, 170, 184: <i>a, for, from, her, I, is, on, said, see, she, the, this, to, was, woman</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Veterinarian”</li> <li>• PPT pres.: Vocabulary Words Lesson 25</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Sticky tabs, at least six for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 49–50</li> </ul>

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



Pages	Objectives	Resources	Assessments
<b>Lesson 30: Barkley</b>			
<p><b>TE</b> 98–110</p> <p><b>SE</b> 118–41</p>	<p>30.1 Describe the characters and events after listening to a story.</p> <p>30.2 List people we should love. <b>BWS</b> Love (apply)</p> <p>30.3 Propose concrete ways to show love for God and others. <b>BWS</b> Love (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Dogs Performing Tricks</li> <li>• Link: Read-Alouds in the Classroom</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A small plush dog</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 141)</li> <li>• Think and Discuss (p. 141)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 59–60</li> </ul>

## Unit 2: Helping Hands

Pages	Objectives	Resources	Assessments
<b>Lesson 31: Grandma's Kisses</b>			
<b>TE</b> 119–23  <b>SE</b> 1–6	31.1 Read words with short vowel sounds. 31.2 Read the high-frequency word <i>picture</i> . 31.3 Identify plural words with the suffix <i>-es</i> . 31.4 Describe the main event in the first part of the story.	<b>Visuals</b> <ul style="list-style-type: none"> <li>P6: <i>The López Family</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 1, 19, 43, 65, 78, 79, 86, 87, 90, 91, 97, 109, 112, 114, 120, 130, 147, 154, 159, 170, 193, 195: <i>a, are, come, for, has, have, here, his, I, is, love, of, on, one, picture, said, the, this, to, was, you, your</i></li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 31</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 61–62</li> </ul>
<b>Lesson 32: Grandma's Kisses</b>			
<b>TE</b> 123–25  <b>SE</b> 7–11	32.1 Read words with final blends <i>ld</i> , <i>lk</i> , <i>lp</i> , and <i>lt</i> . 32.2 Read the high-frequency words <i>give, me, my, and pretty</i> . 32.3 Describe the main event in the second part of the story. 32.4 Sequence the events in the entire story.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 1, 70, 79, 90, 97, 99, 104, 109, 123, 130, 147, 150, 159, 160, 170, 193: <i>a, give, have, I, love, me, my, of, pretty, said, the, then, to, too, was, you</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Talking Parrots</li> <li>PPT pres.: Vocabulary Words Lesson 32</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 11)</li> <li>Think and Discuss (p. 11)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 63–64</li> </ul>
<b>Lesson 33: Pip and Puck</b>			
<b>TE</b> 126–28  <b>SE</b> 12–15	33.1 Read words with final blends <i>ct</i> , <i>pt</i> , and <i>xt</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 1, 19, 79, 91, 112, 123, 134, 147, 153, 170: <i>a, are, have, is, on, pretty, see, the, they, was</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Baby Emperor Penguins Hatch and Peep</li> <li>PPT pres.: Vocabulary Words Lesson 33</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A large cookie jar</li> <li>Basic chocolate chip cookie ingredients: a baggie of flour, one egg, butter, a baggie of sugar, a bag of chocolate chips</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 65–66</li> </ul>

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

Pages	Objectives	Resources	Assessments
<b>Lesson 34: Pip and Puck</b>			
<b>TE</b> 129–31  <b>SE</b> 16–19	34.1 Read words with initial blends <i>bl, cl, fl, and gl</i> . 34.2 Read the high-frequency word <i>father</i> . 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. <b>BWS</b> Helpfulness (formulate)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 19, 43, 46, 63, 78, 85, 109, 147, 150, 153: <i>are, come, do, father, has, her, of, the, then, they</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 34</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A stuffed toy penguin</li> <li>• A small basket</li> <li>• Paper snowballs</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 19)</li> <li>• Think and Discuss (p. 19)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 67–68</li> </ul>
<b>Lesson 35: A Penguin Chick</b>			
<b>TE</b> 132–35  <b>SE</b> 20–25	35.1 Read words with initial blends <i>cr, dr, fr, and tr</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 1, 65, 68, 70, 71, 80, 91, 97, 112, 147, 159: <i>a, for, from, give, go, he, is, love, on, to, the</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Baby Penguins”</li> <li>• Video: “Previewing Text”</li> <li>• PPT pres.: Vocabulary Words Lesson 35</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A picture of krill</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 25)</li> <li>• Think and Discuss (p. 25)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 69–70</li> </ul>
<b>Lesson 36: Look Again: Compare Informational Text and Fictional Text</b>			
<b>TE</b> 136  <b>SE</b> 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.”	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 1, 19, 65, 68, 70, 71, 78, 79, 85, 91, 97, 112, 123, 134, 147, 150, 153, 159, 170: <i>a, are, for, from, give, go, has, have, her, is, love, on, pretty, see, the, then, they, to, was</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A photocopy of the title pages of “Pip and Puck” and “A Penguin Chick”</li> <li>• Six sticky notes labeled <i>photographs; illustrations; gives facts; tells a make-believe story; characters, setting, problem, solution; and text features: captions</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 71–72</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 37: Jax and Me</b>			
<p><b>TE</b> 137–39</p> <p><b>SE</b> 26–30</p>	<p>37.1 Read words with blends <i>sl</i>, <i>sn</i>, <i>sm</i>, and <i>spr</i>.</p> <p>37.2 Read the high-frequency words <i>is</i> and <i>my</i>.</p> <p>37.3 Ask and answer questions from peers about details in the text.</p> <p>37.4 Describe the characters in the story.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>Alphabet Cards: <i>sl</i>, <i>sn</i>, <i>sm</i>, <i>spr</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 11, 65, 70, 80, 87, 90, 91, 97, 99, 104, 112, 150, 159, 177: <i>always</i>, <i>for</i>, <i>give</i>, <i>he</i>, <i>his</i>, <i>I</i>, <i>is</i>, <i>love</i>, <i>me</i>, <i>my</i>, <i>on</i>, <i>then</i>, <i>to</i>, <i>when</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Food Allergy Service Dogs</li> <li>PPT pres.: Vocabulary Words Lesson 37</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Pictures of service animals: dog (visual, hearing, allergies), miniature horse (visual guide animal), ferret (emotional), capuchin monkey (quadriplegics)</li> <li>3 × 5 cards labeled <i>who?</i>, <i>what?</i>, and <i>where?</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 73–74</li> </ul>
<b>Lesson 38: Jax and Me</b>			
<p><b>TE</b> 140–42</p> <p><b>SE</b> 31–35</p>	<p>38.1 Read words with blends <i>sm</i> and <i>str</i> and the digraph <i>sh</i>.</p> <p>38.2 Read the high-frequency words <i>be</i>, <i>before</i>, <i>goes</i>, <i>good</i>, <i>or</i>, <i>them</i>, and <i>where</i>.</p> <p>38.3 Use illustrations to describe how Jax helps his human.</p> <p>38.4 Compare and contrast the text with a video about the same subject.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 38: “<i>Jax and Me</i>” <i>Illustration Strips</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>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: <i>a</i>, <i>an</i>, <i>be</i>, <i>before</i>, <i>do</i>, <i>for</i>, <i>from</i>, <i>go</i>, <i>goes</i>, <i>good</i>, <i>have</i>, <i>has</i>, <i>he</i>, <i>her</i>, <i>his</i>, <i>I</i>, <i>is</i>, <i>me</i>, <i>my</i>, <i>of</i>, <i>or</i>, <i>the</i>, <i>them</i>, <i>then</i>, <i>this</i>, <i>to</i>, <i>we</i>, <i>when</i>, <i>where</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Therapy Dogs</li> <li>Link: Good Manners around Service Dogs</li> <li>PPT pres.: Vocabulary Words Lesson 38</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Craft sticks</li> <li>Small squares of paper with the blends <i>sm</i> and <i>str</i> and the digraph <i>sh</i> written on them, enough for each student to have a set</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 35)</li> <li>Think and Discuss (p. 35)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 75–76</li> </ul>
<b>Lesson 39: A Blessing</b>			
<p><b>TE</b> 143–45</p> <p><b>SE</b> 36–40</p>	<p>39.1 Read words with final /sh/.</p> <p>39.2 Read the high-frequency words <i>thought</i>, <i>want</i>, <i>water</i>, and <i>work</i>.</p> <p>39.3 Identify the reason Calvin is upset.</p> <p>39.4 List ways Calvin and Jayla helped. <b>BWS</b> Helpfulness (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 39: <i>T.A.L.E.S.: Thinking about Character Development</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 1, 46, 65, 79, 85, 90, 91, 102, 153, 156, 167, 173, 187, 193: <i>a</i>, <i>do</i>, <i>for</i>, <i>have</i>, <i>her</i>, <i>I</i>, <i>is</i>, <i>mother</i>, <i>they</i>, <i>thought</i>, <i>want</i>, <i>water</i>, <i>work</i>, <i>you</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 39</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 77–78</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 40: A Blessing</b>			
<p><b>TE</b> 146–48</p> <p><b>SE</b> 41–45</p>	<p>40.1 Read words with the initial and final blends <i>ch /ch/</i> and final <i>nch /nch/</i>.</p> <p>40.2 Read the high-frequency words <i>after, done, door,</i> and <i>who</i>.</p> <p>40.3 Explain how Calvin changed from the beginning of the story to the end.</p> <p>40.4 Explain how Calvin and his family demonstrated the principles of Hebrews 13:16 and Proverbs 3:27. <b>BWS</b> Helpfulness (formulate)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• 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: <i>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</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 40</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A plastic headband</li> <li>• Seven sticky notes labeled “<i>A Blessing</i>”, <i>Calvin, Tim and Lucas, Mrs. Kapp, Jayla, sulked,</i> and <i>giggled</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 45)</li> <li>• Think and Discuss (p. 45)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 79–80</li> </ul>
<b>Lesson 41: Look Again: Helpfulness</b>			
<p><b>TE</b> 149</p> <p><b>SE</b> 37, 39–40, 42, 44</p>	<p>41.1 Reread portions of “A Blessing.”</p> <p>41.2 Reread Hebrews 13:16 and Proverbs 3:27.</p> <p>41.3 Propose ways to apply the principles of Hebrews 13:16 and Proverbs 3:27. <b>BWS</b> Helpfulness (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 41: <i>What Does God Say about Helpfulness?</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 1, 19, 46, 65, 68, 79, 85, 90, 99, 102, 130, 139, 153, 160, 167, 170, 177, 193: <i>a, are, do, for, from, have, her, I, me, mother, said, so, they, too, want, was, when, you</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Nine felt squares of the same color</li> <li>• Five felt X’s and five felt O’s</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 81–82</li> </ul>
<b>Lesson 42: Buddy’s Bed</b>			
<p><b>TE</b> 150–53</p> <p><b>SE</b> 46–51</p>	<p>42.1 Read words with final <i>nk /ngk/</i>.</p> <p>42.2 Read the high-frequency words <i>some, there,</i> and <i>wash</i>.</p> <p>42.3 Identify the main problem in the story.</p> <p>42.4 Describe key details in the story.</p> <p>42.5 Predict how the problem will be solved in the story.</p>	<p><b>Visuals</b></p> <ul style="list-style-type: none"> <li>• P7: <i>The Miller Family</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 65, 79, 86, 87, 120, 132, 140, 151, 167, 171: <i>for, have, here, his, picture, says, some, there, want, wash</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 42</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A small plush dog</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 83–84</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 43: Buddy's Bed</b>			
<p><b>TE</b> 154–57</p> <p><b>SE</b> 52–57</p>	<p>43.1 Read words with the initial and final digraph /th/.</p> <p>43.2 Read the high-frequency word <i>hear</i>.</p> <p>43.3 List ways that characters attempt to solve a problem.</p> <p>43.4 Verify predictions after reading the story.</p> <p>43.5 Discuss with a partner how characters solved problems by working together. <b>BWS</b> Helpfulness (explain)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 46, 65, 68, 79, 82, 86, 87, 126, 132, 150, 151, 154, 159, 167, 193: <i>do, for, from, have, hear, here, his, put, says, then, there, this, to, want, you</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 43</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A picture of a pup tent</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 57)</li> <li>• Think and Discuss (p. 57)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 85–86</li> </ul>
<b>Lesson 44: Can I Help You?</b>			
<p><b>TE</b> 158–61</p> <p><b>SE</b> 58–62</p>	<p>44.1 Read words with the <i>wh</i> /hw/ sound.</p> <p>44.2 Read the high-frequency word <i>eyes</i>.</p> <p>44.3 Identify story details that are reflected in the illustrations.</p> <p>44.4 Predict how Josh will help the kittens.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 19, 46, 50, 61, 79, 86, 130, 131, 159, 176, 177, 195: <i>are, do, door, eyes, have, here, said, saw, to, what, when, your</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 44</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A sheet of white paper for each reading group</li> <li>• A few crayons for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 87–88</li> </ul>
<b>Lesson 45: Can I Help You?</b>			
<p><b>TE</b> 162–63</p> <p><b>SE</b> 63–66</p>	<p>45.1 Retell the first part of the text.</p> <p>45.2 Identify the problem in the story.</p> <p>45.3 Describe characters' contributions to solving the problem.</p> <p>45.4 Revise previous predictions after reading.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 65, 104, 109, 126, 130, 134, 150, 151, 153, 154, 159, 195: <i>for, my, of, put, said, see, then, there, they, this, to, your</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• The students' drawings from the previous lesson's sequencing activity</li> <li>• Sticky tabs, at least three for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 89–90</li> </ul>
<b>Lesson 46: Can I Help You?</b>			
<p><b>TE</b> 164–66</p> <p><b>SE</b> 67–71</p>	<p>46.1 Read words with final /th/.</p> <p>46.2 Read words with <i>-ed</i> and <i>-ing</i> endings after a doubled consonant.</p> <p>46.3 Read the high-frequency words <i>other, two, and were</i>.</p> <p>46.4 Explain how the problem was solved.</p> <p>46.5 Verify predictions after reading the story.</p> <p>46.6 Explain how Josh helped by being unselfish. <b>BWS</b> Helpfulness (explain)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 19, 61, 65, 71, 79, 99, 117, 126, 130, 154, 159, 162, 175, 195: <i>are, eyes, for, go, have, me, other, put, said, this, to, two, were, your</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 71)</li> <li>• Think and Discuss (p. 71)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 91–92</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 47: “Cat Kisses” and “Cats”</b>			
<b>TE</b> 167–69  <b>SE</b> 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.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Cat Kisses”</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A canvas or drawstring bag</li> <li>• A piece of sandpaper</li> <li>• A small alarm clock</li> <li>• A shoe</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 75)</li> <li>• Think and Discuss (p. 75)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 93–94</li> </ul>
<b>Lesson 48: Look Again: A New Ending</b>			
<b>TE</b> 170  <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 19, 61, 65, 71, 79, 99, 117, 126, 130, 154, 159, 162, 175, 195: <i>are, eyes, for, go, have, me, other, put, said, this, to, two, were, your</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 95–96</li> </ul>
<b>Lesson 49: A Man and a Bug</b>			
<b>TE</b> 171–74  <b>SE</b> 76–80	49.1 Read words ending in <i>le</i> . 49.2 Read the high-frequency words <i>about, could, many, and people</i> . 49.3 Identify two-syllable words in the text. 49.4 Infer traits about Mr. Skinner and Mr. Kimble.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 49: <i>Mr. Skinner and Mr. Kimble</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 2, 7, 44, 46, 68, 79, 98, 117, 119, 130, 140, 149, 153, 167, 193: <i>about, all, could, do, from, have, many, others, people, them, they, said, some, want, you</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 49</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Wordless books, such as “I Walk with Vanessa” or “That Neighbor Kid”</li> <li>• A felt bag</li> <li>• Nine 3 × 5 cards</li> <li>• Sticky tabs, at least four for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 97–98</li> </ul>
<b>Lesson 50: A Man and a Bug</b>			
<b>TE</b> 175–77  <b>SE</b> 81–83	50.1 Read words ending in <i>le</i> 50.2 Read the high-frequency word <i>off</i> . 50.3 Identify two-syllable words in the text. 50.4 Explain how God helped Mr. Skinner to help others. <b>BWS</b> Helpfulness (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 50: <i>A Word-Picture Sentence</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 2, 44, 79, 80, 109, 110, 114, 130, 149, 159, 177: <i>about, could, have, he, of, off, one, said, them, to, when</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 50</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Sticky tabs, at least seventeen for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 83)</li> <li>• Think and Discuss (p. 83)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 99–100</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 51: A Little Girl Helps</b>			
<b>TE</b> 178–181  <b>SE</b> 84–89	51.1 Read words with the suffix <i>-ed</i> as /t/. 51.2 Read the high-frequency words <i>family</i> and <i>live</i> . 51.3 Distinguish between the final sounds /əd/ and /t/ in verbs in the story. 51.4 Infer traits about the little girl.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 46, 62, 63, 68, 75, 85, 96, 102, 109, 117, 119, 131, 136, 150, 153, 159, 175, 180: <i>do, family, father, from, good, her, live, mother, of, other, people, saw, she, then, they, to, were, who</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Genre: Bible Account”</li> <li>• PPT pres.: Vocabulary Words Lesson 51</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Sticky tabs, at least four for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 101–2</li> </ul>
<b>Lesson 52: A Little Girl Helps</b>			
<b>TE</b> 182–84  <b>SE</b> 90–93	52.1 Read words with suffix <i>-ed</i> as /d/. 52.2 Read the high-frequency words <i>doing</i> and <i>great</i> . 52.3 Distinguish between final /əd/ and /d/. 52.4 Identify sensory details in the description of Naaman’s illness. 52.5 Identify the main problem in the text.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 2, 44, 46, 48, 65, 76, 80, 107, 117, 131, 136, 154, 167, 176, 184: <i>about, could, do, doing, for, great, he, no, other, saw, she, this, want, what, woman</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 52</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Sticky tabs, at least four for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 103–4</li> </ul>
<b>Lesson 53: A Little Girl Helps</b>			
<b>TE</b> 185–87  <b>SE</b> 94–97	53.1 Read words using the suffix <i>-ed</i> as /əd/ or /t/. 53.2 Read the high-frequency word <i>as</i> . 53.3 Explain the solution to the problem. 53.4 Explain how the little girl helped. <b>BWS</b> Helpfulness (explain)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 2, 20, 46, 80, 107, 109, 117, 130, 136, 150, 151, 159, 176: <i>about, as, do, he, no, of, other, said, she, then, there, to, what</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 53</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 97)</li> <li>• Think and Discuss (p. 97)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 105–6</li> </ul>
<b>Lesson 54: Look Again: Ways to Help</b>			
<b>TE</b> 188  <b>SE</b> 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. <b>BWS</b> Helpfulness (apply)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 2, 44, 46, 62, 63, 75, 79, 85, 102, 109, 117, 119, 130, 131, 149, 153, 159, 167: <i>about, could, do, family, father, good, have, her, mother, of, other, people, said, saw, them, they, to, want</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 107–8</li> </ul>



Pages	Objectives	Resources	Assessments
<b>Lesson 55: If Everybody Did</b>			
<p><b>TE</b> 189–97</p> <p><b>SE</b> 98–113</p>	<p>55.1 Identify rhyming words and exaggeration, after listening to a story.</p> <p>55.2 Recognize the use of exaggeration in text and illustrations.</p> <p>55.3 Read the story as a shared story.</p> <p>55.4 Propose ways to help and care for others. <b>BWS</b> Helpfulness (formulate)</p> <p>55.5 Formulate an answer to the unit essential question. <b>BWS</b> Helpfulness (apply)</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Individually wrapped candy for each student</li> <li>• A small stuffed dog</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 113)</li> <li>• Think and Discuss (p. 113)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 109–10</li> </ul>

Unit 3: Brave Together			
Pages	Objectives	Resources	Assessments
<b>Lesson 56: Dragons and Giants</b>			
<p><b>TE</b> 207–13</p> <p><b>SE</b> 1–11</p>	<p>56.1 Read a fantasy story as a shared reading.</p> <p>56.2 Compare and contrast shared reading of a text with watching a video of the story.</p> <p>56.3 Explain whether Frog and Toad are truly brave. <b>BWS</b> Courage (explain)</p> <p>56.4 Draw a picture illustrating a truly brave act.</p>	<p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• Link: Frog and Toad story</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 11)</li> <li>• Think and Discuss (p. 11)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 111–12</li> </ul>
<b>Lesson 57: Tip Top Twins</b>			
<p><b>TE</b> 214–18</p> <p><b>SE</b> 12–19</p>	<p>57.1 Read words with <i>a_e</i>.</p> <p>57.2 Read the high-frequency words <i>by</i> and <i>once</i>.</p> <p>57.3 Compare and contrast the twins.</p> <p>57.4 Describe a personal connection to the text.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 2, 23, 38, 113, 149: <i>about, be, by, once, them</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 57</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two sticky tabs for each student (different colors)</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 19)</li> <li>• Think and Discuss (p. 19)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 113–14</li> </ul>
<b>Lesson 58: My Dragon, Drake</b>			
<p><b>TE</b> 219–22</p> <p><b>SE</b> 20–25</p>	<p>58.1 Read words with <i>i_e</i>.</p> <p>58.2 Read the high-frequency words <i>alone, both, our, and friend</i>.</p> <p>58.3 Distinguish between realistic and fantastic elements in a text.</p> <p>58.4 Infer reasons the speaker thinks dragon friends are fun.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 8, 29, 67, 75, 98, 99, 104, 118, 162: <i>alone, both, friend, good, many, me, my, our, two</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 58</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A cloth or canvas bag</li> <li>• A pinecone</li> <li>• A few fall leaves</li> <li>• A plush dragon</li> <li>• Sticky tabs for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 25)</li> <li>• Think and Discuss (p. 25)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 115–16</li> </ul>

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

Pages	Objectives	Resources	Assessments
<b>Lesson 59: Dragonfly: A Funny Bug</b>			
<p><b>TE</b> 223–26</p> <p><b>SE</b> 26–31</p>	<p>59.1 Read words with <i>o_e</i>.</p> <p>59.2 Read the high-frequency words <i>away</i>, <i>four</i>, and <i>these</i>.</p> <p>59.3 Identify the main idea of the informational text.</p> <p>59.4 List key details that support the main idea.</p> <p>59.5 Respond to a text by drawing a picture.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 21, 22, 23, 38, 61, 66, 96, 116, 152, 173: <i>away</i>, <i>baby</i>, <i>be</i>, <i>by</i>, <i>eyes</i>, <i>four</i>, <i>live</i>, <i>or</i>, <i>these</i>, <i>water</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Dragonflies”</li> <li>• PPT pres.: Vocabulary Words Lesson 59</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Sticky tabs, at least two for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 31)</li> <li>• Think and Discuss (p. 31)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 117–18</li> </ul>
<b>Lesson 60: “Rhyming Riddles”</b>			
<p><b>TE</b> 227–30</p> <p><b>SE</b> 32–37</p>	<p>60.1 Read words with <i>u_e</i>.</p> <p>60.2 Classify words according to word family.</p> <p>60.3 Illustrate a new riddle.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 60: <i>Rhyming Pairs</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 60</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Sticky tabs, at least nine for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 37)</li> <li>• Think and Discuss (p. 37)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 119–20</li> </ul>
<b>Lesson 61: Look Again: Favorite Selection</b>			
<p><b>TE</b> 231</p> <p><b>SE</b> 12–37</p>	<p>61.1 Read a short passage from a favorite selection.</p> <p>61.2 Explain why the passage is a favorite.</p> <p>61.3 Ask and answer questions from peers about the text.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 8, 21, 29, 38, 66, 67, 113, 118, 152: <i>alone</i>, <i>away</i>, <i>both</i>, <i>by</i>, <i>four</i>, <i>friend</i>, <i>once</i>, <i>our</i>, <i>these</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 121–22</li> </ul>
<b>Lesson 62: A New Friend</b>			
<p><b>TE</b> 232–35</p> <p><b>SE</b> 38–42</p>	<p>62.1 Read words with the suffixes <i>-ed</i> and <i>-ing</i>.</p> <p>62.2 Read the high-frequency words <i>children</i>, <i>new</i>, and <i>laugh</i>.</p> <p>62.3 Identify the characters and setting in the first part of the story.</p> <p>62.4 Propose how Tim should have acted differently. <b>BWS</b> Courage (formulate)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 21, 40, 82, 94, 106, 117: <i>away</i>, <i>children</i>, <i>hear</i>, <i>laugh</i>, <i>new</i>, <i>other</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Disabled Person”</li> <li>• PPT pres.: Vocabulary Words Lesson 62</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 3 × 5 cards labeled <i>who?</i>, <i>what?</i>, and <i>where?</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 123–24</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 63: A New Friend</b>			
<b>TE</b> 236–38  <b>SE</b> 43–47	63.1 Read words with the suffixes <i>-ed</i> and <i>-ing</i> . 63.2 Read the high-frequency words <i>why</i> and <i>someone</i> . 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. <u><b>BWS</b></u> Courage (evaluate) 63.5 Apply Matthew 7:12 to interactions with other students. <u><b>BWS</b></u> Courage (apply)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 23, 67, 94, 106, 117, 119, 141, 167, 182, 190: <i>be, friend, laugh, new, other, people, someone, want, why, would</i></li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 47)</li> <li>• Think and Discuss (p. 47)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 125–26</li> </ul>
<b>Lesson 64: A Brave Father</b>			
<b>TE</b> 239–42  <b>SE</b> 48–53	64.1 Read words with the suffixes <i>-ed</i> and <i>-ing</i> . 64.2 Read the high-frequency words <i>war, son,</i> and <i>very</i> . 64.3 Retell the first part of the selection. 64.4 Explain Major White’s job.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 2, 21, 143, 151, 156, 166, 167, 168, 175, 180, 187: <i>about, away, son, there, thought, very, want, war, were, who, work</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Military Parent”</li> <li>• PPT pres.: Vocabulary Words Lesson 64</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 127–28</li> </ul>
<b>Lesson 65: A Brave Father</b>			
<b>TE</b> 243–45  <b>SE</b> 54–59	65.1 Read words with the vowel pattern <i>ai</i> . 65.2 Read the high-frequency words <i>everywhere</i> and <i>their</i> . 65.3 Explain why Major White was in danger. 65.4 Propose ways to be brave when separated from a loved one. <u><b>BWS</b></u> Courage (apply)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 23, 44, 49, 59, 61, 110, 141, 148, 151, 167, 175, 178, 187: <i>be, could, done, everywhere, eyes, off, someone, their, there, want, were, where, work</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 65</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Small object for Quick Pass game</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 59)</li> <li>• Think and Discuss (p. 59)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 129–30</li> </ul>
<b>Lesson 66: Brave Daniel and the Lions</b>			
<b>TE</b> 246–50  <b>SE</b> 60–67	66.1 Read words with <i>ay</i> as /ā/. 66.2 Read the high-frequency words <i>anyone, only,</i> and <i>three</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 17, 23, 38, 44, 106, 115, 117, 119, 157, 167, 180: <i>anyone, be, by, could, new, only, other, people, three, want, who</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 66</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• A small lap or baby blanket</li> <li>• Sticky tabs</li> <li>• Four pieces of paper labeled <i>List 1, List 2, List 3,</i> and <i>List 4</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 131–32</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 67: Brave Daniel and the Lions</b>			
<b>TE</b> 251–55  <b>SE</b> 68–73	67.1 Read words with long e as an open syllable. 67.2 Read the high-frequency words <i>everyone, heard, knew, and watch</i> . 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. <b>BWS</b> Courage (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 67: <i>Let’s Make a List</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 38, 44, 58, 83, 92, 106, 148, 172: <i>by, could, everyone, heard, knew, new, their, watch</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 67</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 73)</li> <li>Think and Discuss (p. 73)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 133–34</li> </ul>
<b>Lesson 68: Look Again: Courage</b>			
<b>TE</b> 256  <b>SE</b> 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. <b>BWS</b> Courage (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 68: <i>Pray about Everything</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 94, 106, 115, 117, 167: <i>laugh, new, only, other, want</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A multicolored inflatable comprehension cube</li> <li>1.5 × 2-inch sticky notes</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 135–36</li> </ul>
<b>Lesson 69: Camp Sunrise</b>			
<b>TE</b> 257–60  <b>SE</b> 74–79	69.1 Read words with <i>ee, ea, and ey</i> as /ē/. 69.2 Read the high-frequency word <i>learn</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 21, 67, 95, 117, 151, 156, 175: <i>away, friend, learn, other, there, thought, were</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 69</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Three small potatoes (one white, one red, one purple) with googly eyes glued on them</li> <li>One MR. POTATO HEAD® figure, dressed up</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 137–38</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 70: Camp Sunrise</b>			
<p><b>TE</b> 261–63</p> <p><b>SE</b> 80–83</p>	<p>70.1 Read the high-frequency words <i>even</i> and <i>read</i>.</p> <p>70.2 Infer the effect that keeping active has on the main character's homesickness.</p> <p>70.3 Verify predictions after reading the story.</p> <p>70.4 Retell the part of the story that the illustration shows.</p> <p>70.5 Compare Psalm 55:17 to the name of the camp and the lesson learned by the main character. <b>BWS</b> Courage (evaluate)</p> <p>70.6 Formulate strategies for coping with homesickness. <b>BWS</b> Courage (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 70: <i>Psalm 55:17</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 55, 67, 117, 128, 140, 157, 173: <i>even, friend, other, read</i> [past tense], <i>some, three, water</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 70</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Small object for Quick Pass game</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 83)</li> <li>Think and Discuss (p. 83)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 139–40</li> </ul>
<b>Lesson 71: Brave Bessie</b>			
<p><b>TE</b> 264–67</p> <p><b>SE</b> 84–88</p>	<p>71.1 Read words with <i>y</i> as /ē/.</p> <p>71.2 Read the high-frequency words <i>brother, clothes, every, school, something, world, and write</i>.</p> <p>71.3 Collaborate to answer questions about the selection.</p> <p>71.4 Compare and contrast Bessie's brothers' attitudes about girls flying airplanes and Bessie's attitude.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 2, 31, 41, 44, 48, 56, 62, 75, 92, 96, 116, 117, 119, 133, 140, 142, 168, 171, 188, 191: <i>about, brother, clothes, could, doing, every, family, good, knew, live, or, other, people, school, some, something, war, wash, world, write</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 71</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Two standard craft sticks for each student</li> <li>One mini craft stick for each student</li> <li>One clothespin for each student</li> <li>Markers or crayons</li> <li>Double-sided adhesive dots</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 141–42</li> </ul>
<b>Lesson 72: Brave Bessie</b>			
<p><b>TE</b> 268–71</p> <p><b>SE</b> 89–93</p>	<p>72.1 Collaborate to retell the beginning, middle, and end of the story.</p> <p>72.2 Read the high-frequency words <i>also, special, and women</i>.</p> <p>72.3 Analyze the text for ways Bessie helped others.</p> <p>72.4 Analyze Bessie's actions of bravery to fulfill her dreams of flying. <b>BWS</b> Courage (evaluate)</p> <p>72.5 Draw a picture illustrating a dream job.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 2, 10, 17, 26, 44, 49, 58, 95, 98, 117, 119, 133, 142, 144, 175, 178, 180, 185: <i>about, also, anyone, before, could, done, everyone, learn, many, other, people, school, something, special, were, where, who, women</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 72</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Six sticky notes: two labeled <i>B</i>, two labeled <i>M</i>, two labeled <i>E</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 93)</li> <li>Think and Discuss (p. 93)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 143–44</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 73: Trust in God</b>			
<b>TE</b> 272–75  <b>SE</b> 94–99	73.1 Read the words with /ā/ and /ē/ vowel patterns. 73.2 Read the high-frequency words <i>empty, please, and warm</i> . 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 73: <i>Using Onomatopoeia</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 44, 54, 70, 121, 141, 142, 152, 169, 175: <i>could, empty, give, please, someone, something, these, warm, were</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Onomatopoeia”</li> <li>PPT pres.: Vocabulary Words Lesson 73</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 99)</li> <li>Think and Discuss (p. 99)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 145–46</li> </ul>
<b>Lesson 74: near</b>			
<b>TE</b> 276–79  <b>SE</b> 100–105	74.1 Read the words with <i>ie</i> as /i/. 74.2 Read the high-frequency words <i>because, near, and through</i> . 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. <u>BWS</u> Courage (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 74: <i>Psalm 139:1–14</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 11, 24, 44, 63, 104, 105, 151, 158, 180: <i>always, because, could, father, my, near, there, through, who</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 74</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Unit 1 reader</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 105)</li> <li>Think and Discuss (p. 105)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 147–48</li> </ul>
<b>Lesson 75: Look Again: Trusting God</b>			
<b>TE</b> 280  <b>SE</b> 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.” <u>BWS</u> Courage (apply)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW: 21, 44, 67, 70, 117, 121, 142, 151, 152, 156, 175: <i>away, could, friend, give, other, please, something, there, these, thought, warm, were</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A multicolored inflatable comprehension cube (from Lesson 68)</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 149–50</li> </ul>
<b>Lesson 76: Brave Firefighters</b>			
<b>TE</b> 281–85  <b>SE</b> 106–13	76.1 Read the words with <i>y</i> and <i>igh</i> as /i/. 76.2 Read the high-frequency words <i>ear, floor, and going</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 44, 51, 59, 61, 64, 73, 83, 142: <i>could, ear, everywhere, eyes, floor, going, heard, something</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Firefighters”</li> <li>PPT pres.: Vocabulary Words Lesson 76</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 151–52</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 77: Brave Firefighters</b>			
<b>TE</b> 286–89  <b>SE</b> 114–19	77.1 Retell the first part of the story by using key details. 77.2 Read the high-frequency word <i>again</i> . 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 11: <i>Five-Finger Retelling</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 2, 5, 10, 44, 49, 50, 156, 172, 173, 175: <i>about, again, also, could, done, door, thought, watch, water, were</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 77</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Two or three whole red candy apples</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 119)</li> <li>Think and Discuss (p. 119)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 153–54</li> </ul>
<b>Lesson 78: The Best Dog Yet</b>			
<b>TE</b> 290–93  <b>SE</b> 120–25	78.1 Read words with /i/ 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 38, 70, 98, 110, 167: <i>by, give, many, off, want</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Rescue Dog Saves Baby</li> <li>PPT pres.: Vocabulary Words Lesson 78</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Several sticky tabs for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 155–56</li> </ul>
<b>Lesson 79: The Best Dog Yet</b>			
<b>TE</b> 294–97  <b>SE</b> 126–31	79.1 Read words with /ō/ vowel patterns. 79.2 Read the high-frequency words <i>below, pull, and without</i> . 79.3 Identify dialogue in the selection. 79.4 Explain how an animal showed bravery in the selection.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 4, 23, 28, 44, 50, 124, 183: <i>after, be, below, could, door, pull, without</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 79</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Several sticky tabs for each student</li> <li>Small object for Quick Pass game</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 131)</li> <li>Think and Discuss (p. 131)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 157–58</li> </ul>
<b>Lesson 80: Look Again: Two Stories</b>			
<b>TE</b> 298  <b>SE</b> 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.”	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 10, 23, 44, 50, 172, 173, 175: <i>also, be, could, door, watch, water, were</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Axel the Firehouse Pup</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 159–60</li> </ul>



Pages	Objectives	Resources	Assessments
<b>Lesson 81: “Snow” and “A Sledding Song”</b>			
<b>TE</b> 299–301  <b>SE</b> 132–35	81.1 Read words with <i>ow</i> 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.	<b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: “Row, Row, Row Your Boat”</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Several sticky tabs for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 135)</li> <li>Think and Discuss (p. 135)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 161–62</li> </ul>
<b>Lesson 82: A Christmas Cookie</b>			
<b>TE</b> 302–6  <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 49, 94, 118, 166, 167, 175: <i>done, laugh, our, very, want, were</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Christmas Traditions”</li> <li>PPT pres.: Vocabulary Words Lesson 82</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky tabs for each student</li> <li>Three 3 × 5 cards: one labeled <i>first</i>, one labeled <i>last</i>, and one labeled <i>next</i> on one side and <i>then</i> on the other side</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 163–64</li> </ul>
<b>Lesson 83: A Christmas Cookie</b>			
<b>TE</b> 307–9  <b>SE</b> 143–47	83.1 Read words with /ō/ in an open syllable. 83.2 Read the high-frequency words <i>know, quiet, should, under, and use</i> . 83.3 Retell the events in the selection, using time-order words. 83.4 Predict what will happen to Jayla and the kitten.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 4, 23, 40, 50, 62, 68, 75, 93, 127, 138, 164, 165, 172: <i>after, be, children, door, family, from, good, know, quiet, should, under, use, watch</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 83</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>3 × 5 time-order word cards from Lesson 82</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 165–66</li> </ul>
<b>Lesson 84: A Christmas Cookie</b>			
<b>TE</b> 310–13  <b>SE</b> 148–53	84.1 Read the high-frequency words <i>everybody</i> and <i>head</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 2, 5, 23, 40, 57, 61, 81, 83, 94, 121, 127, 138, 140, 142, 156, 169: <i>about, again, be, children, everybody, eyes, head, heard, laugh, please, quiet, should, some, something, thought, warm</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 84</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 153)</li> <li>Think and Discuss (p. 153)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 167–68</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 85: Look Again: Adjectives</b>			
<b>TE</b> 314  <b>SE</b> 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 85: <i>Rascal’s Day</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 4, 62, 68, 75, 93, 94, 118, 164, 165, 166, 167, 172, 175: <i>after, family, from, good, know, laugh, our, under, use, very, want, watch, were</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 83 (review)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Several sticky tabs for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 169–70</li> </ul>
<b>Lesson 86: The Eagle and the Ant</b>			
<b>TE</b> 315–19  <b>SE</b> 154–61	86.1 Read words with the <i>ue</i> vowel pattern. 86.2 Read the high-frequency word <i>been</i> . 86.3 Identify the elements of a fable. 86.4 Analyze the meaning of the stated moral. <b>BWS</b> Courage (explain)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 21, 27, 38, 67, 68, 82, 98, 117, 148, 162, 173, 182: <i>away, been, by, friend, from, hear, many, other, their, two, water, why</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Fable”</li> <li>PPT pres.: Vocabulary Words Lesson 86</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 161)</li> <li>Think and Discuss (p. 161)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 171–72</li> </ul>
<b>Lesson 87: To Be Great</b>			
<b>TE</b> 320–23  <b>SE</b> 162–67	87.1 Read words with the suffixes <i>-ed</i> and <i>-ing</i> . 87.2 Read the high-frequency words <i>anything</i> and <i>front</i> . 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. <b>BWS</b> Courage (evaluate)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 2, 18, 21, 23, 27, 29, 49, 63, 67, 69, 69, 98, 117, 119, 143, 162, 168, 175, 180: <i>about, anything, away, be, been, both, done, father, friend, front, many, other, people, son, two, war, were, who</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Historical Fiction”</li> <li>PPT pres.: Vocabulary Words Lesson 87</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A five-dollar bill</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 173–74</li> </ul>
<b>Lesson 88: To Be Great</b>			
<b>TE</b> 324–27  <b>SE</b> 168–72	88.1 Read words with hard and soft <i>c</i> . 88.2 Evaluate a character’s decision. 88.3 Infer the reason that President Lincoln chose to take Tad to the hospital with him.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 5, 49, 50, 68, 98, 121, 156, 166, 168, 180: <i>again, done, door, from, many, please, thought, very, war, who</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 88</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A small piece of drawing paper for each student</li> <li>Crayons for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 175–76</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 89: To Be Great</b>			
<p><b>TE</b> 328–30</p> <p><b>SE</b> 173–77</p>	<p>89.1 Read words with hard and soft c.</p> <p>89.2 Read the high-frequency word <i>does</i>.</p> <p>89.3 Infer character emotions.</p> <p>89.4 Relate forgiveness and bravery. <b>BWS</b> Courage (explain)</p> <p>89.5 Explain the importance of bravery in doing what is right. <b>BWS</b> Courage (apply)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 23, 27, 47, 61, 63, 67, 76, 121, 127, 140, 175, 180: <i>be, been, does, eyes, father, friend, great, please, quiet, some, were, who</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 89</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 177)</li> <li>• Think and Discuss (p. 177)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 177–78</li> </ul>
<b>Lesson 90: Assessment</b>			
<p><b>TE</b> 331</p>	<p>90.1 Demonstrate mastery of reading skills presented in Lessons 1–80.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Comprehension Assessment</li> </ul>	
<b>Lesson 91: Learning to Ski with Mr. Magee</b>			
<p><b>TE</b> 332–40</p> <p><b>SE</b> 178–93</p>	<p>91.1 Determine the meaning of unfamiliar words by using context clues, after listening to the story read aloud.</p> <p>91.2 Evaluate Mr. Magee’s actions according to biblical principles. <b>BWS</b> Courage (evaluate)</p> <p>91.3 Formulate an answer to the unit essential question. <b>BWS</b> Courage (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 91: <i>Context Clues</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Context Clues”</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two sticky tabs for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 193)</li> <li>• Think and Discuss (p. 193)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 179–80</li> </ul>

## Unit 4: Day by Day

Pages	Objectives	Resources	Assessments
<b>Lesson 92: Hot and Cool</b>			
<p><b>TE</b> 351–55</p> <p><b>SE</b> 1–7</p>	<p>92.1 Read words with soft <i>c /s/</i> before <i>e, i,</i> and <i>y</i> and hard <i>c /k/</i> before <i>a, o,</i> and <i>u</i>.</p> <p>92.2 Identify words in the selection that indicate the use of the senses of sound, touch, sight, and taste.</p> <p>92.3 Identify words in the selection that communicate feelings of sadness, frustration, and happiness.</p> <p>92.4 Read the poem with smoothness and expression.</p> <p>92.5 Collaborate to create a sensory poem about being outdoors.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 92.1: <i>Once I Saw</i></li> <li>• IA 92.2: <i>Have You Heard</i></li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• Video: “Hot and Cool”</li> <li>• PPT pres.: Vocabulary Words Lesson 92</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 7)</li> <li>• Think and Discuss (p. 7)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 181–82</li> </ul>
<b>Lesson 93: A Day by the Sea</b>			
<p><b>TE</b> 356–59</p> <p><b>SE</b> 8–13</p>	<p>93.1 Read words with <i>ar /är/</i>.</p> <p>93.2 Identify key details and main events within the story.</p> <p>93.3 Explain how the story answers the essential question. <b>BWS</b> Love (explain)</p> <p>93.4 Identify the narrator in the story.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 21, 27, 31, 62, 93, 118, 165, 169, 172: <i>away, been, brother, family, know, our, use, warm, watch</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 93</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• One short cardboard tube for each student</li> <li>• Aluminum foil squares for each student, cut large enough to be folded over the tube</li> <li>• A toothpick for each student</li> <li>• Four small sponge pieces the size of the aluminum foil square</li> <li>• Four glue sticks</li> <li>• Four small flashlights</li> <li>• Four pieces of black construction paper</li> <li>• Sticky tabs for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 13)</li> <li>• Think and Discuss (p. 13)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 183–84</li> </ul>

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

Pages	Objectives	Resources	Assessments
<b>Lesson 94: Twinkle, Twinkle, Little Star</b>			
<b>TE</b> 360–64  <b>SE</b> 14–21	94.1 Read poetry as shared reading. 94.2 Read the high-frequency word <i>though</i> . 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	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 93, 155: <i>know, though</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Twinkle, Twinkle, Little Star”</li> <li>• PPT pres.: Vocabulary Words Lesson 94</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Plain copy paper cut in half for each student</li> <li>• Crayons</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 21)</li> <li>• Think and Discuss (p. 21)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 185–86</li> </ul>
<b>Lesson 95: Look Again: Comparing Poems</b>			
<b>TE</b> 365  <b>SE</b> 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 95: <i>What’s the SCOOP?</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 93, 155: <i>know, though</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Drawing paper for each student</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 187–88</li> </ul>
<b>Lesson 96: The North Star</b>			
<b>TE</b> 366–69  <b>SE</b> 22–26	96.1 Read words with the <i>r</i> -influenced vowel sound <i>or /ór/</i> . 96.2 Read the high-frequency words <i>along, answer, and year</i> . 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 11: <i>Five-Finger Retelling</i></li> <li>• IA 96: <i>Story Element Parts</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 9, 10, 15, 47, 48, 93, 148, 172, 192: <i>along, also, answer, doing, know, their, watch, year</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Plot Elements”</li> <li>• PPT pres.: Vocabulary Words Lesson 96</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 189–90</li> </ul>
<b>Lesson 97: The North Star</b>			
<b>TE</b> 370–74  <b>SE</b> 27–33	97.1 Read the high-frequency words <i>move</i> and <i>toward</i> . 97.2 Define <i>plot</i> 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. <b>BWS</b> Perseverance (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 11: <i>Five-Finger Retelling</i></li> <li>• IA 97: “<i>The North Star</i>” <i>Scavenger Hunt</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 15, 93, 103, 118, 124, 148, 156, 161, 172: <i>answer, know, move, our, pull, their, thought, toward, watch</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 97</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 33)</li> <li>• Think and Discuss (p. 33)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 191–92</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 98: Look Again: A Common Motif</b>			
<p><b>TE</b> 375</p> <p><b>SE</b> 12–13, 16–17, 19–20, 25, 31–32</p>	<p>98.1 Reread portions from “A Day by the Sea,” “Twinkle, Twinkle, Little Star,” and “The North Star.”</p> <p>98.2 Identify a common motif in the selections.</p> <p>98.3 Distinguish among poems, lullabies, and fiction, highlighting the common motif.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 95: <i>What’s the SCOOP?</i></li> <li>IA 98: <i>Poems, Lullabies, and Fiction Elements</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 10, 31, 47, 93, 148, 155, 161, 165, 172: <i>also, brother, does, know, their, though, toward, use, watch</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>An ice cream scoop</li> <li>Plastic pint-sized ice cream container, emptied and cleaned</li> <li>Plastic or wooden 3D letters: S, C, O, O, P</li> <li>Three 3 × 5 cards labeled <i>Poems, Lullabies, and Fiction</i></li> <li>Small decorative bag</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 193–94</li> </ul>
<b>Lesson 99: The Black Bear</b>			
<p><b>TE</b> 376–80</p> <p><b>SE</b> 34–39</p>	<p>99.1 Read words with the <i>r</i>-controlled sounds <i>er /ûr/</i> and <i>ur /ûr/</i>.</p> <p>99.2 Read the high-frequency word <i>most</i>.</p> <p>99.3 Identify the main topic of the informational text.</p> <p>99.4 Recall key details in the text with a partner.</p> <p>99.5 Analyze graphics in the text.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 31, 93, 101, 116, 169: <i>brother, know, most, or, under, warm</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Black Bears</li> <li>Link: Baby Bear Cubs</li> <li>PPT pres.: Vocabulary Words Lesson 99</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 39)</li> <li>Think and Discuss (p. 39)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 195–96</li> </ul>
<b>Lesson 100: Something Sweet</b>			
<p><b>TE</b> 381–85</p> <p><b>SE</b> 40–47</p>	<p>100.1 Read words with the <i>r</i>-controlled sounds <i>ir /ûr/</i>.</p> <p>100.2 Identify action words in the story.</p> <p>100.3 Dramatize action words in the story.</p> <p>100.4 Rewrite selected action words to alter the meaning of the story.</p> <p>100.5 Explain why people need perseverance to learn. <b>BWS</b> Perseverance (explain)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 21, 142: <i>away, something</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 100</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Sticky notes for each student</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 47)</li> <li>Think and Discuss (p. 47)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 197–98</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 101: Busy Bees</b>			
<b>TE</b> 386–89  <b>SE</b> 48–53	101.1 Read the high-frequency words <i>busy, early, and honey</i> . 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.”	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 36, 52, 88, 101, 116, 144, 165: <i>busy, early, honey, most, or, special, use</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Beekeepers”</li> <li>• PPT pres.: Vocabulary Words Lesson 101</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Three artificial flowers</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 53)</li> <li>• Think and Discuss (p. 53)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 199–200</li> </ul>
<b>Lesson 102: Look Again: Comparing Texts</b>			
<b>TE</b> 390  <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 52, 88, 101, 142, 144, 165: <i>early, honey, most, something, special, use</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 201–2</li> </ul>
<b>Lesson 103: Tin Lizzie</b>			
<b>TE</b> 391–95  <b>SE</b> 54–61	103.1 Read words with <i>r</i> -influenced vowel patterns. 103.2 Read the high-frequency words <i>any</i> and <i>bought</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 16, 30, 55, 58, 98, 101, 124, 166, 192: <i>any, bought, even, everyone, many, most, pull, very, year</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Fact and Opinion”</li> <li>• PPT pres.: Vocabulary Words Lesson 103</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Sticky tabs, three for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 61)</li> <li>• Think and Discuss (p. 61)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 203–4</li> </ul>
<b>Lesson 104: A Ride to Remember</b>			
<b>TE</b> 396–400  <b>SE</b> 62–68	104.1 Read words with <i>r</i> -influenced vowel patterns. 104.2 Read the high-frequency word <i>gone</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 5, 21, 47, 74, 115, 124, 156: <i>again, away, does, gone, only, pull, thought</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Model Ts on the Road</li> <li>• PPT pres.: Vocabulary Words Lesson 104</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 205–6</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 105: A Ride to Remember</b>			
<b>TE</b> 401–5  <b>SE</b> 69–75	105.1 Read the high-frequency words <i>push</i> and <i>shoe</i> . 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. <u><b>BWS</b></u> Perseverance (evaluate)	<b>High-Frequency Word Cards</b> • HFW 27, 40, 47, 115, 125, 137, 156, 158, 166: <i>been, children, does, only, push, shoe, thought, through, very</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 105 <b>Materials</b> • Small object for Quick Pass game	<b>Student Edition</b> • Review (p. 75) • Think and Discuss (p. 75) <b>Activities</b> • pp. 207–8
<b>Lesson 106: A Special Day</b>			
<b>TE</b> 406–10  <b>SE</b> 76–82	106.1 Read words with / <i>oo</i> /. 106.2 Read the high-frequency word <i>special</i> . 106.3 Read sentences containing contractions. 106.4 Infer Rosa’s motives for helping.	<b>High-Frequency Word Cards</b> • HFW 4, 20, 55, 73, 83, 94, 133, 142, 144, 156, 165: <i>after, as, even, going, heard, laugh, school, something, special, thought, use</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 106 <b>Materials</b> • 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	<b>Activities</b> • pp. 209–10
<b>Lesson 107: A Special Day</b>			
<b>TE</b> 411–15  <b>SE</b> 83–89	107.1 Read words with / <i>oo</i> /. 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. <u><b>BWS</b></u> Love (formulate)	<b>High-Frequency Word Cards</b> • HFW 31, 83: <i>brother, heard</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 107 <b>Materials</b> • Sticky tabs, five for each student	<b>Student Edition</b> • Review (p. 89) • Think and Discuss (p. 89) <b>Activities</b> • pp. 211–12
<b>Lesson 108: Biscuit and the Baby &amp; “Baby Sister”</b>			
<b>TE</b> 416–20  <b>SE</b> 90–97	108.1 Read words with / <i>oo</i> /. 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.”	<b>Teacher Edition</b> • IA 108: <i>Who Made That Sound?</i> <b>High-Frequency Word Cards</b> • HFW 47, 67, 106, 115, 127: <i>does, friend, new, only, quiet</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 108	<b>Student Edition</b> • Review (p. 97) • Think and Discuss (p. 97) <b>Activities</b> • pp. 213–14



Pages	Objectives	Resources	Assessments
<b>Lesson 109: Safe from the King</b>			
<p><b>TE</b> 421–25</p> <p><b>SE</b> 98–104</p>	<p>109.1 Read words with /ōō/ and /ōō̄/.</p> <p>109.2 Retell the first part of the account.</p> <p>109.3 Identify the plot elements in the account.</p> <p>109.4 Infer Miriam's motives for helping.</p> <p><b>BWS</b> Perseverance (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 109: <i>Parts of the Plot</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 31, 38, 116, 141, 164: <i>brother, by, or, someone, under</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 109</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>3 × 5 time-order word cards from Lesson 82</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 215–16</li> </ul>
<b>Lesson 110: Safe from the King</b>			
<p><b>TE</b> 426–28</p> <p><b>SE</b> 105–9</p>	<p>110.1 Read words with /ōō/ and /ōō̄/.</p> <p>110.2 Retell the second part of the account.</p> <p>110.3 Identify the plot elements in the account.</p> <p>110.4 Explain how God kept Miriam and the baby safe.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 109: <i>Parts of the Plot</i> (each reading group's copy from Lesson 109)</li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 38, 96, 124, 141, 156: <i>by, live, pull, someone, thought</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 110</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A piece of drawing paper for each student</li> <li>Crayons</li> <li>3 × 5 time-order word cards from Lesson 82</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 109)</li> <li>Think and Discuss (p. 109)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 217–18</li> </ul>
<b>Lesson 111: Look Again: Reader's Theater</b>			
<p><b>TE</b> 429</p> <p><b>SE</b> 99–109</p>	<p>111.1 Retell the Bible account "Safe from the King."</p> <p>111.2 Dramatize "Safe from the King" as reader's theater.</p> <p>111.3 Propose ways to persevere despite difficulty.</p> <p><b>BWS</b> Perseverance (formulate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 111: <i>Reader's Theater Script</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: "Safe from the King"</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Highlighters</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 219–20</li> </ul>
<b>Lesson 112: A Rabbit's Day</b>			
<p><b>TE</b> 430–34</p> <p><b>SE</b> 110–17</p>	<p>112.1 Read words with ow as /ō/ and as /ou/.</p> <p>112.2 Identify facts contained in sidebars.</p> <p>112.3 Explain how facts in sidebars help clarify the main text.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 5, 8, 116, 142, 158, 169: <i>again, alone, or, something, through, warm</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Bunnies by the Burrow</li> <li>PPT pres.: Vocabulary Words Lesson 112</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 117)</li> <li>Think and Discuss (p. 117)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 221–22</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 113: Little Bunny's Breakfast</b>			
<b>TE</b> 435–38  <b>SE</b> 118–23	113.1 Read words with <i>ow</i> and <i>ou</i> as /ou/. 113.2 Read the high-frequency words <i>bush</i> and <i>worm</i> . 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.	<b>High-Frequency Word Cards</b> • HFW 5, 8, 27, 35, 52, 62, 66, 83, 169, 189: <i>again, alone, been, bush, early, family, four, heard, warm, worm</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 113 <b>Materials</b> • A selection of at least three books or magazines targeted at different audiences	<b>Student Edition</b> • Review (p. 123) • Think and Discuss (p. 123) <b>Activities</b> • pp. 223–24
<b>Lesson 114: Nesting Places</b>			
<b>TE</b> 439–42  <b>SE</b> 124–29	114.1 Read words with soft <i>g</i> /j/ before <i>e, i,</i> and <i>y</i> and hard <i>g</i> /g/ before <i>a, o,</i> and <i>u</i> . 114.2 Read the high-frequency words <i>build</i> and <i>types</i> . 114.3 Construct a bird's nest with a partner. 114.4 Describe birds' nests by using the graphic features and the constructed nests.	<b>High-Frequency Word Cards</b> • HFW 10, 24, 33, 56, 93, 105, 116, 158, 163, 165, 172: <i>also, because, build, every, know, near, or, through, type, use, watch</i> <b>BJU Press Trove</b> • Link: Nurturing Nests • PPT pres.: Vocabulary Words Lesson 114 <b>Materials</b> • 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	<b>Student Edition</b> • Review (p. 129) • Think and Discuss (p. 129) <b>Activities</b> • pp. 225–26
<b>Lesson 115: A Spring Surprise</b>			
<b>TE</b> 443–46  <b>SE</b> 130–35	115.1 Identify the main event by using illustrations and text. 115.2 Define the word <i>clue</i> . 115.3 Interpret clues in the story. 115.4 Predict what will happen in the story.	<b>Teacher Edition</b> • IA 115: <i>Brainstorming Story Titles</i> <b>High-Frequency Word Cards</b> • HFW 16, 74, 76, 123, 155, 158, 169: <i>any, gone, great, pretty, though, through, warm</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 115 <b>Materials</b> • Items for treasure hunt: yardstick, plant, spoon, wooden birdhouse	<b>Activities</b> • pp. 227–28

Pages	Objectives	Resources	Assessments
<b>Lesson 116: A Spring Surprise</b>			
<p><b>TE</b> 447–50</p> <p><b>SE</b> 136–41</p>	<p>116.1 Read the high-frequency word <i>front</i>.</p> <p>116.2 Recall facts and details from the story.</p> <p>116.3 Verify predictions after reading the story.</p> <p>116.4 Analyze Lucas's behavior to answer the Big Question.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 5, 27, 47, 69, 182: <i>again, been, does, front, why</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 116</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Four small squares of paper</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 141)</li> <li>• Think and Discuss (p. 141)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 229–30</li> </ul>
<b>Lesson 117: Seeds and Soil</b>			
<p><b>TE</b> 451–54</p> <p><b>SE</b> 142–47</p>	<p>117.1 Read words with the special vowels <i>oi</i> and <i>oy /oi/</i>.</p> <p>117.2 Read the high-frequency words <i>become</i> and <i>young</i>.</p> <p>117.3 Complete the first two columns of a KWL chart.</p> <p>117.4 Answer questions about food-bearing plants using text and graphics.</p> <p>117.5 Complete the remaining column of the KWL chart after reading the selection.</p> <p>117.6 Classify foods into categories.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 25, 116, 125, 152, 158, 194: <i>become, or, push, these, through, young</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 117</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Six lunch-sized brown paper bags</li> <li>• 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.)</li> <li>• Snack baggies, each containing seeds representing the fruits and vegetables in the brown bags</li> <li>• Knife for cutting slices of fruits and vegetables</li> <li>• Napkins for each student</li> <li>• Three large pieces of paper labeled <i>KNOW, WANT TO KNOW, and LEARNED</i></li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 147)</li> <li>• Think and Discuss (p. 147)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 231–32</li> </ul>
<b>Lesson 118: What Will Jack Grow?</b>			
<p><b>TE</b> 455–58</p> <p><b>SE</b> 148–53</p>	<p>118.1 Read the high-frequency word <i>buy</i>.</p> <p>118.2 Identify main events and key details in the story.</p> <p>118.3 Identify the main character's thought process while solving his problem.</p> <p>118.4 Explain how illustrations contribute to the silliness of the story.</p> <p>118.5 Explain what makes the character's thought process funny.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 118: <i>Beanbag Toss Words</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 35, 37, 56, 81, 93, 116, 142, 144, 156, 172: <i>bush, buy, does, every, head, know, or, something, special, thought, watch</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 118</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two beanbags in different colors</li> <li>• Eight half-sheets of construction paper</li> <li>• Masking tape</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 233–34</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 119: What Will Jack Grow?</b>			
<p><b>TE</b> 459–62</p> <p><b>SE</b> 154–59</p>	<p>119.1 Read the high-frequency word <i>sure</i>.</p> <p>119.2 Retell the first part of the story in sequential order by using key details.</p> <p>119.3 Analyze the main character's thoughts and actions. <b>BWS</b> Perseverance (explain)</p> <p>119.4 Rewrite a passage from the story with new silly elements.</p> <p>119.5 Draw a new silly illustration.</p> <p>119.6 Read the new passage to a partner.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 67, 94, 155, 145, 156, 165, 166, 182, 189: <i>friend, laugh, special, sure, thought, use, very, why, worm</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 119</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 159)</li> <li>• Think and Discuss (p. 159)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 235–36</li> </ul>
<b>Lesson 120: “Little Seeds” &amp; “A Spike of Green”</b>			
<p><b>TE</b> 463–65</p> <p><b>SE</b> 160–63</p>	<p>120.1 Read words with <i>au</i> and <i>aw</i> as /ô/ and <i>all</i> as /ôl/.</p> <p>120.2 Read the high-frequency word <i>except</i>.</p> <p>120.3 Read each poem aloud to a partner.</p> <p>120.4 Identify the main idea in both poems.</p> <p>120.5 Compare and contrast elements in the poems by using a graphic organizer.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 5, 27, 60, 101, 158: <i>again, been, except, most, through</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 120</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Two large Hula-Hoop style hoops</li> <li>• Brown bag</li> <li>• Large red button</li> <li>• One red radish</li> <li>• Tennis ball</li> <li>• Small clock (with no red in it)</li> <li>• Red chili pepper</li> <li>• Small red wagon toy</li> <li>• Small burlap feed bag</li> <li>• 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.)</li> <li>• 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</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 163)</li> <li>• Think and Discuss (p. 163)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 237–38</li> </ul>
<b>Lesson 121: Assessment</b>			
<p><b>TE</b> 466</p>	<p>121.1 Demonstrate mastery of reading skills presented in Lessons 1–119.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Comprehension Assessment</li> </ul>	

Pages	Objectives	Resources	Assessments
<b>Lesson 122: Manny's Animals</b>			
<p><b>TE</b> 467–71</p> <p><b>SE</b> 164–71</p>	<p>122.1 Identify key events and details in order after listening to a story.</p> <p>122.2 Reread the story as a shared reading.</p> <p>122.3 Define <i>simile</i>.</p> <p>122.4 Collaborate to create similes.</p> <p>122.5 Formulate an answer to the unit essential question.</p> <p><b>BWS</b> Perseverance (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 122: <i>Spinning Similes</i></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Large paper clip</li> <li>Pencil</li> <li>Sticky tab arrows, six for each student</li> <li>Printed images (for simile-making) of a black puppy, a fluffy white kitten, a snowy scene, feet on a sidewalk, and smelly feet</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 171)</li> <li>Think and Discuss (p. 171)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 239–40</li> </ul>

Unit 5: Joyful Hearts			
Pages	Objectives	Resources	Assessments
<b>Lesson 123: “Making Cookies,” “Table of Treats,” &amp; “Mix a Pancake”</b>			
<p><b>TE</b> 479–83</p> <p><b>SE</b> 1–7</p>	<p>123.1 Read words with <i>ow</i> and <i>ou</i> as /ou/ and <i>aw</i> as /ɔ/. 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. <u>BWS</u> Joy (explain)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Making Pancakes”</li> <li>• PPT pres.: Vocabulary Words Lesson 123</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 7)</li> <li>• Think and Discuss (p. 7)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 241–42</li> </ul>
<b>Lesson 124: The Gingerbread Boy</b>			
<p><b>TE</b> 484–89</p> <p><b>SE</b> 8–16</p>	<p>124.1 Read words with /ð/. 124.2 Read the high-frequency words <i>across</i> and <i>heart</i>. 124.3 Identify features of play scripts. 124.4 Compare and contrast the characters.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 3, 84, 113, 165: <i>across, heart, once, use</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Play”</li> <li>• PPT pres.: Vocabulary Words Lesson 124</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Eight cards, each labeled with a character’s name</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 243–44</li> </ul>
<b>Lesson 125: The Gingerbread Boy</b>			
<p><b>TE</b> 490–94</p> <p><b>SE</b> 17–25</p>	<p>125.1 Compare and contrast the characters. 125.2 Analyze the characters’ motives. 125.3 Formulate a moral statement for the selection.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 125: <i>Comparing Characters</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW: 3, 9, 51, 73, 74, 123, 124: <i>across, along, ear, going, gone, pretty, pull</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “The Gingerbread Boy”</li> <li>• PPT pres.: Vocabulary Words Lesson 125</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 25)</li> <li>• Think and Discuss (p. 25)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 245–46</li> </ul>

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

Pages	Objectives	Resources	Assessments
<b>Lesson 126: Look Again: Comparing Book and Video</b>			
<b>TE</b> 495  <b>SE</b> 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.	<b>Teacher Edition</b> • IA 126: <i>Stories of Gingerbread</i> <b>High-Frequency Word Cards</b> • HFW: 3, 51, 73, 74, 123, 124: <i>across, ear, going, gone, pretty, pull</i> <b>BJU Press Trove</b> • Link: Gingerbread Man Story <b>Materials</b> • Small object for Quick Pass game	<b>Activities</b> • pp. 247–48
<b>Lesson 127: Gingerbread Cookies</b>			
<b>TE</b> 496–98  <b>SE</b> 26–29	127.1 Read the high-frequency words <i>hour</i> and <i>minute</i> . 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.”	<b>Teacher Edition</b> • IA 127: <i>Poem and Procedure</i> <b>High-Frequency Word Cards</b> • HFW 89, 100: <i>hour, minute</i> <b>BJU Press Trove</b> • Video: “Procedural Text” • PPT pres.: Vocabulary Words Lesson 127 <b>Materials</b> • Several sticky notes for each student	<b>Student Edition</b> • Review (p. 29) • Think and Discuss (p. 29) <b>Activities</b> • pp. 249–50
<b>Lesson 128: Alaska</b>			
<b>TE</b> 499–502  <b>SE</b> 30–35	128.1 Read words with /j/ spelled <i>dge</i> . 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.	<b>High-Frequency Word Cards</b> • HFW 163, 188, 192: <i>types, world, year</i> <b>BJU Press Trove</b> • Link: Wildlife in Alaska • PPT pres.: Vocabulary Words Lesson 128	<b>Student Edition</b> • Review (p. 35) • Think and Discuss (p. 35) <b>Activities</b> • pp. 251–52
<b>Lesson 129: A Day of Joy</b>			
<b>TE</b> 503–6  <b>SE</b> 36–41	129.1 Read words with /ch/ spelled <i>tch</i> . 129.2 Read the high-frequency word <i>nowhere</i> . 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. <b>BWS</b> Joy (explain)	<b>Teacher Edition</b> • IA 96: <i>Story Element Parts</i> • IA 129: <i>What If?</i> <b>High-Frequency Word Cards</b> • HFW 15, 108, 192: <i>answer, nowhere, year</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 129 <b>Materials</b> • A plush sheep	<b>Student Edition</b> • Review (p. 41) • Think and Discuss (p. 41) <b>Activities</b> • pp. 253–54

Pages	Objectives	Resources	Assessments
<b>Lesson 130: Look Again: Compare Two Selections</b>			
<b>TE</b> 507 <b>SE</b> 33–35, 39–41	130.1 Reread portions of “Alaska” and “A Day of Joy.” 130.2 Compare and contrast the two selections.	<b>High-Frequency Word Cards</b> • HFW 163, 188, 192: <i>types, world, year</i>	<b>Activities</b> • pp. 255–56
<b>Lesson 131: Spell JOY</b>			
<b>TE</b> 508–10 <b>SE</b> 42–46	131.1 Read words with the silent letters <i>gh</i> in <i>ough /ô/</i> . 131.2 Read the high-frequency word <i>brought</i> . 131.3 Identify Rosa’s struggles in the story. 131.4 Predict what will happen in the story.	<b>Teacher Edition</b> • IA 131: <i>Prediction Tally</i> <b>High-Frequency Word Cards</b> • HFW 32, 69, 84: <i>brought, front, heart</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 131 <b>Materials</b> • Small hand mirrors for each student	<b>Activities</b> • pp. 257–58
<b>Lesson 132: Spell JOY</b>			
<b>TE</b> 511–14 <b>SE</b> 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. <b>BWS</b> Joy (evaluate)	<b>Teacher Edition</b> • IA 131: <i>Prediction Tally</i> <b>High-Frequency Word Cards</b> • HFW 40, 59, 64, 73, 84, 120: <i>children, everywhere, floor, going, heart, pictures</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 132	<b>Student Edition</b> • Review (p. 51) • Think and Discuss (p. 51) <b>Activities</b> • pp. 259–60
<b>Lesson 133: Our God Gives a Song</b>			
<b>TE</b> 515–19 <b>SE</b> 52–59	133.1 Read words with <i>are, air</i> as <i>/âr/</i> . 133.2 Identify the causes and effects of the events inside the jail. 133.3 Formulate an answer to the Big Question. <b>BWS</b> Joy (formulate)	<b>Teacher Edition</b> • IA 133.1: <i>Be a Detective: Me</i> • IA 133.2: <i>Be a Detective: Story Character</i> <b>High-Frequency Word Cards</b> • HFW 32, 58, 171: <i>brought, everyone, wash</i> <b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 133 <b>Materials</b> • Small magnifying glass for each student	<b>Student Edition</b> • Review (p. 59) • Think and Discuss (p. 59) <b>Activities</b> • pp. 261–62



Pages	Objectives	Resources	Assessments
<b>Lesson 134: Songs in Her Heart</b>			
<b>TE</b> 520–24  <b>SE</b> 60–67	134.1 Read <i>ph</i> words as <i>/f/</i> . 134.2 Read the high-frequency words <i>whole</i> and <i>word</i> . 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.” <u>BWS</u> Joy (explain)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 3, 16, 25, 84, 92, 95, 181, 186: <i>across, any, become, heart, knew, learn, whole, word</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Missionaries”</li> <li>PPT pres.: Vocabulary Words Lesson 134</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 67)</li> <li>Think and Discuss (p. 67)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 263–64</li> </ul>
<b>Lesson 135: Max and Kate &amp; “Good Dog”</b>			
<b>TE</b> 525–30  <b>SE</b> 68–77	135.1 Read <i>ph</i> words as <i>/f/</i> . 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. <u>BWS</u> Joy (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 135: <i>Reviewing Joy</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 135</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 77)</li> <li>Think and Discuss (p. 77)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 265–66</li> </ul>
<b>Lesson 136: “My Dog,” “The Hairy Dog,” &amp; “There Was a Little Dog”</b>			
<b>TE</b> 531–34  <b>SE</b> 78–81	136.1 Read the high-frequency words <i>buried</i> and <i>guess</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 24, 34, 77, 192: <i>because, buried, guess, year</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “The Hairy Dog”</li> <li>Video: “There Was a Little Dog”</li> <li>PPT pres.: Vocabulary Words Lesson 136</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky tabs, at least five for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 81)</li> <li>Think and Discuss (p. 81)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 267–68</li> </ul>
<b>Lesson 137: Look Again: Applying Joy</b>			
<b>TE</b> 535  <b>SE</b> 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. <u>BWS</u> Joy (explain) 137.3 Propose ways to remain joyful in difficult circumstances. <u>BWS</u> Joy (apply)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 16, 25, 32, 58, 84, 92, 95, 171, 181, 186: <i>any, become, brought, everyone, heart, knew, learn, wash, whole, word</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Small object for Quick Pass game</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 269–70</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 138: Ling and Ting: Not Exactly the Same</b>			
<p><b>TE</b> 536–41</p> <p><b>SE</b> 82–91</p>	<p>138.1 Construct a Venn diagram to compare and contrast Ling and Ting.</p> <p>138.2 Infer why people will know the difference between the twins after reading the story.</p> <p>138.3 Explain the Big Question by using the Venn diagram.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 138.1: <i>Venn Diagram: Ling and Ting</i></li> <li>IA 138.2: <i>Venn Diagram: Classmates</i></li> </ul> <p><b>High-Frequency Word Card</b></p> <ul style="list-style-type: none"> <li>HFW 73: <i>going</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Using Chopsticks</li> <li>PPT pres.: Vocabulary Words Lesson 138</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Disposable wooden chopsticks for each student</li> <li>Mini marshmallows</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 91)</li> <li>Think and Discuss (p. 91)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 271–72</li> </ul>
<b>Lesson 139: Emma’s Song</b>			
<p><b>TE</b> 542–45</p> <p><b>SE</b> 92–97</p>	<p>139.1 Identify the characters and setting.</p> <p>139.2 Explain Alex’s problem.</p> <p>139.3 Predict Miss Stone’s solution to the problem.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 15, 133, 144: <i>answer, school, special</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Children with Down’s Syndrome</li> <li>Link: Friends with Down’s Syndrome</li> <li>PPT pres.: Vocabulary Words Lesson 139</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Paper or other method of transcribing students’ brainstorming answers</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 273–74</li> </ul>
<b>Lesson 140: Emma’s Song</b>			
<p><b>TE</b> 546–49</p> <p><b>SE</b> 98–103</p>	<p>140.1 Read words with the consonant blend <i>tw</i>.</p> <p>140.2 Identify character emotions.</p> <p>140.3 Verify predictions after reading the story.</p> <p>140.4 Explain how singing brings Alex’s classmates and Emma together. <b>BWS</b> Joy (explain)</p> <p>140.5 Propose ways to use songs to bring different people together. <b>BWS</b> Joy (apply)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 24, 58, 64, 127, 133, 144, 192: <i>because, everyone, floor, quiet, school, special, year</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 140</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Each group’s list of predictions from Lesson 139</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 103)</li> <li>Think and Discuss (p. 103)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 275–76</li> </ul>
<b>Lesson 141: “Ants,” “Ants Live Here,” &amp; “The Grasshopper”</b>			
<p><b>TE</b> 550–52</p> <p><b>SE</b> 104–7</p>	<p>141.1 Read words with the suffix <i>-ly</i>.</p> <p>141.2 Identify rhyming words.</p> <p>141.3 Identify the speaker or narrator in the poems.</p> <p>141.4 Explain how the poets see the world around them. <b>BWS</b> Joy (explain)</p> <p>141.5 Dramatize one of the poems with a partner.</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Anthills</li> <li>PPT pres.: Vocabulary Words Lesson 141</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 107)</li> <li>Think and Discuss (p. 107)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 277–78</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 142: Grasshoppers</b>			
<b>TE</b> 553–55  <b>SE</b> 108–11	142.1 Read the high-frequency word <i>child</i> . 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 10, 39, 165: <i>also, child, use</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Grasshoppers”</li> <li>PPT pres.: Vocabulary Words Lesson 142</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky tabs, two for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 111)</li> <li>Think and Discuss (p. 111)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 279–80</li> </ul>
<b>Lesson 143: The Grasshopper and the Ants</b>			
<b>TE</b> 556–59  <b>SE</b> 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. <b>BWS</b> Perseverance (evaluate) 143.4 Propose ways to apply what the Bible says about ants. <b>BWS</b> Perseverance (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 143: <i>Mr. Grasshopper and the Ants</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 3, 28, 36: <i>across, below, busy</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 143</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 117)</li> <li>Think and Discuss (p. 117)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 281–82</li> </ul>
<b>Lesson 144: Look Again: Reader’s Theater</b>			
<b>TE</b> 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 144: <i>Reader’s Theater Script</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 3, 28, 36: <i>across, below, busy</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Time-order word cards (<i>First, Next/Then, Last</i> cards) from Lesson 82</li> <li>Highlighters</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 283–84</li> </ul>
<b>Lesson 145: Assessment</b>			
<b>TE</b> 561	145.1 Demonstrate mastery of reading skills presented in Lessons 120–41.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Unit 5 Comprehension Assessment</li> </ul>	
<b>Lesson 146: Our Favorite Day</b>			
<b>TE</b> 562–71  <b>SE</b> 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. <b>BWS</b> Joy (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 146: <i>What Brings Me Joy?</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky tabs, two for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 134)</li> <li>Think and Discuss (p. 134)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 285–86</li> </ul>

## Unit 6: World of Wonders

Pages	Objectives	Resources	Assessments
<b>Lesson 147: Welcome to the Crayola Factory!</b>			
<b>TE</b> 581–84  <b>SE</b> 2–5	147.1 Read the selection as a shared reading. 147.2 Read the high-frequency words <i>pour</i> and <i>ready</i> . 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. <u>BWS</u> Creativity (explain)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 23, 69, 84: <i>pour, push, ready</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Child Receiving Color-Enhancing Glasses</li> <li>PPT pres.: Vocabulary Words Lesson 147</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Nine short cardboard tubes (to make three color-mixing glasses, or enough to give to pairs of students in a reading group)</li> <li>Yellow, blue, purple, green, orange, and red transparency sheets (or transparent colored folders), three of each color</li> <li>Tape</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 5)</li> <li>Think and Discuss (p. 5)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 287–88</li> </ul>
<b>Lesson 148: Tiger Blaze</b>			
<b>TE</b> 585–89  <b>SE</b> 6–12	148.1 Read words with <i>ie</i> 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 11: <i>Five-Finger Retelling</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 62, 64, 74, 123: <i>family, floor, gone, pretty, shoe</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: “Eva’s Imagination” (or obtain a copy of the book to read aloud)</li> <li>PPT pres.: Vocabulary Words Lesson 148</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 289–90</li> </ul>
<b>Lesson 149: Tiger Blaze</b>			
<b>TE</b> 590–92  <b>SE</b> 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 149.1: <i>Multiple-Choice Movements</i></li> <li>IA 149.2: <i>Multiple-Choice Questions</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 15, 16, 74, 144, 171: <i>answer, any, gone, special, wash</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 149</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Each student’s Activities page 290 (from previous lesson)</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 17)</li> <li>Think and Discuss (p. 17)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 291–92</li> </ul>

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

Pages	Objectives	Resources	Assessments
<b>Lesson 150: The Bremen Town Musicians</b>			
<p><b>TE</b> 593–97</p> <p><b>SE</b> 18–25</p>	<p>150.1 Read words that change <i>y</i> to <i>i</i> before suffixes <i>-es</i> and <i>-ed</i>.</p> <p>150.2 Read the high-frequency word <i>shall</i>.</p> <p>150.3 Identify the main characters and the plot in the play.</p> <p>150.4 Predict what will happen when the animals reach Bremen Town.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 11: <i>Five-Finger Retelling</i></li> </ul> <p><b>High-Frequency Word Card</b></p> <ul style="list-style-type: none"> <li>HFW 135: <i>shall</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Folktale”</li> <li>PPT pres.: Vocabulary Words Lesson 150</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A green-striped scarf</li> <li>Toy glasses with round rims</li> <li>A pair of toddler-sized shorts</li> <li>A beanie hat</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 293–94</li> </ul>
<b>Lesson 151: The Bremen Town Musicians</b>			
<p><b>TE</b> 598–600</p> <p><b>SE</b> 26–29</p>	<p>151.1 Read the high-frequency word <i>dear</i>.</p> <p>151.2 Verify predictions from Act 1.</p> <p>151.3 Describe the new setting in Act 2.</p> <p>151.4 Retell the events in Act 2.</p> <p>151.5 Predict what the robbers will do when they hear the animals’ singing.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 45, 58, 158: <i>dear, everyone, through</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 151</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 295–96</li> </ul>
<b>Lesson 152: The Bremen Town Musicians</b>			
<p><b>TE</b> 601–4</p> <p><b>SE</b> 30–35</p>	<p>152.1 Verify predictions from Act 2.</p> <p>152.2 Infer the robbers’ experiences from their imaginative descriptions.</p> <p>152.3 Dramatize one act as reader’s theater.</p> <p>152.4 Propose answers to the Big Question.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 152: <i>Reader’s Theater Script</i></li> </ul> <p><b>High-Frequency Word Card</b></p> <ul style="list-style-type: none"> <li>HFW 25: <i>become</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “The Bremen Town Musicians”</li> <li>PPT pres.: Vocabulary Words Lesson 152</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A green-striped scarf</li> <li>Toy glasses with round rims</li> <li>A pair of toddler-sized shorts</li> <li>A beanie hat</li> <li>A vest (orange, if possible)</li> <li>A bag of coins</li> <li>Each student’s Activities page 295 (from previous lesson)</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Review (p. 35)</li> <li>Think and Discuss (p. 35)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 297–98</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 153: Look Again: Reality and Imagination</b>			
<b>TE</b> 605  <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 64, 73, 123, 137: <i>floor, going, pretty, shoe</i></li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 299–300</li> </ul>
<b>Lesson 154: Strange Bumps</b>			
<b>TE</b> 606–11  <b>SE</b> 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. <u>BWS</u> Courage (apply)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 74, 124: <i>gone, pull</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: <i>The Umbrella Day</i></li> <li>• PPT pres.: Vocabulary Words Lesson 154</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Medium or large cardboard box</li> <li>• Copy of <i>The Umbrella Day</i> or an online version of the book</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p.45)</li> <li>• Think and Discuss (p. 45)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 301–2</li> </ul>
<b>Lesson 155: “Two in Bed” &amp; “Song of the Train”</b>			
<b>TE</b> 612–14  <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 58, 69: <i>everyone, front</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Shape Poems”</li> <li>• Video: “Two in Bed”</li> <li>• Link: Sound Words (Onomatopoeia)</li> <li>• Link: Favorite Onomatopoeia Sounds</li> <li>• PPT pres.: Vocabulary Words Lesson 155</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 49)</li> <li>• Think and Discuss (p. 49)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 303–4</li> </ul>
<b>Lesson 156: A Miracle in Joppa</b>			
<b>TE</b> 615–18  <b>SE</b> 50–55	156.1 Read words with <i>kn</i> as /n/. 156.2 Sequence story events and key details. 156.3 Predict what Peter will do in the story.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 156.1: <i>Tabitha’s Tunic</i></li> <li>• IA 156.2: <i>When Did It Happen?</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 36, 41, 123: <i>busy, clothes, pretty</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 156</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Construction paper, two sheets per student</li> <li>• Single hole punch</li> <li>• Red construction paper, enough to cut out an inch-long heart shape for each student</li> <li>• Glue dots</li> <li>• Yarn, enough for each student to sew the shirt together</li> <li>• Children’s plastic sewing needles</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 305–6</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 157: A Miracle in Joppa</b>			
<p><b>TE</b> 619–22</p> <p><b>SE</b> 56–61</p>	<p>157.1 Read words with <i>mb</i> as /m/.</p> <p>157.2 Summarize the main events from the second part of the narrative.</p> <p>157.3 Identify reasons why people like Tabitha.</p> <p>157.4 Verify predictions made about Peter.</p> <p>157.5 Propose answers to the Big Question. <b>BWS</b> Helpfulness (formulate)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 24, 32: <i>because, brought</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 157</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A large basket (one that could be used as a sewing basket)</li> <li>• A ball of yarn (Make sure the ends are securely tucked in so ball does not come unraveled.)</li> <li>• Each student's Activities page 306 (from previous lesson)</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 61)</li> <li>• Think and Discuss (p. 61)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 307–8</li> </ul>
<b>Lesson 158: Look Again: Creating a Shape Poem</b>			
<p><b>TE</b> 623</p> <p><b>SE</b> 51–53, 56–57</p>	<p>158.1 Reread a selected passage from the Bible account “A Miracle in Joppa.”</p> <p>158.2 Construct a shape poem, using the passage read.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 64, 73, 123, 137: <i>floor, going, pretty, shoe</i></li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 309–10</li> </ul>
<b>Lesson 159: Dry Bones and Other Fossils</b>			
<p><b>TE</b> 624–27</p> <p><b>SE</b> 62–67</p>	<p>159.1 Read the selection as a shared reading.</p> <p>159.2 Read the high-frequency word <i>tear</i>.</p> <p>159.3 Sequence the process of fossilization.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 159: <i>Cereal for Breakfast</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 34, 145, 146: <i>buried, sure, tear</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 159</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Review (p. 67)</li> <li>• Think and Discuss (p. 67)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• pp. 311–12</li> </ul>
<b>Lesson 160: Dry Bones and Other Fossils</b>			
<p><b>TE</b> 628</p> <p><b>SE</b> 62–67</p>	<p>160.1 Retell the selection by using buzz words.</p> <p>160.2 Create a mini book of the selection by using illustrations.</p> <p>160.3 Reread the selection.</p> <p>160.4 Compare and contrast the selection with the mini book.</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>• HFW 34, 145, 146: <i>buried, sure, tear</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Make a Mini Book</li> <li>• PPT pres.: Vocabulary Words Lesson 159 (review)</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Scissors</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• p. 313</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 161: “Bone of Stone” &amp; “Acrocanthosaurus”</b>			
<b>TE</b> 629–31  <b>SE</b> 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 161: <i>Mary Had a Little Lamb</i></li> </ul> <b>High-Frequency Word Card</b> <ul style="list-style-type: none"> <li>HFW 26: <i>before</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Bone of Stone”</li> <li>Link: “Mary Had a Little Lamb” Song</li> <li>PPT pres.: Vocabulary Words Lesson 161</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 71)</li> <li>Think and Discuss (p. 71)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 315–16</li> </ul>
<b>Lesson 162: Look Again: Acrostic Poem</b>			
<b>TE</b> 632  <b>SE</b> 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.	<b>High-Frequency Word Card</b> <ul style="list-style-type: none"> <li>HFW 26: <i>before</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 161 (review)</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>pp. 317–18</li> </ul>
<b>Lesson 163: It’s an Orca</b>			
<b>TE</b> 633–37  <b>SE</b> 72–79	163.1 Read the high-frequency word <i>often</i> . 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.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 163: <i>Orca KWL Chart</i></li> </ul> <b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 24, 111, 146: <i>because, often, tear</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Orcas Swimming</li> <li>Link: Orca Facts</li> <li>Link: Killer Whales</li> <li>PPT pres.: Vocabulary Words Lesson 163</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 79)</li> <li>Think and Discuss (p. 79)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 319–20</li> </ul>
<b>Lesson 164: Amazing Coral Reefs</b>			
<b>TE</b> 638–42  <b>SE</b> 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. <b>BWS</b> Creativity (explain)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>HFW 51, 64, 82, 144: <i>ear, floor, hear, special</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Coral Reefs”</li> <li>PPT pres.: Vocabulary Words Lesson 164</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A few small plastic cups for students to cup over their ears</li> <li>A few sticky tabs for each student</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Review (p. 85)</li> <li>Think and Discuss (p. 85)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>pp. 321–22</li> </ul>



Pages	Objectives	Resources	Assessments
<b>Lesson 165: The Case of the Missing Gems</b>			
<b>TE</b> 643–46 <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 15, 47, 123, 144: <i>answer, does, pretty, special</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Mystery”</li> <li>• PPT pres.: Vocabulary Words Lesson 165</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Bag for mystery items</li> <li>• Several items that have to do with the ocean, such as toy sea creatures, shells, or images of the ocean</li> <li>• A half sheet of drawing paper for each student</li> <li>• Crayons</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 323–24</li> </ul>
<b>Lesson 166: The Case of the Missing Gems</b>			
<b>TE</b> 647–49 <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 54, 59: <i>empty, everywhere</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 166</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Each student’s Quick Draw prediction from the previous lesson</li> <li>• Crayons</li> <li>• Small object for Quick Pass game</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 325–26</li> </ul>
<b>Lesson 167: The Case of the Missing Gems</b>			
<b>TE</b> 650–52 <b>SE</b> 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. <b>BWS</b> Creativity (evaluate)	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 94, 113: <i>laugh, once</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 167</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Each student’s Quick Draw prediction from the previous lessons</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Review (p. 99)</li> <li>• Think and Discuss (p. 99)</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 327–28</li> </ul>
<b>Lesson 168: Look Again: Story Extension</b>			
<b>TE</b> 653 <b>SE</b> 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.	<b>High-Frequency Word Cards</b> <ul style="list-style-type: none"> <li>• HFW 94, 113: <i>laugh, once</i></li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Vocabulary Words Lesson 167 (review)</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Time-order word cards (<i>First, Next/Then, Last</i> cards) from Lesson 82</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 329–30</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 169: Comprehension Assessment</b>			
<b>TE</b> 654	169.1 Demonstrate mastery of reading skills presented in Lessons 142–68.	<b>Teacher Edition</b> • Unit 6 Comprehension Assessment	
<b>Lesson 170: First Pets</b>			
<b>TE</b> 655–59  <b>SE</b> 100–107	170.1 Read the selection as a choral reading. 170.2 Read the high-frequency word <i>eight</i> . 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. <b>BWS</b> Creativity (apply)	<b>High-Frequency Word Cards</b> • HFW 16, 32, 53, 95, 103, 143: <i>any, brought, eight, learn, move, son</i> <b>BJU Press Trove</b> • Link: Presidential Pets • PPT pres.: Vocabulary Words Lesson 170 <b>Materials</b> • Picture of the current president of the United States • Picture of the current president's pet • One sticky tab for each student	<b>Student Edition</b> • Review (p. 107) • Think and Discuss (p. 107) <b>Activities</b> • pp. 331–32
<b>Lesson 171: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 1</b>			
<b>TE</b> 660–61  <i>The Bravest Dog Ever</i> 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.	<b>High-Frequency Word Cards</b> • HFW 34, 101: <i>buried, most</i> <b>BJU Press Trove</b> • Video: “Narrative Nonfiction” • Link: Sled Dogs on Alaskan Trails • PPT pres.: Vocabulary Words Lesson 171 <b>Materials</b> • Picture of Balto the sled dog • A few sticky tabs for each student	<b>Activities</b> • pp. 333–34
<b>Lesson 172: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 2</b>			
<b>TE</b> 662–63  <i>The Bravest Dog Ever</i> 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.	<b>Teacher Edition</b> • IA 172: <i>Diphtheria</i> <b>High-Frequency Word Card</b> • HFW 181: <i>whole</i> <b>BJU Press Trove</b> • Link: Diphtheria Facts • Link: Diphtheria Information • PPT pres.: Vocabulary Words Lesson 172	<b>Activities</b> • pp. 335–36

Pages	Objectives	Resources	Assessments
<b>Lesson 173: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 3</b>			
<p><b>TE</b> 664–65 <i>The Bravest Dog Ever</i> 16–19</p>	<p>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.</p>	<p><b>Teacher Edition</b> • IA 173: <i>Dog Sled Relays</i></p> <p><b>High-Frequency Word Cards</b> • HFW 73, 129, 141: <i>going, ready, someone</i></p> <p><b>BJU Press Trove</b> • Link: Facts about Dog Sledding • Link: Facts about Sled Dogs • PPT pres.: Vocabulary Words Lesson 173</p>	<p><b>Activities</b> • pp. 337–38</p>
<b>Lesson 174: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 4</b>			
<p><b>TE</b> 666–67 <i>The Bravest Dog Ever</i> 20–25</p>	<p>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. <b>BWS</b> Helpfulness (explain) 174.4 Explain how the drivers showed courage. <b>BWS</b> Courage (explain) 174.5 Identify an example of perseverance. <b>BWS</b> Perseverance (explain)</p>	<p><b>High-Frequency Word Cards</b> • HFW 124, 158: <i>pull, through</i></p> <p><b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 174</p> <p><b>Materials</b> • Small object for Quick Pass game • Big Question display from Lesson 171</p>	<p><b>Activities</b> • pp. 339–40</p>
<b>Lesson 175: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 5</b>			
<p><b>TE</b> 668–69 <i>The Bravest Dog Ever</i> 26–29</p>	<p>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.</p>	<p><b>High-Frequency Word Cards</b> • HFW 73, 129: <i>going, ready</i></p> <p><b>BJU Press Trove</b> • Link: Musher Commands Article • Link: Musher Commands Video • PPT pres.: Vocabulary Words Lesson 175</p> <p><b>Materials</b> • Number cube or spinner • Big Question display from Lesson 171</p>	<p><b>Activities</b> • pp. 341–42</p>
<b>Lesson 176: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 6</b>			
<p><b>TE</b> 670–71 <i>The Bravest Dog Ever</i> 30–33</p>	<p>176.1 Revise predictions about Gunnar and Balto. 176.2 Identify examples of Balto’s and Gunnar’s courage. <b>BWS</b> Courage (explain) 176.3 Infer outcomes Gunnar and his dogs faced if they could not get out of the snow and ice.</p>	<p><b>High-Frequency Word Cards</b> • HFW 74, 158: <i>gone, through</i></p> <p><b>BJU Press Trove</b> • PPT pres.: Vocabulary Words Lesson 176</p> <p><b>Materials</b> • Two small white plastic balls • A wide-mouthed cup • Big Question display from Lesson 171</p>	<p><b>Activities</b> • pp. 343–44</p>

Pages	Objectives	Resources	Assessments
<b>Lesson 177: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 7</b>			
<p>TE 672–73 <i>The Bravest Dog Ever</i> 34–39</p>	<p>177.1 Explain the reason for Balto’s seeming disobedience to Gunnar’s commands.</p> <p>177.2 Explain how Gunnar’s actions toward Balto show love. <b>BWS</b> Love (explain)</p> <p>177.3 Research to find facts about blizzards.</p> <p>177.4 Predict whether Balto and Gunnar make it through the blizzard.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 177: <i>Facts about Blizzards</i></li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 3, 73, 113, 129: <i>across, going, once, ready</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 177</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Five pieces of paper labeled <i>Where, Who, What, How, and Why</i></li> <li>Two or three short informational books about blizzards from the library</li> <li>Three pictures of blizzards captioned <i>Deep snow covers a house after a blizzard., It is hard to see in a blizzard., and Wind blows very hard in a blizzard.</i></li> <li>4 × 6 cards for each student</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 345–46</li> </ul>
<b>Lesson 178: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 8</b>			
<p>TE 674–75 <i>The Bravest Dog Ever</i> 40–43</p>	<p>178.1 Read the high-frequency word <i>ahead</i>.</p> <p>178.2 Verify predictions about whether Balto and Gunnar survived the storm.</p> <p>178.3 Analyze the illustrations to determine the mood of Balto and the sled team.</p> <p>178.4 Research facts about the town of Nome.</p> <p>178.5 Predict what will happen when the team arrives in Nome.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 178: <i>Discover Nome, Alaska</i> (one copy for each student)</li> </ul> <p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 6, 156, 158, 161: <i>ahead, thought, through, toward</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Article about Nome, Alaska</li> <li>PPT pres.: Vocabulary Words Lesson 178</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Pictures of Nome, Alaska</li> <li>Each student’s Activities page 346 (from previous lesson)</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 347–48</li> </ul>
<b>Lesson 179: <i>The Bravest Dog Ever: The True Story of Balto</i>—Part 9</b>			
<p>TE 676–77 <i>The Bravest Dog Ever</i> 44–48</p>	<p>179.1 Revise predictions about what happens after the team arrives in Nome.</p> <p>179.2 Define the term <i>hero</i>.</p> <p>179.3 Analyze Balto’s and Gunnar’s actions to answer the essential question. <b>BWS</b> Joy (explain)</p>	<p><b>High-Frequency Word Cards</b></p> <ul style="list-style-type: none"> <li>HFW 101, 128, 156: <i>most, read</i> [past tense], <i>thought</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>PPT pres.: Vocabulary Words Lesson 179</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Big Question display from Lesson 171</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>pp. 349–50</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 180: <i>The Bravest Dog Ever: The True Story of Balto</i>—Conclusion</b>			
TE 678–79 <i>The Bravest Dog Ever</i> 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. <b>BWS</b> Courage, Creativity, Helpfulness, Joy, Love, Perseverance (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 178: <i>Discover Nome, Alaska</i> (one copy for display)</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: The Author of <i>Balto: The Bravest Dog Ever</i></li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Picture of dog sled relay race captioned <i>Sled dogs running in a relay race</i></li> <li>• Picture of a dog musher captioned <i>A dog musher</i></li> <li>• Picture of a blizzard</li> <li>• Seven pieces of paper labeled 1 through 7</li> </ul>	<b>Activities</b> <ul style="list-style-type: none"> <li>• pp. 351–52</li> </ul>