Reading 2 TE Lesson Plan Overview  
Reading 2A: *All God’s Creatures*

| Lesson Content | Lesson Number | TE  Lesson  Pages | Student Text  Pages | Worktext  Pages | Vocabulary | | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Welcome to  Reading 2 | 1 | 2–3 | all | 1–2, 343 |  |  |  | Overview of phonics characters | * Predict the theme of Student Text A based on the title and the cover art * Recognize the value of the Contents pages and the Glossary * Demonstrate current reading skills |
| Seth and the Angry Bug  Realistic fiction  by Eileen M. Berry | 2 | 4–12 | 2–10 | 3–4 | dandy project quilt science stinky |  | Respect your parents  Control your emotions  Love one another | Short vowels (VC, VCC) | * Predict story events based on a story title * Predict story events based on pictures of a story * The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time. * Read silently for comprehension and enjoyment * Answer literal and higher-order thinking questions based on silent reading * Support answers with evidence from the story * Read orally to convey meaning and emotion * Read and understand vocabulary in context |
| 3 | 13 | 11 | 5–6 |  |  | Show kindness to others |  | * Reread a story aloud, reading dialogue to portray the characters * Recognize the purpose of a story title * Choose the best title for a story * Discuss and evaluate titles with a partner * Draw a picture for a story |
| Little Bug’s Trip  Fantasy  by Becky Davis and Jan Joss | 4 | 14–21 | 12–18 | 7–8 | breeze clever swelled  breeze | tied underneath |  | Consonant blends (initial, final) | * Learn about a character based on how he looks, what he says, and what he does * Infer the motives and emotions of characters * Recognize fanciful elements in a story |
| 5 | 22–28 | 19–24 | 9–10  11–12 assessment | antennae lily pad quivering | shadow tongue |  | Long vowels (VV, VCe) | * Infer the motives and emotions of characters * Recognize change in a character * Recognize characteristics of fantasy |
| 6 | 29 | 25 | 13–14 |  |  |  |  | * Reread a story aloud, reading dialogue to portray the change in a character * Retell the story to a partner, recalling facts and details in sequence * Write about how a character changes |
| **Red-Eyed Tree Frog**  An informational book  by Joy Cowley | 7 | 30–45 | 26–41 | 15–16 | air caterpillar moth no longer | poisonous rain forest slithers |  | Consonant digraphs (wh, th, sh, ch) | * Recognize characteristics of informational text * Organize prior knowledge, reading goals, and new information with a K-W-L Chart * Communicate meaning by using end punctuation |
| Lost and Found  Poetry  by Morgan Reed Persun | 8 | 46–47 | 42–43 | 17–18 | corners worry |  |  |  | * Recognize uses of sound effect words in poetry * Recognize rhyming words in a poem * Listen to a poem for comprehension and enjoyment * Write a four-line poem using a model |
| Philip and His Pets  Realistic fiction  by Stephanie Ralston | 9 | 48–54 | 44–49 | 19–20 | allergies dull | excited excuse |  | Compound words | * Learn about a character based on how he looks, what he says, and what he does |
| 10 | 55–61 | 50–55 | 21–22 | few habitat warts |  | Care for God’s creation  Be diligent and hard-working | Consonant blends and digraphs | * Learn about a character based on how he looks, what he says, and what he does |
| To Market  Fiction  by Susan W. Young | 11 | 62–68 | 56–61 | 23–24 | carried market river |  | Be kind to one another  Be willing to work | Suffixes (-ed as /t/, /d/, /ed/) | * Recognize a problem and its solution * Identify the problem in the story * Make predictions and verify outcomes |
| 12 | 69–75 | 62–67 | 25–26  27–28 assessment |  |  | The importance of prayer | Syllabication (counting syllables) | * Identify the solution in the story * Make predictions and verify outcomes * Write a solution to a problem shown in a picture |
| The Crow and the Pitcher  A fable  adapted by Maggie D. Sloan | 13 | 76–82 | 68–74 | 29–30 | blazed feathers fluttered | headed perched scorching |  | Syllabication (counting syllables: -ed and -ing) | * Recognize the moral of a fable * Identify sound effect words * Interpret the characters’ feelings from their actions |
| 14 | 83 | 75 | 31–32 |  |  |  |  | * Reread the story aloud, reading dialogue to portray the characters * Recall story details * Compare two retellings of a fable using a Venn diagram * Retell the fable to a partner |
| Owl Face  Realistic fiction  by Eileen M. Berry | 15 | 84–93 | 76–84 | 33–34 | strange threw | tossed whispered |  | r-influenced vowels (ar, or) | * Recognize a problem and its solution |
| 16 | 94–101 | 85–91 | 35–36  37–38 assessment | bind examined | piece screen | Care for God’s creation  Display God’s love to others  Forgive and love one another | r-influenced vowels (er, ir, ur) | * Recognize a problem and its solution |
| Be Wise about Owls  An article  by Eileen M. Berry and Amy Schoneweis | 17 | 102–10 | 92–100 | 39–40 | camouflage desert digested | prey protect | God, the Master, created all things for good | Suffixes (words with the VC pattern) | * Recognize an article * Organize prior knowledge, reading goals, and new information with a K-W-L Chart * Recognize glossary features: entry words, definitions, and sample sentences |
| 18 | 111 | 101 | 41–42 |  |  |  |  | * Reread facts from an article * Identify facts about the topic to complete a word web * Plan and write together a short story to match a story title |
| Dogs at Work  An article  by Kathleen Hynicka | 19 | 112–18 | 102–7 | 43–44 | breeds handler healthy | search suspect |  | Long vowels (igh as /ī/) | * Locate information using text features: picture captions and section headings * Recognize the main idea of a section in an article |
| 20 | 119–25 | 108–13 | 45–46  47–48 assessment | adopted blind deaf difficulty | disability guide mobility | God’s design and man’s care for creation | Long vowels (y as a vowel) | * Locate information using text features: picture captions and section headings * Recognize the main idea of a section in an article * Choose the main idea of an article |
| Sam’s Surprise  Realistic fiction  by Wendy M. Harris | 21 | 126–32 | 114–19 | 49–50 | fast replied thrown |  | God created all things for good  Bear one another’s burdens | Long vowels (in open syllables) | * Predict story events based on titles * Predict story events based on pictures |
| 22 | 133–40 | 120–26 | 51–52  53–54 assessment | arrived bounded fetch | fielded pranced | Show friendliness and brotherly kindness  Serve others with humility | Long vowels (VCe) | * Predict story events based on titles * Predict story events based on pictures |
| 23 | 141 | 127 | 55–56 |  |  |  |  | * Create an audio recording while rereading the story aloud * Follow directions to construct an origami dog * Respond to reading through written expression * Read written work with a partner |
| Book Activity: Bookmark  Reading Skill Check 1 | 24 | 142–43 |  |  |  |  |  |  | * Enjoy recreational reading * Choose a book on the student’s independent reading level * Create a simple Book Activity: a bookmark * Demonstrate mastery of reading skills |
| **A King for Brass Cobweb**  Fantasy  by Dawn L. Watkins  Adapted for drama by Eileen M. Berry | 25 | 144–52 | 128–35 | 57–58 | citizens farewell giant | kingdom mist peppermint | Respect your elders  Put others before yourself  Give to others unselfishly | Compound words | * Identify features of a play * Identify the cast of characters in a play * Predict story events based on pictures * Read orally to portray characters in a play * Listen to a drama for comprehension and enjoyment |
| 26 | 153–60 | 136–41 | 59–60 | beggars meadows swayed | traveled woolly | God gives strength for courage | Suffixes (changing y to i) | * Identify traits of characters * Predict story events * Read orally to portray characters in a play * Listen to a drama for comprehension and enjoyment |
| 27 | 161–68 | 142–47 | 61–62 | cornstalks huddle ruined |  | Be honest at all times  Love God and obey Him | Contractions (with not) | * Identify traits of characters * Predict story events * Read orally to portray characters in a play |
| 28 | 169–75 | 148–52 | 63–64 | exits startled |  | Be friendly and help others | Syllabication (counting syllables) | * Identify traits of characters * Predict story events * Read orally to portray characters in a play |
| 29 | 176–82 | 153–58 | 65–66  67–68 assessment | adventures deeds thicket |  | Practice Christlike humility  Christ is the true king | Special vowels (oo as // and //) | * Identify traits of characters * Predict story events * Read orally to portray characters in a play |
| 30 | 183 | 159 | 69–70 |  |  |  |  | * Reread the play, reading dialogue to portray the characters’ traits * Retell the story to a partner, recalling characters and events in each place * Compare story characters |
| Book Activity Share Day | 31 | 184–85 |  |  |  |  |  |  | * Share a book that has been read independently * Share a completed bookmark about the book read independently |
| Kate Kangaroo  Fantasy  by Karen Wilt | 32 | 186–94 | 160–67 | 71–72 | explained happily | plot tar | Be dependable | Special vowels (oo and ew as //) | * Identify problems and solutions in a story |
| 33 | 195–201 | 168–72 | 73–74 | bothering counter shelled |  | Be diligent and faithful | Contractions with I (I’m, I’ll, I’ve, I’d) | * Identify problems and solutions in a story * Recognize glossary features: entry words, definitions, and sample sentences |
| 34 | 202–6 | 173–76 | 75–76  77–78 assessment |  |  | Complete tasks | Long vowels in closed syllables (-old, -olt, -ind,  -ild) | * Identify problems and solutions in a story * Identify a problem and its solution in a Bible account |
| 35 | 207 | 177 | 79–80 |  |  |  |  | * Reread the story as a play * Recognize quotation marks and their purpose |
| What Is a Marsupial?  An article  by Gail Fitzgerald and Amy Schoneweis | 36 | 208–13 | 178–82 | 81–82 | adults Australia cornered | countries enemy protection |  | Suffixes (words with the VCe pattern) | * Recognize an article * Identify facts about marsupials, specifically kangaroos * Compare and contrast using a Venn diagram |
| 37 | 214–17 | 183–85 | 83–84 | eucalyptus |  | God is the Master Creator | Special vowels (au and aw as /ô/) | * Identify facts about marsupials, specifically koalas * Compare and contrast using a Venn diagram * Distinguish informational text from fantasy |
| Hope for a Sinful World  A Bible account  taken from Genesis 2 and 3 | 38 | 218–24 | 186–91 | 85–86 | ashamed created decided remembered |  | Faith in the truth of God’s Word  God, the Master, created all things for good  Faith that God remains true to His promises  God forgives confessed sin | Special vowels (o and a[l] as /ô/) | * Answer who, what, and where questions to help locate important information * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| 39 | 225–29 | 192–95 | 87–88  89–90 assessment | disappointed important punished |  | Jesus Christ willingly paid the price for our sins  The power of Christ shown through His resurrection  God is Master and sovereign over all creation  Faith in God’s promises | Consonant digraphs (ch and tch as /ch/) | * Answer who, what, and where questions to help locate important information * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| SSR: Reading for Enjoyment  Reading Skill Check 2 | 40 | 230–31 |  |  |  |  |  |  | * Enjoy recreational reading * Choose a book on the student’s independent reading level * Demonstrate mastery of reading skills |

Reading 2B: *Hearts and Hands*

| Lesson Content | Lesson Number | TE  Lesson  Pages | Student Text  Pages | Worktext Pages | Vocabulary | | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Someone My Age  Realistic fiction  by Milly Howard | 41 | 234–40 | 2–7 | 91–92 | apartment  exclaimed | renting |  | Consonants (soft c and g) | * Compare and contrast characters * Predict story events * The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time. * Read silently for comprehension and enjoyment * Answer literal and higher-order thinking questions based on silent reading * Support answers with evidence from the story * Read orally to convey meaning and emotion * Read and understand vocabulary in context |
| 42 | 241–47 | 8–13 | 93–94  95–96 assessment |  |  | Be patient, kind, and friendly to others  Always love your friends  Be thankful for the gifts that God gives | Synonyms | * Predict story events * Compare and contrast characters using a Venn diagram |
| Welcome  Poetry  by Rose Waldo | 43 | 248–49 | 14–15 | 97–98 | I’ll I’m  won’t |  |  |  | * Identify rhyming words in a poem * Complete a hink pink * Listen to a poem for comprehension and enjoyment |
| New Friends  Realistic fiction  by Milly Howard | 44 | 250–57 | 16–22 | 99–100 | phrase pledge pretended Spanish |  | Praise God for His blessing of Christian education  Show God’s love to others through actions and words | Consonant digraph (ph as /f/) | * Predict story events * Identify the setting of a story |
| 45 | 258–64 | 23–28 | 101–2 | caramel  dessert  salsa | tacos  tortillas | Have a servant’s heart  Share God’s love with others  Tell others about God’s plan of salvation | Silent consonants (dge and ge as /j/) | * Predict story events * Identify the setting of a story * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| 46 | 265 | 29 | 103–4 |  |  |  |  | * Identify a problem and its solution in a story * Reread a part of the story aloud, recognizing the challenge of learning a new language * Learn a Bible verse in Spanish * Sing a song in Spanish |
| The Fire Keeper  Realistic fiction  by Milly Howard | 47 | 266–74 | 30–37 | 105–6 |  |  | Show love to others through actions | Syllabication (dividing compound words) | * Recognize characteristics of realistic fiction * Identify the setting of a story * Identify the main character’s problems * Infer the motives and emotions of characters |
| 48 | 275–81 | 38–43 | 107–8  109–10 assessment | glared scrambled snarling |  | Be faithful and diligent even in small jobs  Do all things heartily for God  Obey God; honor and respect authority | Special vowels (ou and ow as /ou/) | * Identify the setting of a story * Identify the main character’s problems * Infer the motives and emotions of characters |
| Mice  Poetry  by Rose Fyleman | 49 | 282–83 | 44–45 | 111–12 | nibble rather |  |  |  | * Recognize rhythm in poetry * Identify rhyme in poetry * Listen to a poem for comprehension and enjoyment |
| Merry Mouse Thinks  Fantasy  by Eileen M. Berry | 50 | 284–92 | 46–53 | 113–14 | attic  excitement  scamper | scurried  sewing |  | Syllabication (dividing VC/CV words) | * Recognize differences between fantasy and realistic fiction * Listen to a story for comprehension and enjoyment |
| 51 | 293–300 | 54–60 | 115–16  117–18 assessment | company  else  faint | moment  shrieked  sofa | Show love to others through actions  Serve one another with humility | Special vowels (oi and oy as /oi/) | * Distinguish fantasy from realistic fiction * Infer characters’ motives * Listen to a story for comprehension and enjoyment |
| 52 | 301 | 61 | 119–20 |  |  |  |  | * Create an audio recording while rereading the story aloud * Listen to a poem for comprehension and enjoyment * Recognize rhythm in poetry * Complete a poem with attention to its rhythm |
| *Thank You, Amelia Bedelia*  Fiction  by Peggy Parish | 53 | 302–16 | 62–75 | 121–22 | dither  folks  groceries | laundryman  vegetables |  | Long and short vowels (VC, VCC, V, VV, VCe) | * Recognize and interpret idioms * Predict story events * Listen to a story for comprehension and enjoyment |
| 54 | 317–30 | 76–88 | 123–24  125–26 assessment | declare  grandnephew  grandniece  ma’am | pare  plumb  separate |  | Special vowels (au, aw, o, a(l) as /ô/) | * Recognize and interpret idioms * Predict story events * Listen to a story for comprehension and enjoyment |
| 55 | 331 | 89 | 127–28 |  |  |  |  | * Reread the story as a play * Illustrate idioms |
| Book Activity: Paper Bag Project  Reading Skill Check 3 | 56 | 332–33 |  |  |  |  |  |  | * Enjoy recreational reading * Choose a book on the student’s independent reading level * Create a simple Book Activity: a paper bag project |
| Annie Sullivan  Biography  by Becky Davis and Eileen M. Berry | 57 | 334–40 | 90–95 | 129–30 | inspect lame squinted swollen |  | Show love to friends through actions  Give unselfishly to those in need  Show love to those in need through actions | Special vowels (oo as // and //) | * Infer the motives and emotions of characters * Identify problems and their solutions * Recognize characteristics of a biography |
| 58 | 341–46 | 96–99 | 131–32 | alphabet decision interested | operation  taught | Show God’s love by unselfishly helping those in need  Fellowship with God brings peace | Consonant blends (words with l, r, and s blends) | * Infer the motives and emotions of characters * Identify the setting * Identify problems and their solutions |
| 59 | 347–53 | 100–105 | 133–34  135–36 assessment | freed idea prison |  | Obey and respect authority  Control your emotions and do not react in anger  Show godly love to others  Be faithful in completing tasks  Show loving kindness to others | Consonant blends (3 letters) | * Infer the motives and emotions of characters * Identify the setting * Identify problems and their solutions |
| Have You Seen My Dog?  Realistic fiction  by Milly Howard | 60 | 354–62 | 106–13 | 137–38 | lumber  nudged  vacant | wandering  whistled | Honor, respect, and obey parents | Syllabication (dividing consonant + -le words) | * Infer the motives and emotions of characters * Recall details about characters * Identify problems and their solutions |
| 61 | 363–71 | 114–21 | 139–40 | article awful discovered | office whimpered | Show love to others through actions | Consonant digraphs (ch as /ch/ and /k/; ph as /f/ | * Infer the motives and emotions of characters * Recall details about characters * Identify problems and their solutions |
| Book Activity: Share Day | 62 | 372–73 |  |  |  |  |  |  | * Share a book that has been read independently * Share a completed paper bag project about the book read independently |
| Cheerful Chickadees  Realistic fiction  by Karen Wilt | 63 | 374–81 | 122–28 | 141–42 | chuckled  ruffle twitter |  | Be faithful and diligent in completing tasks  Take care of God’s creation | Silent consonants (kn, mb, lk, lf) | * Infer the motives and emotions of characters * Predict story events * Identify details about chickadees |
| 64 | 382–90 | 129–36 | 143–44  145–46 assessment | tame weather |  | Be faithful in all that God gives you to do  God cares for those who love and obey Him  God cares for His creation  Do all things with a happy, willing spirit | Consonants (soft c and g) | * Infer the motives and emotions of characters * Predict story events * Identify details about chickadees * Identify and use the features of a glossary: entry word, definition, sample sentence, and syllable division |
| 65 | 391 | 137 | 147–48 |  |  |  |  | * Reread part of a story, recognizing that caring for animals is one of the things God  has created people to do * Follow directions |
| *A Promise to Remember*  Drama  by Dawn L. Watkins and Eileen M. Berry | 66 | 392–98 | 138–45 | 149–50 | settled |  | Please God by obeying Him  Trust God for strength and courage to obey and follow Him | Long vowels (igh as /ī/) | * Identify the setting * Identify features and the cast of characters in a play * Predict story events based on pictures * Read orally to portray characters in a play * Identify how the characters show that they love God |
| 67 | 399–405 | 146–50 | 151–52 | dawn ha mocking |  | Trust God to always keep His promises  Bring your cares and fears to God in prayer  Have faith and trust God to take care of your needs | r-influenced vowels: er, ir, ur | * Predict story events * Read orally to portray characters in a play * Infer the motives and emotions of characters * Identify the setting * Identify how the characters show that they love God |
| 68 | 406–11 | 151–55 | 153–54  155–56 assessment | deck sniffling |  | Trust and remember God’s promises in the midst  of trials  God is faithful to keep His promises  Praise God for His protection, love, and goodness  Obey God because He keeps His promises | Suffix -ing (words with the VC and VCe patterns) | * Read orally to portray characters in a play * Infer the motives and emotions of characters * Identify the setting * Identify how the characters show that they love God |
| 69 | 411 |  |  |  |  |  |  | * Reread the play, reading dialogue expressively to portray the characters’ feelings * Perform the play (optional) |
| The Puppy Who Wanted a Boy  Fantasy  by Jane Thayer | 70 | 412–26 | 156–69 | 157–58 | definitely  delighted  dreadful  politely | terribly  terrifying  trembled | Jesus Christ, God’s Son, is the gift who brings  forgiveness to sinners | Long vowels (y as a vowel) | * Infer the motives and emotions of characters * Predict story events * Listen to a story for comprehension and enjoyment * Identify fanciful elements in a story |
| 71 | 427–47 | 170–89 | 159–60 | biscuits  either | hardly  managed | Be kind and polite in the words we speak  Give cheerfully and unselfishly to others  Jesus showed us His love by being the sacrifice for our sins | Contractions with are | * Infer the motives and emotions of characters * Predict story events * Listen to a story for comprehension and enjoyment |
| God Keeps His Promise  A Bible account taken from Matthew 1–2 and Luke 1–2 | 72 | 448–54 | 190–95 | 161–62 | praise Savior Scriptures worship |  | Jesus Christ is God’s promised Son  The Bible is truth  Jesus Christ willingly came to sacrifice for the sins  of the world  God keeps His promise by bringing Jesus Christ to save people from sin  Jesus Christ is King and worthy of praise, honor,  and glory | Consonants (hard c and  soft c) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action * Read a timeline * Predict story events |
| 73 | 455–61 | 196–201 | 163–64  165–66 assessment | buried  expensive  frankincense | metals  myrrh  soldiers | God is the Creator of the universe  God protects His promised Son  All things are possible with God  God is perfect and always keeps His promises | Synonyms | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| Gold, Frankincense, and Myrrh  An article  by Eileen M. Berry and Amy Schoneweis | 74 | 462–68 | 202–8 | 167–68 | heavy jewelry odor priests pure sap |  | Jesus Christ is worthy of all honor, glory, majesty, and praise  Jesus Christ is the sacrifice who has come to die for the sins of all people  Jesus Christ is worthy of our worship and praise | Syllabication (consonant + -le;  long and short vowels) | * Identify informational text * Organize knowledge on a word web * Use text features to locate information: headings |
| 75 | 469 | 209 | 169–70 |  |  |  |  | * Reread a section of the article aloud, understanding what the Bible says about the  wise men’s gifts to Jesus * Use facts from an article to better understand a Bible account * Respond to reading through written expression |
| SSR Journal: Characters  Reading Skill Check 4 | 76 | 470–71 |  |  |  |  |  |  | * Enjoy and respond to recreational reading * Choose a book on an independent reading level * Respond to reading through character details |

Reading 2C: Memories to Keep

| Lesson Content | Lesson  Number | TE  Lesson  Pages | Student  Text  Pages | Worktext  Pages | Vocabulary | | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The Story of the Shell  Realistic fiction  by Michele Layson | 77 | 476–83 | 1–8 | 171–72 | calm  coffee table  glanced  lobby  shoulder |  | Be kind and friendly to others | Long vowels (ea and ee as /ē/) | * Predict story events * Recognize details included by the author * The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time. * Read silently for comprehension and enjoyment * Answer literal and higher-order thinking questions based on silent reading * Support answers with evidence from the story * Read orally to convey meaning and emotion * Read and understand vocabulary in context |
| 78 | 484–90 | 9–13 | 173–74 | experts  favorite  memory | polishing  tissue paper  young |  | Long vowels (ai and ay as /ā/) | * Predict story events * Recognize details included by the author |
| 79 | 491–97 | 14–18 | 175–76 | collect  forward  island | stationed  uniform | God is the Master Creator as seen in nature  God loves us so much that He sent His Son, Jesus, to take the punishment for our sins  God will provide for us all that we need | Contractions (with is and not) | * Predict story events * Recognize details included by the author * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| 80 | 498–502 | 19–22 | 177–78  179–80 assessment | arrange  ocean  shoved |  | Show love to others through action  Tell others of God’s good news of forgiveness | Special consonants (g as /j/, g as /g/, gu as /g/) | * Predict story events * Recognize details included by the author * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| Billy Sunday  Historical fiction  by Karen Wilt | 82 | 504–10 | 24–29 | 183–84 | mission  preach  streetcar |  | Jesus died on the cross for our sins | Special vowels (au and o as /ô/) | * Infer the motives and emotions of characters * Recognize story structure: a story within a story * Listen to a story for comprehension and enjoyment * Identify how the main character shows that he loves God |
| 83 | 511–16 | 30–33 | 185–86 | passenger |  | Do everything for the glory of God | Special vowels (o and a[l] as /ô/) | * Infer the motives and emotions of characters * Recognize story structure: a story within a story * Listen to a story for comprehension and enjoyment * Identify how the main character shows that he loves God |
| 84 | 517–22 | 34–38 | 187–88  189–90 assessment | crackled  electricity |  | Give your best to the service of God  Keep praying to God  Trust God and be controlled by His Spirit  God’s Holy Spirit brings Christians joy and peace | Long vowels (oa and ow as /ō/) | * Recognize story structure: a story within a story * Listen to a story for comprehension and enjoyment * Identify and use the features of a glossary: entry word, definition, sample sentence,  syllable division, and word forms * Identify how the main character shows that he loves God |
| 85 | 523 | 39 | 191–92 |  |  |  |  | * Reread part of the story * Identify what happens at the beginning, middle, and end of a story * Identify how the main character shows that he loves God |
| Wolf Pack  Realistic fiction  by Karen Wooster | 86 | 524–31 | 40–46 | 193–94 | tassel  tiptoed  wolves |  |  | Long and short vowels (ea as /ē/ and /ĕ/) | * Recognize the beginning, middle, and end of a story * Predict story events |
| 87 | 532–37 | 47–51 | 195–96 | Amen  easily | safety  valley | Trust God for courage  Have faith and believe that God keeps His promises | Silent consonants (wr) | * Recognize the beginning, middle, and end of a story * Predict story events |
| The Pineyridge Snowstorm  A tall tale  adapted by Milly Howard | 88 | 538–45 | 52–58 | 197–98 | earthquake  enormous  griddle | harness  lumberjacks  sawmill |  | r-influenced vowels (air, are,  ear as /âr/) | * Recognize elements of exaggeration within a tall tale |
| 89 | 546–52 | 59–64 | 199–200  201–2 assessment | honest  returned  unhitched |  |  | Compound words | * Recognize elements of exaggeration within a tall tale |
| 90 | 553 | 65 | 203–4 |  |  |  |  | * Create an audio recording while rereading the story aloud * Reread parts of the story aloud, locating problems and solutions * Identify exaggerations in a tall tale * Plan and write a tall tale |
| **This Tooth**  Poetry  by Lee Bennett Hopkins | 91 | 554–55 | 66–67 | 205–6 |  |  |  |  | * Identify uses of alliteration in poetry * Listen to a poem for comprehension and enjoyment |
| **The Boy and the Dike**  Fiction  adapted by Karen Wilt | 92 | 556–65 | 68–77 | 207–8  209–10 assessment | flood  gravel | rumbled  village | Show love to others through actions | Suffixes (adding to VC and VCe words) | * Identify problems and solutions in a story |
| **Book Activity: Story Cube**  Reading Skill Check 5 | 93 | 566–67 |  |  |  |  |  |  | * Enjoy recreational reading * Choose a book on the student’s independent reading level * Create a simple Book Activity: a story cube |
| The Farmer and the Donkey  A folktale  adapted for drama by Karen Wilt | 94 | 568–74 | 78–83 | 211–12 | advice  blacksmith  especially | merrily  tailor |  | Suffixes (-ed as /d/, /ed/, /t/) | * Identify unique features of plays * Identify the cast of characters in a play * Read orally to portray characters in a play |
| 95 | 575–83 | 84–91 | 213–14 | believe  cobblestone | perked  shuffled | Read and obey God’s instruction given in His Word | Syllabication (base words and suffixes) | * Identify unique features of plays * Identify the cast of characters in a play * Read orally to portray characters in a play |
| 96 | 583 |  |  |  |  |  |  | * Reread the play, reading dialogue to portray the characters’ traits * Perform a play (optional) |
| Hill of Fire  From the historical fiction book  by Thomas P. Lewis | 97 | 584–92 | 92–99 | 215–16 | plowing |  | Show love to others by giving to them | Alphabetical order (by first letter) | * Recognize facts in historical fiction |
| 98 | 593–601 | 100–107 | 217–18  219–20 assessment | burros  coughing | lava  volcano |  | Suffixes (comparatives and superlatives) | * Recognize facts in historical fiction * Find the relationship between pairs of words to complete analogies |
| **A Volcano Erupts**  An article  by Esther Wilkinson | 99 | 602–8 | 108–14 | 221–22 | crust  erupt  scientists |  | We are God’s special creation, and we are made in His image  God loves His people and is in control of all things | Alphabetical order (by second letter) | * Locate information using text features: picture captions, section headings, and diagrams |
| 100 | 609 | 115 | 223–24 |  |  |  |  | * Reread part of an article * Use time-order words to recognize sequence of events |
| Book Activity Share Day | 101 | 610–11 |  |  |  |  |  |  | * Share a book that has been read independently * Share a completed story cube about the book read independently |
| **Betsy Ross**  Biography  by Nancy Lohr | 102 | 612–20 | 116–23 | 225–26 | British  colonies  rule | skill  trade | God wants His children to work  Work brings glory to God | Special vowels (oo and ew as //) | * Recognize characteristics of a biography |
| 103 | 621–25 | 124–27 | 227–28  229–30 assessment | mystery  prove | records  sketch |  | Special vowels (ou and ow as /ou/) | * Distinguish facts from legend |
| **The Flag Goes By**  Poetry  by Henry Holcomb Bennett | 104 | 626–27 | 128–29 | 231–32 | blare  crimson  ordered |  |  |  | * Recognize the important idea of a poem by identifying the repeated words * Interpret the meaning of a poem * Listen to a poem for comprehension and enjoyment |
| **O Say Can You See?**  Historical fiction  by Milly Howard | 105 | 628–34 | 130–35 | 233–34 | admiral  arrested  Dr. | released  truce  wounded | Show love to your friends by helping them | Prefixes (mis-, re-, un-) | * Locate information on a map using a map key * Recognize facts in historical fiction |
| 106 | 635–40 | 136–40 | 235–36  237–38 assessment | barely  exploded  prisoners |  |  | Suffixes (-ful and -ly) | * Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms * Locate information on a map using a map key * Recognize facts in historical fiction |
| 107 | 641 | 141 | 239–40 |  |  |  |  | * Reread part of the story * Identify what happens at the beginning, middle, and end of a story |
| **Bread from Heaven**  Historical fiction  by Milly Howard | 108 | 642–48 | 142–47 | 241–42 | canteens  forever | galloped  gospel | God’s grace is sufficient | Silent consonants (kn, lk, mb, wr) | * Recognize facts in historical fiction * Identify how the main character shows God’s love to others * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| 109 | 649–55 | 148–53 | 243–44 | canvas  knapsacks | peered  rations | Trust God to keep His promises and provide  Be a faithful servant of Jesus Christ by showing love to others in need  Give to others by caring for their needs  Praise God for all that He provides  Serve those in need and share the gospel with them | Synonyms | * Recognize facts in historical fiction * Identify how the main character shows God’s love to others * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| **The Wright Flyer**  An article  by Nellie Ashe Cooper and Kathleen Hynicka | 110 | 656–64 | 154–62 | 245–46  247–48 assessment | coast  engines  machine  public |  |  | Antonyms | * Ask who, what, where, and when questions about information in an article * Choose the main idea of an article |
| 111 | 665 | 163 | 249–50 |  |  |  |  | * Follow directions to construct a paper airplane * Complete a bar graph using data from paper airplane test flights * Create an audio recording while rereading an article aloud |
| **God’s Promised Son Brings Hope**  A Bible account  taken from Matthew, Mark, Luke, and John | 112 | 666–72 | 164–69 | 251–52 | glory  miracles  parables  rejoice |  | God showed His love to us by sending His only Son to die for our sins | Homophones | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| 113 | 673–79 | 170–74 | 253–54 | capture  disciples  except |  | God promises to bring Jesus back to the earth to rule one day | Schwa endings (-tion) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| 114 | 680–86 | 175–80 | 255–56 | prophet |  | God promises to send His Son to be the Savior of the world  God promises to bring Jesus back to the earth to rule one day when everyone will bow and worship Him | Prefixes (a-, al-) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| 115 | 687 | 181 | 257–58 |  |  | Share the gospel with others |  | * Reread part of the story * Follow directions * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| SSR Journal: Question Words  Reading Skill Check 6 | 116 | 688–89 |  |  |  |  |  |  | * Enjoy and respond to recreational reading * Choose a book on an independent reading level * Respond to reading through question words |

Reading 2D: Precious Treasures

| Lesson Content | Lesson  Number | TE  Lesson  Pages | Student  Text  Pages | Worktext  Pages | Vocabulary | | Bible Truths | Phonics Skills | Lesson Objectives |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sea Island Mystery  A mystery  by Wendy M. Harris | 117 | 694–99 | 2–6 | 259–60 | explore  pirate  ruins |  |  | r-influenced vowels (ear as /âr/, ear as /îr/) | * Recognize characteristics of a mystery * Locate information on a map using a map key * Use a compass rose for finding direction * The following objectives are integral to this reading program. Since these objectives are incorporated in each reading lesson, they are not stated every time. * Read silently for comprehension and enjoyment * Answer literal and higher-order thinking questions based on silent reading * Support answers with evidence from the story * Read orally to convey meaning and emotion * Read and understand vocabulary in context |
| 118 | 700–706 | 7–11 | 261–62 | crumbled  nuzzled | offering  rippled | Be friendly to others  Be faithful and honest | Long vowels (u as /y/ and //) | * Recognize characteristics of a mystery * Locate information on a map using a map key * Use a compass rose for finding direction |
| 119 | 707–13 | 12–17 | 263–64  265–66 assessment | galloped  ruins  Spanish |  |  | Synonyms and antonyms | * Recognize characteristics of a mystery * Ask who, what, where, and when questions about information in a story |
| Until I Saw the Sea  Poetry  by Lilian Moore | 120 | 714–15 | 18–19 | 267–68 | splinter  wrinkle |  |  |  | * Identify uses of imagery and rhyme in poetry * Participate in a choral reading * Listen to a poem for comprehension and enjoyment |
| Tide Pools  An article  by Karen Wooster and Kathleen Hynicka | 121 | 716–24 | 20–28 | 269–70 | cling  pincers  suction cup |  | God designed each creature with unique characteristics  God cares for His creation | r-influenced vowels (ar, or, er, ir, ur) | * Use text features to locate information: captions and headings * Identify facts about tide pools * Explain how a diagram helps clarify the text |
| 122 | 725 | 29 | 271–72 |  |  |  |  | * Reread part of the article * Read a related article to learn more information |
| Secret Place  Realistic fiction  by Eve Bunting | 123 | 726–42 | 30–45 | 273–74 | barbed wire  concrete  fork lift | freeway  traffic  warehouses |  | Possessives (singular possessives) | * Explain the meaning of imagery * Identify kinds of imagery * Compare and contrast the two settings of the story * Listen to a story for comprehension and enjoyment |
| 124 | 743–57 | 46–59 | 275–76  277–78 assessment | jangled  syrup  wilderness |  | God wants us to have physical and spiritual rest and quiet | Pronouns (referents) | * Explain the meaning of imagery * Identify kinds of imagery * Compare and contrast the two settings of the story * Listen to a story for comprehension and enjoyment |
| 125 | 758–59 | 60–61 | 279–80 |  |  |  |  | * Reread part of the story * Write a story about a special place |
| Let Me Sing  Biography  by Eileen M. Berry | 126 | 760–69 | 62–70 | 281–82 | boarding school  caged  precious  sober | | Christians are to thank and praise God at all times  Those who trust God need to become more like Christ  Encourage others to trust in Jesus Christ  Those who trust in Jesus become God’s child | Special vowels (oi and oy as /oi/) | * Read the stanzas of a song * Identify how the main character shows that she loves God * Identify how the main character shows God’s love to others * Recognize characteristics of a biography |
| 127 | 770–77 | 71–77 | 283–84  285–86 assessment | languages  publish |  | Jesus shed His blood for sinners | Special vowels (ew, oo, ue as //; oo as //) | * Read the stanzas of a song * Identify how the main character shows that she loves God * Identify how the main character shows God’s love to others |
| Captain Stripe’s Gold  Fantasy  by Milly Howard | 128 | 778–84 | 78–83 | 287–88 | avoid  ferns | plain  sleepily | Obey those in authority over us | Schwa endings (-ed, -er, -en, -ain) | * Infer the motives and emotions of characters * Recognize fanciful elements in a story |
| 129 | 785–90 | 84–87 | 289–90 | coiled  herd |  |  | Prefixes (a-, al-) | * Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms * Infer the motives and emotions of characters * Recognize fanciful elements in a story |
| 130 | 791–96 | 88–92 | 291–92  293–94 assessment | horrible |  | Obey those in authority over us  Choose wisdom and understanding over gold and silver | Syllable division (prefixes and suffixes) | * Infer the motives and emotions of characters * Recognize fanciful elements in a story |
| 131 | 797 | 93 | 295–96 |  |  |  |  | * Create an audio recording while rereading the story aloud as a play * Recognize quotation marks and their purpose * Read orally to portray a character |
| Group Book Activity: Technology Project  Reading Skill Check 7 | 132 | 798–99 |  |  |  |  |  |  | * Enjoy recreational reading * Choose a book on the student’s independent reading level * Create a simple Group Book Activity: a technology project |
| Jonathan’s Treasure  Historical fiction  by Milly Howard and Susan W. Young | 133 | 800–806 | 94–99 | 297–98 | chores  hire |  | Be friendly to others  Show kindness and generosity by giving to others | Long vowels in closed syllables (\_ild, \_ind, \_old, \_oll, \_olt, \_ost) | * Read a timeline * Identify how the main character shows that he loves God |
| 134 | 807–12 | 100–103 | 299–300 | jingle  missionaries |  | Share the gospel with others  Think of others before yourself | Long vowels (ie as /ē/) | * Identify how the main character shows that he loves God |
| 135 | 813–17 | 104–7 | 301–2  303–4 assessment | chattered  milk pails |  |  | Special vowels (au and aw as /ô/) | * Identify how the main character shows that he loves God |
| Jonathan GoForth: Missionary to China  Biography  by Susan W. Young | 136 | 818–24 | 108–14 | 305–6 | Chinese  habit |  | Always give thanks and praise to God  God answers the prayers of His children  Study God’s Word  Share the good news of Jesus Christ with others | Special vowels (a[l] and o as /ô/) | * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others * Recognize characteristics of a biography |
| 137 | 825 | 115 | 307–8 |  |  |  |  | * Reread the story * Identify what happens at the beginning, middle, and end of a story * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| Book Activity Share Day | 138 | 826–27 |  |  |  |  |  |  | * Share a book that has been read independently * Share a completed group technology project about the book read independently |
| Little Twigs  A fable from Pocket Change  Adapted for drama  by Morgan Reed Persun | 139 | 828–34 | 116–21 | 309–10 | cousins  extra  spurted | struggled  wedged | Treat others with kindness and love  God gives courage to do the right thing | Abbreviations | * Identify features of a play * Identify the cast of characters in a play * Read orally to portray characters in a play |
| 140 | 835–40 | 122–26 | 311–12  313–14 assessment | fades  snuffled  swirled |  | Keep your conscience clear; ask others for forgiveness | Alphabetical order (by first letter and by second letter) | * Identify traits of characters * Read orally to portray characters in a play * Recognize the moral of a fable |
| 141 | 841 | 127 | 315 |  |  |  |  | * Follow directions to create a simple beaver costume * Reread and act out the play * Read dialogue expressively to portray the characters’ traits |
| What Is Brown?  Poetry  by Mary O’Neill | 142 | 842–45 | 128–31 | 316 | bronze  freckle  mole | quiver  roast  shingles |  |  | * Identify uses of imagery in poetry * Listen to a poem for comprehension and enjoyment |
| Granny Nell’s Dulcimer  Realistic fiction  by Milly Howard | 143 | 846–53 | 132–38 | 317–18 | balance  instrument | motioned  plucked |  | Contractions (review) | * Infer the emotions of characters * Draw conclusions based on clues * Identify elements of setting: place and time |
| 144 | 854–60 | 139–43 | 319–20 | clinic  competition | honeysuckle  winding | Give to others by helping those in need  Be loving to others | r-influenced vowels (wor as /wûr/) | * Infer the emotions of characters * Draw conclusions based on clues |
| 145 | 861–66 | 144–47 | 321–22 | midair  practice  provided |  | Give to others by helping those in need  Set goals and work diligently | Schwa endings (-ar, -er,  -or) | * Infer the emotions of characters * Draw conclusions based on clues |
| 146 | 867–71 | 148–51 | 323–24 | announcer  contestants | fiddler  hurrah | Be faithful in your tasks  Have faith in God’s promises | Long vowels (ai, ay, ea, eigh as long a) | * Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms * Infer the emotions of characters * Draw conclusions based on clues |
| Dulcimers  An article  by Nancy Lohr | 147 | 872–80 | 152–60 | 325–26  327–28 assessment | courting  duet | strum  vibrate |  | Suffixes (-es after ch, sh, s, x, z) | * Locate information using text features: picture captions, section headings, and words in bold print * Recognize the main idea of an article * Recall details using a word web * Read a diagram |
| 148 | 881 | 161 | 329–30 |  |  |  |  | * Follow directions to construct a stringed instrument * Recall sequence of events |
| Psalm 33:1–3  A song of praise | 149 | 882–83 | 162–63 | 331–32 | righteous  skilfully  upright |  | Trust in God’s Son for salvation |  | * Listen to a poem for comprehension and enjoyment * Participate in reading a psalm as a choral reading |
| God’s Promise for the Future  A Bible account  taken from Revelation | 150 | 884–89 | 164–68 | 333–34 | trumpet |  | God is all-powerful  Only the Holy Spirit of God can help a sinner’s heart turn from sin | Special vowels (oo, ew, ue, ui as //) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| 151 | 890–94 | 169–71 | 335–36 | entire  judge  throne |  | Jesus promises to return to the earth one day  All God’s promises will be fulfilled | Suffixes (-ed, -en, -er, -ing) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| 152 | 895–98 | 172–74 | 337–38  339–40 assessment | repent |  |  | Vowels and consonants (y as a consonant, y as /ī/, y as /ĭ/) | * Connect Bible retellings to the theme of Creation, Fall, and Redemption * Infer character qualities from speech and action |
| 153 | 899 | 175 | 341–42 |  |  |  |  | * Reread part of the Bible account * Recall and retell some of God’s promises from the Bible * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others |
| SSR Journal: Share Day  Reading Skill Check 8 | 154 | 900–901 |  |  |  |  |  |  | * Share a journal entry from a favorite book read during SSR time |
| BJ BookLink: Pulling Together | 155–69 | 902–3 |  |  |  |  |  |  |  |
| BJ BookLink: The Treasure of Pelican Cove | 170–80 | 904–5 |  |  |  |  |  |  |  |