

# 4-Year-Old Kindergarten

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## *Video Manual*

Includes

Cursive / Manuscript Writing Option

# 4-Year-Old Kindergarten

*Video Manual*

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Pensacola, FL 32523-9100

an affiliate of PENSACOLA CHRISTIAN COLLEGE®



Video Teacher

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• B.S. Early Childhood Education

***4-Year-Old Kindergarten Video Manual***

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# Textbooks & Materials

Materials are available from Abeka  
and included in the 4-Year-Old  
Kindergarten Video Kit unless  
otherwise noted.

## ... Student Materials ...

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### **Bible**

167134 • *Miniature Bible Memory Picture Cards*

### **Reading**

138401 • *Little Books 1–12* (Groups 1, 2, 3)

138428 • *Animal Friends Books 1–8*

*Tip*—(Groups 1, 2)

*Gus*—(Groups 1, 2)

*Tess and Bess*—(Groups 1, 2)

*Matt the Rat*—(Group 1)

*Pet Pete*—(Groups 1, 2)

*Jake*—(Group 1)

*Dave*—(Group 1)

*A Pal*—(Group 1)

### **Phonics and Numbers**

138525 • *ABC-123*

138533 • *Miniature Alphabet Flashcards*

138541 • *Individual Number Cards*

### **Writing**

#### **Cursive**

138568 • *ABC Writing Tablet Cursive*

138576 • *Writing with Phonics K4 Cursive*  
(used in seatwork)

#### **Manuscript**

167274 • *ABC Writing Tablet Manuscript*

167282 • *Writing with Phonics K4 Manuscript*  
(used in seatwork)

### **Skills Development**

138592 • *Readiness Skills K4*

### **Activity Time**

138584 • *Art Projects K4*

138614 • *K4 Bible Activity Book*

### **Supplies** (purchased separately; not available from Abeka)

Scissors

Glue

Crayons (8 large crayons)

2 pencils (no erasers)

Pencil gripper

Play dough (See p. T12 for recipe.)

- Before the first day of class, you should have the following items:

1. computer or DVD player
2. computer monitor or television
3. desks and chairs
4. video manual
5. student materials / textbooks
6. teacher materials
7. DVDs (if applicable)

**Current edition textbooks should be used for best correlation with video instruction.**

## ... Teacher Materials ...

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One of the following based on handwriting option chosen:

- 167193 • *Cursive Formation Flashcards*
- 272302 • *Manuscript Formation Flashcards*

### **The following optional items, available from Abeka, can supplement the video but are not required:**

- 168866 • Name Tags for Desks
- 138622 • *Poetry for You and Me*
- 167215 • *Fun Poems & Finger Plays*
- 144258 • *Fun Songs for Little Ones Songbook*
- 172294 • *Fun Songs for Little Ones for K4 CD*
- 167142 • *Little Ones Sing unto the Lord Songbook*
- 169196 • *Little Ones Sing unto the Lord for K4 CD*
- 21253 • Felt Objects for Counting
- 167177 • Letter Picture Flashcards
- 102083 • One-Vowel Word Cards
- 102784 • Two-Vowel Word Cards
- 360171 • K4 Seatwork Cursive Digital Teaching Aids
- 360198 • K4 Seatwork Manuscript Digital Teaching Aids
- 360279 • K4–K5 Cursive Formation Digital Teaching Aids
- 360295 • Manuscript Formation Digital Teaching Aids
- 173762 • Amber Lamb Felt Hand Puppet
- 173789 • Button Bear Felt Hand Puppet

## ... Abbreviation Key ...

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(abbreviations used in this video manual)

<i>AP</i>	<i>Art Projects K4</i>
<i>BAB</i>	<i>K4 Bible Activity Book</i>
<i>CFF</i>	<i>Cursive Formation Flashcards</i>
<i>INC</i>	<i>Individual Number Cards</i>
<i>MFF</i>	<i>Manuscript Formation Flashcards</i>
<i>RS</i>	<i>Readiness Skills K4</i>
<i>WT</i>	<i>ABC Writing Tablet</i>
<i>WP</i>	<i>Writing with Phonics K4</i>

# Introduction



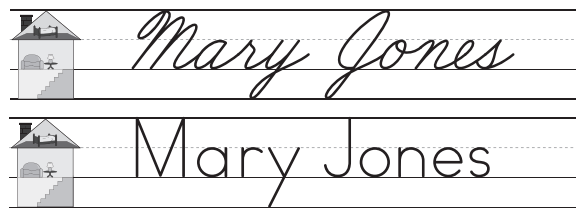
Welcome to 4-Year-Old Kindergarten video school. Acquaint yourself with the student and teacher materials, the time schedule, and this video manual. Familiarize yourself with the subject explanations and refer to them as needed during the year. These explanations describe the subjects, items that you will need to prepare, guidelines for evaluation, and classroom procedures that will be a help to you. The video teacher introduces new concepts, teaches students how to apply these concepts, gives practice work, and conducts oral and written reviews. Every subject is on video daily unless otherwise indicated in the Daily Guides. Careful supervision and interaction with students as they watch the video is important at this age level and will be the key for your students to learn. There will be times when the Daily Guides suggest that you preview a video segment to see how a new procedure is introduced.

The key to success in using this video school program is to make sure students are participating completely with the video class. The video teacher often calls on students to answer a question or participate. When she does, the video teacher will refer to your students as "students watching." Your students should answer aloud when the video teacher calls on them, just as if they were sitting in the video teacher's classroom. Consistent participation with the oral and written classwork, the singing, the reading, etc., will be vital for them in learning the material.

Establishing good habits and routines during the opening days of school will help to make learning a pleasant and exciting experience. Familiarize yourself with the habits and routines used on video.

Determine the habits and routines your students will benefit from the most.

Plan a definite time and an environment conducive to learning for your students to complete their work each day. The area that you use for kindergarten should be bright, cheerful, and decorated simply with high-interest objects. You should have a name tag prepared for your students so that they can copy their names correctly.



The course materials have been carefully outlined so that you, the on-site teacher, can easily supervise the students' learning. Your main responsibilities are to ensure that the lessons are completed daily, to check the neatness and accuracy of the work, and to review material taught for reinforcement. In many ways, you are the key to your students' progress in their courses. Your concern and diligence in helping them complete their work according to proper procedures will let them know that you are determined to help them succeed.

**Note:** Lessons have been recorded for 170 days. Since most school years are 180 days, a field trip could be scheduled once a month (zoo, farm, fire station, bakery, historical site, etc.).

## ... Time Schedules ...

Video instruction for some subjects in Lessons 1–8 has been shortened to allow students time to adjust to classroom routines. Lesson times will be listed beside those subject titles in the Daily Guides. Video instruction times will vary. Remaining time may be used for individual practice.

<b>Bible</b>	30 min.		
<b>Skills Development</b>	10 min.		
<b>Seatwork Explanation (L 77–170)</b>	3 min.		
<b>Phonics</b>	L 1–80 5x/week 20 min.	L 81–170 2x/week 20 min.	
<b>Reading Circle</b> <b>Note:</b> Seatwork is assigned three times a week. Students may work on assignments in conjunction with reading circle time.	Introduced in L 77 Each group meets one time in L 78–80.	L 81–122 3x/week (16–20 min.) Reading groups meet 2x/week for 8 min. each. (3 min. video instruction)	L 123–170 3x/week (24–30 min.) Reading groups meet 3x/week for 12 min. each. (3 min. video instruction)
<b>Writing (Cursive / Manuscript)</b>	L 1–122 5x/week 15–20 min.		L 123–170 2x/week 15–20 min.
<b>Activity Time</b>	20 min.		
<b>Numbers</b>	20 min.		
<b>Phonics / Numbers Review</b>	20 min.		
<b>Language Development</b>	10–15 min.		

cont. »



The schedule below shows how to coordinate several grades together at one time.

Note: Bold, italicized text indicates video instruction.

Time	Kdg.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
8:15 – 8:30	Attendance / Preliminaries	Attendance / Preliminaries	Attendance / Preliminaries	Attendance / Preliminaries	Attendance / Preliminaries	Attendance / Preliminaries	Attendance / Preliminaries
8:30 – 9:00	<b><i>Bible K</i></b>	<b><i>Bible 1</i></b>	<b><i>Bible 2</i></b>	<b><i>Bible 3</i></b>	<b><i>Bible 4</i></b>	<b><i>Bible 5</i></b>	<b><i>Bible 6</i></b>
9:00 – 9:20	<b><i>Skills Development</i></b> Informal Teaching	<b><i>Seatwork Explained</i></b>	<b><i>Phonics and Language</i></b>	<b><i>Arithmetic 3</i></b>	<b><i>Arithmetic 4</i></b>	<b><i>Arithmetic 5</i></b>	<b><i>Arithmetic 6</i></b>
9:20 – 9:40	<b><i>Phonics, Writing, or Reading</i></b>	<b><i>Reading Groups</i></b>	<b><i>Seatwork Explained and Reading Groups</i></b>	<b><i>Arithmetic 3 continued</i></b>	<b><i>Arithmetic 4 continued</i></b>	<b><i>Arithmetic 5 continued</i></b>	<b><i>Arithmetic 6 continued</i></b>
9:40 – 10:00	<b><i>Phonics, Writing, or Reading</i></b> Reading or Seatwork Check	Reading	Reading and Check Homework	Check Arithmetic Worksheet and Homework	Check Arithmetic Worksheet and Homework	Check Arithmetic Worksheet and Homework	Check Arithmetic Worksheet and Homework
10:00 – 10:20	Break	Break	Break	Break	Break	Break	Break
10:20 – 10:40	<b><i>Activity Time</i></b>	<b><i>Phonics and Language</i></b>	<b><i>Reading and check seatwork</i></b>	<b><i>Reading</i></b>	<b><i>Reading</i></b>	<b><i>Reading</i></b>	<b><i>Reading</i></b>
10:40 – 11:00	<b><i>Numbers</i></b>	<b><i>Writing 1</i></b>	<b><i>Writing 2</i></b>	Reading	Reading	Reading	Reading
Check Every Day							
11:00 – 11:20	Reading or Check Numbers	<b><i>Arithmetic 1</i></b>	<b><i>Arithmetic 2</i></b>	<b><i>Language 3</i></b>	<b><i>Language 4</i></b>	<b><i>Language 5</i></b>	<b><i>Language 6</i></b>
11:20 – 11:40	<b><i>Phonics Review or Numbers Writing</i></b> Check Work	<b><i>Arithmetic 1 continued</i></b>	<b><i>Arithmetic 2 continued</i></b>	<b><i>Language 3 continued and Writing 3</i></b>	<b><i>Language 4 continued and Penmanship</i></b>	<b><i>Language 5 continued and Penmanship</i></b>	<b><i>Language 6 continued and Penmanship</i></b>
Check Penmanship on Alternate Days							
11:40 – 12:00	<b><i>Language Development/Enrichment</i></b> Dismissal	Check Seatwork	<b><i>Spelling 2</i></b>	<b><i>Spelling 3</i></b>	<b><i>Spelling 4</i></b>	<b><i>Spelling 5</i></b>	<b><i>Spelling 6</i></b>
12:00 – 12:30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 12:50		<b><i>Reading Groups</i></b>	<b><i>Reading Groups</i></b>	Check Homework: Language, Spelling, Science, or History	Check Homework: Language, Spelling, Science, or History	<b><i>History 5</i></b>	<b><i>History 6</i></b>
12:50 – 1:10		<b><i>Spelling 1, Arithmetic Combination Practice</i></b>	<b><i>Arithmetic Combination Practice (8–10 min.)</i></b>	<b><i>History 3</i></b>	<b><i>History 4</i></b>	Check Homework: Language, Spelling, Science, or History	Check Homework: Language, Spelling, Science, or History
1:10 – 1:20		Break	Break	Break	Break	Break	Break
1:20 – 1:40		Reading	Reading	<b><i>Science 3</i></b>	<b><i>Science 4</i></b>	<b><i>Science 5</i></b>	<b><i>Science 6</i></b>
1:40 – 2:00		<b><i>Activity Time</i></b>	<b><i>Activity Time</i></b>	Reading	Independent Work Time	Independent Work Time	Independent Work Time
2:00 – 3:00		Activities and Dismissal	Activities and Dismissal	Activities and Dismissal	Activities and Dismissal	Activities and Dismissal	Activities and Dismissal






**Note:** Anytime that students are not actively engaged in instruction, they should complete seatwork/independent work. Use additional time in your day for activities such as recess, story time, music, library, help class, or physical education.


# How to Use the Daily Guides

A sample video manual lesson (Lesson 18) is included for your reference on p. T10. The order of the subjects on video is Bible, Skills Development, Phonics, Writing, Activity Time (Bible Activity, Music, Poetry/Drama, Art, and Show and Tell), Numbers, Phonics Review/Numbers Review, and Language Development. Seatwork Explanation and Reading begin in Lesson 78.

Under each subject heading, the page numbers covered in that lesson are listed.



To assist you, icons have been used throughout the video manual. These icons will help you know what to do with the information found in the Daily Guides. An icon key at the top of every lesson will remind you what each icon represents.

-  Lesson
-  Board
-  Optional
-  Remember
-  Teacher Note

The **Preparation** column tells you what you will need to have ready for students' use and the teacher materials you will need to have ready for that lesson. Any special information you need to know will be indicated by the Teacher Note icon .

For example, in Bible in Lesson 18, the verses that are being memorized and the lesson covered that day are listed for your reference.

For Skills Development, have *Readiness Skills* p. 33, a sharpened pencil, and crayons ready.

For Phonics, you will display the words listed beside the Board icon . The teacher note tells you that you will do this whenever you see the icon throughout the manual. The items listed beside the Optional icon  are optional for you to have ready to use as rewards for hard work and good behavior.

For Writing, follow the cursive or manuscript option that you selected for the year.

For Writing (cursive), you will have several *a*'s ready for students to trace. Display *Cursive Formation Flashcard Aa* as a reference for students. Have *ABC Writing Tablet Cursive* p. 14 and a sharpened pencil ready.

For Writing (manuscript), display *Manuscript Formation Flashcard Aa* as a reference for students. Have *ABC Writing Tablet Manuscript* p. 12 and a sharpened pencil ready.

For Activity Time, have the materials ready for the art project found on *Art Projects K4* pp. 9–10. Be familiar with the instructions for the projects.

For Numbers, have crayons or objects for counting ready.

For Phonics Review, have construction-paper flowers ready if you would like to use them as rewards or incentives.

For Language Development, no preparation is necessary. The topic the video teacher will discuss is listed for your reference.

The **Procedure** column tells you what you will need to do with your students for that day.

In Bible, the Lesson icon  tells you to play the video. No other procedures are necessary.

In Skills Development, you will play the video. After the video instruction, have students complete *Readiness Skills* p. 33. Assist students as needed.

In Phonics, you will play the video. Use the words displayed to review the material covered on video. Sometimes students can use the words displayed to participate during the video instruction. After the video instruction, check that students can say the sounds. Use the optional items as rewards for correct answers and good behavior.

In Writing (cursive), you will play the video. The teacher note reminds you to check writing habits as students work with the video teacher. Have students trace the *a*'s with the video class or after the video instruction. Check *ABC Writing Tablet* p. 14.

In Writing (manuscript), you will play the video. The teacher note reminds you to check writing habits as students work with the video teacher. After the video instruction, check *ABC Writing Tablet* p. 12.

In Activity Time, you will play the video. The video teacher will guide the students through the project, but you will need to assist students.

In Numbers, you will play the video. The teacher note tells you that students will use the objects for counting to participate with the video class.

In Phonics Review, you will play the video. After the video instruction, check that students can give names and sounds listed. Use the flowers as rewards for correct answers or good behavior.

In Language Development, you will play the video. Discuss the words listed with students after the video instruction.

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Genesis 1:1; John 1:3; Psalm 139:14</li> <li>• Lesson: Review—Isaac, the Promised Son</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b> p. 33	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 33, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 33. Assist as needed.</li> </ul>
<b>Phonics</b>	<p><input type="checkbox"/> <i>Sam pan</i> <i>tap ham</i></p> <p><input checked="" type="checkbox"/> Display blends / words listed beside this icon <input type="checkbox"/> on board or blank paper.</p> <ul style="list-style-type: none"> <li>• Have construction-paper ants and flowers ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students identify and circle the <i>ă</i> sound in words displayed. Give ants to students who answer correctly. For more review, use words from the word lists in Appendix B.</li> <li>• Check that students can say the sounds for <b><i>Aa, Ee, li,</i></b> and <b><i>Uu.</i></b> Give flowers to students who answer correctly.</li> </ul>
<b>Writing (cursive)</b> p. 14	<p><input type="checkbox"/> Have several little <i>a</i>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF Aa</i>.</li> <li>• Have <i>WT</i> p. 14 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <p><input checked="" type="checkbox"/> Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits.</p> <ul style="list-style-type: none"> <li>• Have students trace little <i>a</i>'s.</li> <li>• Check <i>WT</i> p. 14.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 12	<ul style="list-style-type: none"> <li>• Display <i>MFF Aa</i>.</li> <li>• Have <i>WT</i> p. 12 ready and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <p><input checked="" type="checkbox"/> Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits.</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 12.</li> </ul>
<b>Activity Time</b> Art pp. 9–10	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>Art Projects K4 (AP)</i> pp. 9–10, "Apple Tree."</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have crayons or objects for counting ready.</li> </ul>	<p><a href="#">Play Video</a></p> <p><input checked="" type="checkbox"/> Students will count out crayons or objects with the video class.</p>
<b>Phonics Review</b>	<ul style="list-style-type: none"> <li>• Have construction-paper flowers ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students can give the names and sounds for <b><i>Aa, Ee, li,</i></b> and <b><i>Uu.</i></b> Give flowers to students who answer correctly.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss cats in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li><i>fur</i>                      <i>whiskers</i></li> <li><i>claws</i>                    <i>kitten</i></li> <li><i>litter box</i>                <i>tame</i></li> <li><i>purr</i></li> </ul> </li> </ul>

# Subject Descriptions and Grading

## ... Bible ...

Bible class in 4-Year-Old Kindergarten is a special time. Bible time is the most important half-hour of the school day. In addition to the Bible lesson, verses, and singing, there will be a time of prayer each day for missionaries, government officials, and other individual needs. If you have specific church or school missionaries, you may want to display their special needs and prayer letters.

Bible class begins each day with the pledge to the American flag and a patriotic song. Check that your students stand with good posture and place their right hands over their hearts. Have them remain facing the flag after the pledge and continue to keep their hands over their hearts when they sing the national anthem.

A variety of hymns and choruses are taught. Be sure that students are singing with the video class and learning the songs. The *Little Ones Sing unto the Lord* songbook and CD help with learning new songs and choruses (available for purchase from abeka.com).

Students will be learning selected parts of Bible verses. The Daily Guides list the newest verse being memorized. Previously learned verses are reviewed throughout the year. The exact wording of passages is included in Appendix A in the back

of this manual. The Daily Guides will tell you when to have students recite verses from memory and when to give out *Miniature Bible Memory Picture Cards*. A chart using stars for the completion of each verse is a good way to indicate students' progress in memorizing God's Word. It is good to have them learn the reference with the verse; however, be careful not to sacrifice teaching the meaning of the verse to provide time for learning the reference. If you must choose between the two, meaning is more important at this age level than the reference.

Bible lessons are taught on video. The material covered is listed in the Daily Guides for your reference. On days that the video teacher reviews several lessons, you will see Cumulative Review noted in the Daily Guides. You may wish to plan a time to discuss what students are learning and to give praises and prayer requests.

Please note the following regarding holiday-themed lessons:

- Thanksgiving story—Lessons 62–66
- Christmas songs—begin in Lesson 66
- Christmas story—Lessons 74–86
- Easter story—Lessons 142–148

## ... Seatwork Explanation ...

Seatwork, which begins in Lesson 77, is independent written work students complete during certain scheduled times. Through seatwork, students put into practice the concepts and facts they are taught during the teaching times. Students will learn to follow directions, work independently, and develop good work habits that will stay with them the rest of their lives. Each success in seatwork helps build an attitude of confidence that will spread to other areas of their schoolwork.

A variety of activities are included each day to hold your students' interest and to keep them learning. Seatwork assignments include practice work in Phonics, Numbers, Writing, and coloring. *Writing with Phonics K4* pages are assigned in Lessons 78–120. In Lessons 123–170, pages from *ABC-123* are added to the assignment. Students apply concepts and master facts as they practice them in seatwork. Explain the importance of working neatly and quietly, honoring the Lord with our best.

You may find it helpful to establish a procedure for students to prepare their seatwork first thing in the morning. The Daily Guides list the seatwork assignments for each day. The video teacher will explain the seatwork. The *K4 Seatwork Digital Teaching Aids* (cursive / manuscript) are available for purchase from abeka.com for displaying electronically, if you prefer.

Evaluate seatwork on a daily basis. Encourage students toward a good work ethic by training them to use time wisely. Accountability and seatwork checks will help with this. Emphasize quality to students and develop within them the desire to do their best at anything they try. Praise generously whenever you see improvements. Help them take pride in doing work correctly and following directions. You may want to use stickers, stamps, or certificates to help motivate students to do neat, complete work on a consistent basis.



## Skills Development

Skills Development is fun time set aside to strengthen listening, fine motor coordination, visual perception, and writing skills. Students will enjoy the wide variety of activities. Evaluate students to determine which skills need extra practice.

Readiness Skills K4 includes pages that help develop listening skills and motor coordination (following instructions, coloring, cutting, and directed art).

For days when Teacher's Choice is scheduled, you may prefer to choose another skills development activity. Some suggested activities are listed below:

- Cutting practice with play dough, paper, etc.
- Tracing objects and shapes
- Educational games (puzzles, lacing tiles, lacing beads and pattern cards, interlocking building pieces, blocks, dominoes, pattern blocks and cards, peg boards, etc.)

- Recognizing basic musical instruments and their sounds
- Listening to CDs

You may wish to purchase or prepare your own play dough to use as the Daily Guides direct.

### Play dough

2 c. flour	2 c. water
1 c. salt	2 tbsp. oil
4 tsp. cream of tartar	
food coloring	
clove or peppermint extract	

Combine all ingredients except extract in saucepan. Cook over medium heat, stirring constantly until very, very thick. Turn out onto counter; cool; knead. Add a few drops of clove or peppermint extract for fragrance. This recipe makes enough for eight students. Store the play dough in a plastic bag or small margarine tub to keep it from drying out.

## Phonics

In Phonics, students begin by learning the sounds of the vowels and consonants and progress to reading blends, words, and sentences. Phonics is taught daily until Lesson 81 when it will be taught twice a week alternating with Reading Circles. Helpful phonics rules applied in Reading are included in Lessons 31, 71, 107, and 131.

Students will use the letter flashcards from Appendix B to participate with the video class. You may also use plastic or magnetic letters, construction-paper letters, or write letters on index cards. The Daily Guides will indicate when they are needed but you may wish to have them readily available for more student involvement. (*Letter Picture Flashcards* are available for purchase from abeka.com.)

The video teacher sometimes uses blend and word cards. For more student involvement, the Daily Guides list the blends and words used in the lesson. Display these on a board or blank paper for students to participate with the video class. You may also wish to make cards by writing blends and words on index cards. (*One- and Two-Vowel Word Cards* are available for purchase from abeka.com.) Use words specified in the Daily Guides or from the Word Lists in Appendix B in the back of this manual. On index cards, it may be helpful to write the blends in one color and the consonants in a different color.

Blend ladder pages are included in Appendix B in the back of this manual. When these pages are needed, they will be listed in the Daily Guides. You may wish to save the blend ladder pages from *ABC-123* for additional practice and review.

### Oral Phonics Evaluations

Eight evaluations will be given throughout the year (Lessons 24, 44, 64, 79, 99, 114, 134, and 154). The first five evaluations are designed to check that students know the sounds of the vowels and consonants. The last three evaluations are designed to evaluate how well they can read blends, one-vowel words, and two-vowel words. The Oral Phonics Evaluation Sheets and Evaluation Forms are in Appendix B in the back of this manual. Point to the letter on the Oral Phonics Evaluation Sheet and ask the student to give the sound of the letter or blend. If given correctly, place a check mark (✓) under the letter on the Oral Phonics Evaluation Form. If the student has a problem giving the sound, you may need to tell him the name of the letter and ask "What does **Aa** say?" There are some students that will be able to tell the sound if they begin by saying the sentence for the letter: *Capital A, little a, A says ä as in apple. A says ä, ä, ä.* If a student does not know the sound of the letter, work with him.

Beginning in Lesson 114, sample evaluations and grading suggestions are given on video and in the Daily Guides. The grades are for your assessment of students' progress. Report cards are not issued in Four-Year-Old Kindergarten.

## Reading (beginning in Lesson 77)

### Reading Circles

Students at this age are fascinated with the idea of having and reading their own books. Students will read a series of colorful, interesting books prepared especially for their age level. The *Little Books* and *Animal Friends Books* are the basis for reading in 4-Year-Old Kindergarten. These books help students apply and master the phonics rules they are learning.

The video teacher will introduce reading circles in Lessons 77–80. **By Lesson 78, assign each of your students to one of the three reading groups.** Determine the best reading group based on their ability. Group 1, named *Elephants*, is for students who know all letter sounds and are able to sound out blends. Group 2, *Zebras*, is for students who know the sounds of the letters that have been introduced. Group 3, *Tigers*, is for reluctant learners who are unsure and need help with the sounds of the letters. If you are not sure which circle is best, allow them to “visit” two circles for several days until you determine the one that best matches their reading skill. Also, students may be moved to the next reading group if they are learning faster than the group they are in or moved back if they are struggling to keep up.

In Lessons 81–122, each reading group will meet two times a week; phonics will meet two times a week. For example, Group 1 will meet in Lesson 83 and Lesson 85, Group 2 will meet in Lesson 83 and Lesson 84, and Group 3 will meet in Lesson 84 and

Lesson 85. Students may complete seatwork when not in reading circle. In Lessons 123–170, each reading circle will meet three times a week (time will increase). Writing and Phonics will meet two times a week.

Have students first watch their assigned reading circle on video. Each reading group will meet for a few minutes on video, and then the video teacher will tell students to begin reading orally with their on-site teacher. The Daily Guides will have the assigned pages to be read. Make helpful comments as students read and have them reread sections as needed.

To help students understand and enjoy what they read, take time to talk about the words and discuss the pictures. Help them understand why people in the stories behave the way they do, and be sure to apply basic biblical principles to the stories. Be careful, however, not to spend too much time discussing stories since this will result in less oral reading time.

During the first few days of reading, you will need to spend time establishing good reading habits. Stress these reading habits all year:

- Sit with good posture.
- Hold the book correctly.
- Learn how to turn pages quickly.
- Read accurately.
- Read with expression. Think about what you are reading.

## Writing (cursive) Follow the writing option (cursive or manuscript) that you have selected for your students.

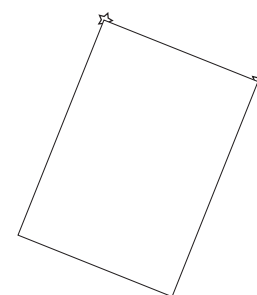
*4-Year-Old Kindergarten* lays the foundation for learning the basic cursive writing strokes. Students will learn to write each of the lowercase letters of the alphabet first. Then it is easy to join most of the letters, allowing them to write blends and words. Next, they learn to connect letters that may be a little more challenging: *a, o, b*, etc. Later, many of the major capital letters are introduced.

A sharpened pencil and the assigned *ABC Writing Tablet* page will be needed for writing class each day, which begins in Lesson 6. Beginning in Lesson 123, Writing will be taught two times a week as Reading Circles times increase.

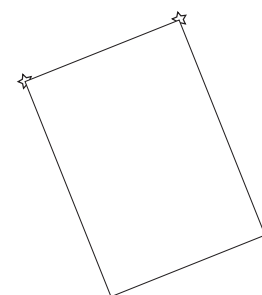
You will be emphasizing good writing position during each lesson. Writing position includes sitting correctly, slanting the paper correctly, and holding the pencil correctly. Display the *Cursive Formation Flashcard* listed in the Daily Guides. The video teacher will have students come to the board or use “handy chalkboards” for additional practice. Have blank paper or a board readily accessible. When learning a new letter, the Daily Guides will tell you to have letters written on board or blank

paper for students to trace while the video students are at the board. Using the *Cursive Formation Flashcards*, place red dots to indicate where to start tracing.

To help students learn to slant their paper, place two stars or small stickers on their desk in a slanted position as shown below:



left-handed student



right-handed student

## Writing Habits

Writing habits are taught on video in Lesson 6. You may wish to preview the video to familiarize yourself with habits and terminology used by the video teacher.

- Have good posture with back against the chair.
- Place feet on the floor.
- Hold pencil correctly—resting the pencil on the second finger, index finger on top, and the thumb at the side. (Do not grip the pencil too loosely or too tightly.)
- Slant paper as the video teacher directs, using the stickers on desk.
- Do not write with a crook in the wrist (especially left-handed students).
- Place pencils on name tag when not writing.

## Terminology

The use of these terms will help students get a mental picture of the stroke that is being taught.

*writing house*: a set of writing lines consisting of an upstairs, downstairs, and basement

*ceiling*: the top line of the upstairs

*dotted line*: the dotted line in the middle of the house

*pink carpet*: the floor of the downstairs

*basement*: the bottom of the house

*smile*: the ending upstroke of most letters

*wave*: a slanted line that traces back down and curves to the pink carpet

*loop*: a line that curves either toward the house or away from the house

*ovals*: the primary stroke of *o*, *a*, *d*, *c*, etc. It begins on the red dot, curves toward the house, touches the pink carpet, and ends back at the starting dot.

*mountains*: a slanted line that curves over at the dotted line and ends at the pink carpet

## Evaluating and Marking Papers

Mark students' writing papers to provide helpful feedback on a regular basis. There will be a monthly reminder in the Daily Guides. To aid you in evaluating students' writing, samples of writing papers have been included in Appendix C in the back of this manual. Write helpful comments—complimenting something on the students' papers and offering constructive help for improvement. See sample comments in the next section.

## Suggested Writing Comments

Listed are some comments that could be used to evaluate papers. Avoid using general statements such as "Neat Paper" at the top of a page unless the paper is truly neat overall. Be careful not to overemphasize comments for improvement by using exclamation points after them; exclamation points are more appropriate after praise. Students will enjoy seeing their best letters marked with a smile, a heart, or a star. This lets them know that you have seen their good work. Try to mark two positive areas and two areas needed for improvement on each page.

## Positive comments

You really did your best!

Terrific!

Nice blend!

Neat *n*!

Good job!

Love that *u*!

I know you can do it.

Three cheers for you!

These humps look great!

Yay!!

This one looks great!

Super connections!

Good slant!

Now you've got it!

Keep on trying.

I'm proud of you.

That's fantastic!

You did an outstanding job.

That's your best ever.

You did that all by yourself!

This is my favorite letter (blend, word, row, etc.)!

Great, you didn't pick up your pencil!

I can tell you've been practicing.

## How to Improve

- Curve back around carefully.
- Connect letters carefully.
- Retrace carefully.
- Be sure to slant your letters.
- Be sure to trace the letters.
- Check your formation. (with a sample)
- Don't pick up your pencil until you're done.
- Slant *n* a little more.
- Make *n* a little wider (narrower, skinnier, fatter, taller, shorter, etc.).
- Be careful not to crowd your letters.

Students will begin learning to write their own names in Lesson 156. A red fine-point permanent marker can be used to place red dots and arrows on students' name tags as well as on their writing papers. The red dots will indicate where to begin

the capital letter and where to stop and retrace when connecting letters. See sample name tag below and *Cursive Formation Flashcards* for ideas for dot and arrow placement.



## Incentives for Good Writing

- Write encouraging comments and helpful suggestions on students' papers.
- Place stickers or stamps on good papers or papers that show improvement.
- Display writing papers.
- On a daily basis, give students verbal encouragement. They will be motivated to do their best as you praise their improvement and good effort.

## --- Writing (manuscript) ---

*4-Year-Old Kindergarten* lays the foundation for the basic formation of each letter. Students will learn to write each letter in the alphabet; then they will find that it is easy to write blends and words.

You may see cursive around the classroom during the lesson since that is the handwriting option primarily used by the students in the video class; however, if you chose the manuscript option, your students' handwriting instruction will be in manuscript.

A sharpened pencil and the assigned *ABC Writing Tablet* page will be needed for writing class each day, which begins in Lesson 6. Beginning in Lesson 123, Writing will be taught two times a week as Reading Circles times increase. You will be emphasizing good writing position during each lesson. Writing position includes sitting correctly, keeping the paper straight unless the student is left-handed, and holding the pencil correctly. Display the *Manuscript Formation Flashcard* listed in the Daily Guides. The video teacher will have students use "handy chalkboards" for additional practice.

## Writing Habits

Writing habits are taught on video in Lesson 6. You may wish to preview the video to familiarize yourself with habits and terminology used by the video teacher.

- Have good posture with back against the chair.
- Place feet on the floor.
- Hold pencil correctly—resting the pencil on the second finger, index finger on top, and the thumb at the side. (Do not grip the pencil too loosely or too tightly.)

- Do not write with a crook in the wrist (especially left-handed students).
- Place pencils on name tag when not writing.

## Terminology

The use of these terms will help students get a mental picture of the stroke that is being taught.

*writing house*: a set of writing lines consisting of an upstairs, a downstairs, and a basement; The different levels each have a ceiling and a floor.

*upstairs line*: the ceiling of the upstairs

*dotted line*: the ceiling of the downstairs

*pink line / carpet*: the floor of the downstairs

*basement*: the bottom of the house

*slide / slant*: a slanted stroke up or down

*flagpole*: a straight stick in the upstairs and downstairs

## Evaluating and Marking Papers

Mark students' writing papers to provide helpful feedback on a regular basis. There will be a monthly reminder in the Daily Guides. To aid you in evaluating students' writing, samples of writing papers have been included in Appendix D in the back of this manual. Write helpful comments—complimenting something on the students' papers and offering constructive help for improvement. See sample comments in the next section.



## Suggested Writing Comments

Mark positive areas and areas that need improvement on each paper. When writing comments, avoid using general statements such as "Neat Paper" at the top of a page unless the paper is truly neat overall. Be careful not to overemphasize comments for improvement by using exclamation points after them. Students will enjoy seeing their best letters marked with a smile, a heart, or a star. This lets them know that you have seen their good work. Exclamation points are more appropriate after praise.

### Positive comments

You really did your best!  
Perfect!  
Wonderful!  
Nice blend!  
Neat *n*!  
Good job!  
Love that *u*!  
You did your best, (student's name).  
Great row!  
These humps look great!  
This one looks great!  
Great, you remembered to pick up your pencil!  
Super round balls!  
Nice straight sticks!  
This is my favorite letter (blend, word, row, etc.)!  
You took your time.  
That's good.  
Now you've got it!  
Nice going.  
That's fantastic!  
You did an outstanding job.  
That's your best ever.  
That's exactly right!  
I'm proud of you.  
Congratulations!  
That's superb!  
Terrific!  
You're getting better.  
I like that!  
You do such a good job.  
You worked very hard.  
I know you can do it.  
Hurray for you.  
Three cheers for you!  
Good job!  
That's coming along very well.

Thank you.  
I can tell you've been practicing.  
You did just great!  
That was wonderful!  
You're really a superstar.  
Yay!!  
Excellent!  
WOW!  
Good for you.  
Keep on trying.  
Super try!  
I'm so proud of you.  
That's super!  
Way to go!  
Hang in there.  
Awesome!  
Super Duper!  
You did that all by yourself!

### How to Improve

Close the ball carefully.  
Be careful not to crowd your letters.  
Make your letter touch the line.  
Trace slowly and carefully.  
Make your letter like this (with a sample).  
Don't forget to pick up your pencil.  
Make *n* a little wider (narrower, skinnier, fatter, taller, shorter, etc.).

Students will begin learning to write their own names in Lesson 109. A red fine-point permanent marker can be used to place red dots and arrows on students' name tags as well as on their writing papers. See sample name tag below and *Manuscript Formation Flashcards* for ideas for dot and arrow placement.



### Incentives for Good Writing

- Write encouraging comments and helpful suggestions on students' papers.
- Place stickers or stamps on good papers or papers that show improvement.
- Display writing papers.
- On a daily basis, give students verbal encouragement. They will be motivated to do their best as you praise their improvement and good effort.

## ...Activity Time...

Activity Time involves a number of fun activities, including Bible activity pages, Music, Poetry/Drama, Art, and Show and Tell. Other fun activities could be included during this time.

The *K4 Bible Activity Book* correlates with the 4-Year-Old Kindergarten Bible stories and is designed to reinforce truths learned during Bible time. Two or three pages will be completed each week. The coloring, tracing, and drawing skills aid your students in developing eye-hand coordination.

Music is a very fun and enjoyable part of the day. For children, singing is basic to enjoying music. Students will learn to sing and to love music as they are taught new songs on video. Not all students are musically talented when it comes to performing, but all students can be taught to appreciate good music. The songs used in 4-Year-Old Kindergarten are from *Fun Songs for Little Ones for K4* songbook and CD (available for purchase from abeka.com). Students learn songs such as "The Wheels on the Bus," "One Elephant Went Out to Play," and "If All the Raindrops."

Fairy tales, nursery rhymes, and poems come alive in the weekly Poetry/Drama time. You may wish to use simple props and costumes so that students can act out the stories on video or stories you select. The following children's books will be used by the video teacher:

*The Three Little Pigs*  
*The Gingerbread Man*  
*The Three Bears*  
*Little Red Riding Hood*  
*The Little Red Hen*  
*The Little Engine That Could*  
*Peter Rabbit*  
*The Saggy Baggy Elephant*  
*The Poky Little Puppy*

The purpose of poetry is to acquaint students with a wide variety of good poetry through classroom recitation and memorization. As students become familiar with good poetry, they are enriched in mind, spirit, and character.

Finger plays are simple rhymes coupled with finger actions. Instead of singing the rhymes, they will be acted out with finger plays—a favorite pastime. Finger plays have a two-fold purpose: (1) to entertain and (2) to teach through play. They instruct, aid motor control and observation skills, and help the memory span.

Poems and finger plays may be found in *Poetry for You and Me* and *Fun Poems & Finger Plays* (available for purchase from abeka.com). Favorite nursery rhymes will be recited in addition to poems and finger plays. Students learn poems such as "Whisky Frisky," "Christmas Giving," and "Two Eyes to See."

Students will enjoy doing simple weekly art projects which include coloring, cutting, and gluing. These skills aid in the development of visual perception and motor skills. The Daily Guides will indicate the name and pages of the project scheduled for that lesson. The materials needed to complete the project are listed in *Art Projects K4*. The video teacher leads students through the projects, but your students will need assistance. A Plan-Ahead Supply List is included in the front of *Art Projects K4*. Two optional projects have been included to complete as time allows.

Students are able to express themselves and develop their language skills during Show and Tell. There will be no video on these days. Use this time to conduct Show and Tell or use a conversation starter to have a discussion with your students (see lists below). Ask questions to get a quieter student involved and to help develop his imagination. After the discussion, you may wish to have students draw a picture. Free art that allows students to draw or color what they like will also help develop visual perception and motor skills.

### Show and Tell ideas:

Favorite toy (car, ball, stuffed animal)  
Favorite book  
Family picture or baby picture  
Something God made  
Something you would play with at the beach, the park, or the lake

### Conversation starters:

Do you have a pet? What is its name?  
When is your birthday?  
Where were you born?  
Have you ever been in the hospital?  
What is one of the chores you do at home?  
What do you want to be when you grow up?  
Where do you like to go shopping with your mom? With your dad?  
What kind of car does your family have?  
What does your house look like? Brick, wood, etc.? What color?  
How many brothers and sisters do you have?  
What is your mom or dad's job?  
What is your favorite food? Color? Bible story?  
What is your favorite game to play outside?

## ...Numbers...

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In 4-Year-Old Kindergarten, students learn to recognize and understand the concepts of numbers. By the end of the year, they will be able to count from 1–100, recognize 1–20, distinguish *before* and *after* numbers, and answer simple combinations. As they begin to learn arithmetic, students need to *see* as well as *hear* what is being taught so that they can move from concrete ideas to more abstract arithmetic concepts taught in higher grades. The *ABC-123 K4 Phonics and Numbers* workbook and working with *Individual Number Cards* provide additional practice. Students will use the *Individual Number Cards* to participate with the video class. The Daily Guides will indicate when

they are needed, but you may wish to have them readily available for more student involvement. You could also use plastic or construction-paper numbers. The Daily Guides will indicate when objects for counting will be needed. You can use straws, craft sticks, chenille stems, coins, etc.

The video teacher often uses a flannel board for these needs. An individual flannel board can be made by covering heavy cardboard with felt. Cut numbers and shapes from felt fabric to use for number identification, counting, and patterns. (Felt Objects for Counting are available for purchase from [abeka.com](http://abeka.com).)

## ...Language Development...

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Children love to learn new things! When new concepts are introduced by means of pictures, stories, songs, poems, and games, children enjoy learning even more. The Language Development visuals used by the video teacher teach children about animals, people, places, and things and help answer many “Why?” and “How?” questions.

Children develop their language skills as they learn many new vocabulary words, increase their listening skills as they listen to new information and then answer questions, strengthen their motor skills as they participate in fun games and activities, and develop an appreciation for God’s creation as they learn about the world around them.

## ...Recess...

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A recess break is an important part of kindergarten. Young children have an abundance of energy and a short attention span. The physical activity provided by recess allows students to release energy and return to their work better able to focus. Provide activities designed to build motor coordination and to teach cooperation, fair play, and good sportsmanship. Provide time each day and praise students as much for effort and progress as for their achievement.

Suggested activities for developing motor coordination are the following:

- Jumping on two feet, hopping on one foot, skipping, galloping, running
- Walking or running backward
- Standing on one foot for a given amount of time
- Throwing/catching a ball—Begin with a large ball and progress to smaller ones.
- Tossing a beanbag—for distance or accuracy
- Jumping rope

- Jumping for distance
- Walking a balance beam or along a straight line drawn in the dirt
- Kicking a stationary ball, kicking a ball rolling slowly toward student, dribbling a ball with feet (as in soccer)
- Hitting a softball from a tee
- Playing hopscotch

Familiar games students enjoy playing may be as follows:

- The Farmer in the Dell
- Drop the Handkerchief (variation of Duck, Duck, Goose)
- London Bridge Is Falling Down
- Red Light, Green Light
- Simon Says
- Mother, May I?

## --- Motivational Ideas ---

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The following ideas may assist you in encouraging students to do their best each day:

- The video teacher will often use items to reward correct answers or good behavior. The Daily Guides list selected optional ideas for you to use with students.
- Be sure students know what is expected of them for each school day. It is important to be consistent with your set procedures.
- Record good or improved behavior or work by placing stickers on a chart. Have a reward for earning a certain number of stickers, such as allowing students a few extra minutes of play time.
- Have a box filled with small rewards or special activities written on slips of paper. Allow students to choose one item from the box when work is completed well.
- Have a special pencil (a decorated or colored pencil) that can be used for daily work if students have tried their best in other subjects.
- You may wish to have an area to display students' papers.
- The inside front and back covers of *ABC-123* and *Writing with Phonics K4* have incentives and rewards for you to give to students.
- If students are taking too long on their work, set a time limit for the assignment. At the end of the time limit, collect the assignment to be finished at a later time.
- If a student normally hurries through assignments, set a time limit and be sure that he works on an assignment for the entire allotted time.

## --- Tips for Success ---

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As a reminder, the video lessons are the most beneficial when students participate with the class in all oral work. Provide additional oral review for any academic concept in which students are not confident.

This introductory information has given you much to consider as you prepare for a successful year. You do not have to remember everything you have read since the Daily Guides will refer you back to the information when needed throughout the year. With these tools, you are well prepared to help students accomplish their goals one day at a time.







4-Year-Old Kindergarten

# Daily Guides





# Before you begin . . .

The introductory information of this manual along with the Daily Guides provides the assistance needed for a successful school year. The following reminders will help you get off to a great start:

**--• Student's daily supplies:**

- current editions of Abeka materials required for this grade (see pp. T4–T5)
- pencils
- crayons
- objects for counting
- scissors

**--• Daily Guides information:**

- Preparation column—what to have ready daily
- Procedure column—what to do daily

**--• Helpful tips:**

- Preview the first few lessons and other lessons as noted in the Daily Guides to familiarize yourself with the video teacher's procedures.
- Remember that your own quiet, orderly routines will be an important part of your learning environment.
- If particular procedures or activities used in the video classroom are not ideal for your unique situation, you should feel free to adjust to your needs. These may or may not be specifically mentioned in the Daily Guides.
- Mastery of key concepts as well as successful comprehension and retention naturally result from training your student to mentally participate and respond with the video class during reviews, drills, and questions.
- You may wish to use the letter flashcards from Appendix B and the *Individual Number Cards* for more student involvement during video instruction.
- Have a name tag ready for your student so that he can copy his name correctly.
- Materials for the art projects completed in Activity Time are mentioned in *Art Projects K4*. There is a Plan-Ahead Supply List in the front of the book.
- You may wish to have on hand rewards such as stars, stickers, or stamps to acknowledge a job well done. Encouraging comments and helpful suggestions can be written on papers that show improvement. Incentives and generous praise will encourage your student to do his best.
- The last hour of the day is intended to be an enjoyable time for your student. Use this time for recess, story time, library time, or to complete the weekly art projects. Choose activities that will be both enjoyable and beneficial for your student.

We trust that these Daily Guides will be a great help as you begin an exciting new school year!

<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss peanuts in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Discuss new words introduced:             <table border="0" style="margin-left: 20px;"> <tr> <td><i>peanuts</i></td> <td><i>pod</i></td> </tr> <tr> <td><i>shell</i></td> <td><i>George Washington Carver</i></td> </tr> <tr> <td><i>college</i></td> <td><i>Booker T. Washington</i></td> </tr> <tr> <td><i>soil</i></td> <td></td> </tr> </table> </li> </ul>	<i>peanuts</i>	<i>pod</i>	<i>shell</i>	<i>George Washington Carver</i>	<i>college</i>	<i>Booker T. Washington</i>	<i>soil</i>	
<i>peanuts</i>	<i>pod</i>									
<i>shell</i>	<i>George Washington Carver</i>									
<i>college</i>	<i>Booker T. Washington</i>									
<i>soil</i>										

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Lo, I am with you always. Matthew 28:20</i> 📖 Throughout the year, students will continue to review Bible verses previously memorized.</li> <li>Lesson: <i>Jesus' Boyhood (Luke 2:40–52)</i></li> </ul>	<p>Ⓜ Play Video</p>
<b>Skills Development</b> p. 93	<ul style="list-style-type: none"> <li>Have <i>Readiness Skills (RS)</i> p. 93, crayons, and scissors ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Have students complete <i>RS</i> p. 93. Assist as needed.</li> </ul>
<b>Phonics</b>	<p>□ <i>tap rip pot ten pup</i> 📖 Continue to display blends / words listed beside this icon □ on board or blank paper.</p> <ul style="list-style-type: none"> <li>Have letter flashcards from Appendix B for letters learned ready.</li> <li>Have blend ladder <i>p</i> from Appendix B ready.</li> <li>➕ Have a construction-paper penguin and fish ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Use letter flashcards to review sounds of letters. Save for future use.</li> <li>Use blend ladder to review blends. Save for future use.</li> <li>Have students sound out and read the words displayed. Have students tell if they hear the <i>Pp</i> sound at the beginning or end of the words. Have students use the words in sentences. Let students who answer correctly feed the fish to the penguin. For more review, use words from word lists in Appendix B.</li> </ul> <p>📖 <i>One- and Two-Vowel Word Cards</i> are available for purchase from <a href="http://abeka.com">abeka.com</a> (optional). You may also wish to make cards by writing words on index cards for additional practice.</p>
<b>Writing (cursive)</b> p. 83	<p>□ Have several little <i>p</i>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>Display <i>CFF Pp</i>.</li> <li>Have <i>WT</i> p. 83 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Have students trace little <i>p</i>'s.</li> <li>Check <i>WT</i> p. 83.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 81	<ul style="list-style-type: none"> <li>Display <i>MFF Pp</i>.</li> <li>Have <i>WT</i> p. 81 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Check <i>WT</i> p. 81.</li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>Be prepared to have students act out a poem or nursery rhyme they have learned after the video instruction. You may wish to have simple props ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Have students act out a poem or nursery rhyme.</li> </ul>



cont.

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have twelve objects for counting ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>📄 Students will write <i>12s</i> on board or blank paper with the video class.</li> <li>• Check that students can count out twelve objects.</li> </ul>
<b>Numbers Review</b> p. 93	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 93 and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 93.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss pandas in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>panda</i>                      <i>panda bear</i>  <i>China</i>                      <i>bamboo</i>  <i>rare</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Lo, I am with you alway. Matthew 28:20</i></li> <li>• Lesson: Review—Jesus’ Boyhood</li> </ul>	<p>Ⓜ Play Video</p>
<b>Skills Development</b> p. 95	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 95 and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 95. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 9–10	<p>📄 In L 88–120, Phonics will continue to meet two times a week, and each reading group will continue to meet two times a week. Seatwork will continue to be explained by the video teacher and will be completed independently. Seatwork will continue to be assigned three times a week, and students may continue to work on assignments in conjunction with reading circle time.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Dd</i>.</li> <li>• Have <i>Writing with Phonics K4 (WP)</i> pp. 9–10, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 9–10.</li> </ul>
<b>Reading Circle</b>	<p>📄 In L 88–120, Phonics will continue to meet two times a week, and each reading group will continue to meet two times a week.</p> <p>📄 The video teacher will use incentives such as badges or stickers for students who work hard or show progress in their reading. These incentives will be listed in the Daily Guides for you to have for your students. Optional ideas will also be given.</p>	






<p>Group 1 <b>Elephants</b></p>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 4</i> ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• After watching the reading circle on video, have students open <i>Little Book 4</i> to p. 2. Review the sounds on p. 2. Check that students are holding their books correctly, are folding the pages back properly, and are keeping their eyes on their books. Have students give the letter on p. 3 and say the sound three times. Have students sound out the blend on p. 4 and say it three times. Have students find something in the picture that begins with the blend. Have students read the word on p. 5. Students who say the word correctly may take a bow. Save <i>Little Book 4</i> for L 90.</li> </ul>
<p>Group 2 <b>Zebras</b></p>	<ul style="list-style-type: none"> <li>• Have letter flashcards for letters learned ready.</li> <li>• Have several blend ladders ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• After watching the reading circle on video, use letter flashcards to review sounds of letters. Use blend ladders to review blends. Encourage speed and accuracy.</li> </ul>
<p><b>Writing (cursive)</b> p. 84</p>	<ul style="list-style-type: none"> <li>• Display <i>CFF Pp, Ee, li</i>.</li> <li>• Have <i>WT</i> p. 84 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>📄 Students will write little <i>p</i>'s on board or blank paper with the video class. Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 84. Have students read blends in box on <i>WT</i> p. 84.</li> </ul>
<p>OR <b>Writing (manuscript)</b> p. 82</p>	<ul style="list-style-type: none"> <li>• Display <i>MFF Pp, Ee, li</i>.</li> <li>• Have <i>WT</i> p. 82 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>📄 Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 82. Have students read blends in box on <i>WT</i> p. 82.</li> </ul>
<p><b>Activity Time</b> Art pp. 53, 55</p>	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>Art Projects (AP)</i> pp. 53, 55, “Kitten Puppet.”</li> <li>📄 There is a Plan-Ahead Supply List in the front of <i>AP</i>.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<p><b>Numbers</b></p>	<ul style="list-style-type: none"> <li>• Have several groups of 1–12 objects for counting ready.</li> <li>📄 The video teacher will use snowflakes for counting in this lesson. Make snowflakes by folding white paper several times and cutting small triangles on the folds.</li> <li>⊕ Have a calendar ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check that students can count groups of objects.</li> <li>⊕ Point out months, days, students’ birthdays, etc. on the calendar. Have students count 1–12 and identify the numbers 1–12 on the calendar.</li> </ul>

cont. >

<b>Phonics Review</b>	 <i>cap ten pan top</i> <ul style="list-style-type: none"> <li>• Have two colors for marking vowels and consonants ready.</li> <li>• Have blend ladders <i>v</i>, <i>w</i>, and <i>y</i> ready.</li> <li>• Have letter flashcards for letters learned ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>•  Students will underline the vowels in the words displayed with one color and underline consonants with the other color with the video class.</li> <li>• Have students sound out and read the words displayed. Have students use the words in sentences.</li> <li>• Use blend ladders to review blends.</li> <li>• Use letter flashcards to review sounds of letters and whether the letter is a vowel or a consonant. Have students sort letter flashcards by vowel or consonant.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss pairs of things in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>pair pairs</i></li> </ul>


Lesson **89**

[Play Video](#) Lesson  Board  Optional  Remember  Teacher Note

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Lo, I am with you always. Matthew 28:20</i></li> <li>• Lesson: Follow Me <i>(Mark 2:14; John 1:35–51)</i></li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Teacher’s Choice—Have manipulatives such as building blocks, interlocking blocks, puzzles, lacing cards, or lacing beads ready.  See the Skills Development section in the front of this manual for additional ideas for Teacher’s Choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students play with manipulatives.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 11–12	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Ee</i>.</li> <li>• Have <i>Writing with Phonics K4 (WP)</i> pp. 11–12, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 11–12.</li> </ul>
<b>Reading Circle</b>  Group <b>2</b> <i>Zebras</i>	 <i>fu jo</i> <i>vu fe</i> <i>fan yes</i>  Continue to display blends / words listed beside this icon  on board or blank paper. <ul style="list-style-type: none"> <li>• Have <i>Little Book 2</i> ready.</li> <li>•  Have paper snowflakes ready. Make snowflakes by folding white paper several times and cutting small triangles on the folds.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• After watching the reading circle on video, have students read the blends and words displayed. Give snowflakes to students who answer correctly.</li> </ul>




<p><b>Reading Circle (cont.)</b></p>		<ul style="list-style-type: none"> <li>• Have students open <i>Little Book 2</i> to p. 2, folding the page back properly. Check that students are holding their books correctly, are keeping their eyes on their books, and are reading from left to right. Review the sounds on p. 2. Say the name of each animal and ask the students which sound they hear. Have students turn over to p. 3, keeping the page folded back. Have students read the letter on p. 3 and give its sentence. Have students turn to p. 4. Have students read the blend silently and say it three times. Ask students to look at the picture and find something that starts with the blend. Follow this same procedure for pp. 5–6. Save <i>Little Book 2</i> for L 93.</li> </ul>
<p>Group <b>E</b> <i>Tigers</i></p>	<ul style="list-style-type: none"> <li>• Have letter flashcards for letters learned ready.</li> <li>• Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• After watching the reading circle video, use letter flashcards to review sounds of letters. Encourage speed and accuracy.</li> </ul>
<p><b>Writing (cursive)</b> p. 85</p>	<ul style="list-style-type: none"> <li>• Display <i>CFF Ww, Yy</i>.</li> <li>• Have <i>WT</i> p. 85 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>WT</i> p. 85. Assist as needed.</li> </ul>
<p>----- OR ----- <b>Writing (manuscript)</b> p. 83</p>	<ul style="list-style-type: none"> <li>• Display <i>MFF Ww, Yy</i>.</li> <li>• Have <i>WT</i> p. 83 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 83.</li> </ul>
<p><b>Activity Time</b> Music</p>	<p>🎵 Students will continue to sing songs with the video class. You may wish to watch the video to become familiar with the songs. Continue to encourage students to do motions as they sing.</p>	<p>Ⓜ Play Video</p>
<p><b>Numbers</b></p>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> <li>• Have construction-paper snowflakes ready with the numbers 1–12 written on them.</li> </ul>	<p>Ⓜ Play Video</p> <p>📄 Students will use <i>INC</i> or snowflakes to choose the correct <i>before/after</i> number with the video class. Students will use <i>INC</i> as directed by the video teacher.</p> <ul style="list-style-type: none"> <li>• Check that students can make the numbers 10 and 12 with <i>INC</i> 0, 1, and 2.</li> <li>• Check that students can put snowflakes in correct order. Check that students can identify the numbers 1–12.</li> </ul>
<p><b>Phonics Review</b> pp. 95–96</p>	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 95–96, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 95–96.</li> <li>• You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul>
<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>• The video teacher will discuss police officers in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>police officer</i>    <i>uniforms</i>  <i>badge</i>            <i>patrol</i>  <i>patrol officer</i>    <i>beat</i>  <i>traffic officer</i>    <i>search and rescue</i></li> </ul>


	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Lo, I am with you always. Matthew 28:20</i></li> <li>• Lesson: Review—Follow Me</li> </ul>	<p>Ⓜ Play Video</p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Have objects ready to demonstrate <i>light/heavy</i>.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Use objects to check students' understanding of <i>light/heavy</i>. Check students' understanding of <i>up/down</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 13–14	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Ff</i>.</li> <li>• Have <i>Writing with Phonics K4 (WP)</i> pp. 13–14, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 13–14.</li> </ul>
<b>Reading Circle</b>		
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have letter flashcards for letters learned ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• After watching the reading circle on video, use letter flashcards to review sounds of letters.</li> </ul>
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 4</i> and crayons ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• After watching the reading circle on video, have students open <i>Little Book 4</i> to p. 6. Check that students are holding their books correctly, are folding the pages back properly, and are keeping their eyes on their books. Have students give the letter on p. 6 and say the sound. Have students read the blend on p. 7 silently twice. Have students read the blend and find something in the picture that begins with the blend. Have students say the blend in the word on p. 8 and then add the consonant to make the word. Have students read the word and use it in a sentence. Have students sound out the words on p. 9 and read the sentence twice. Have students complete pp. 10–11. Have students color pictures as time allows.</li> </ul>
<b>Writing (cursive)</b> p. 86	 <ul style="list-style-type: none"> <li>• Display <i>CFF Aa, Cc, Gg</i>.</li> <li>• Have <i>WT</i> p. 86 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Ⓜ Students will write little <i>a</i>'s, <i>c</i>'s, and <i>g</i>'s on board or blank paper with the video class.</li> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Check <i>WT</i> p. 86.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 84	<ul style="list-style-type: none"> <li>• Display <i>MFF Aa, Cc, Dd, Gg</i>.</li> <li>• Have <i>WT</i> p. 84 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 84.</li> </ul>

<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> <li>✎ Continue to use this time to help students express themselves and develop language skills. See the Activity Time section in the front of this manual for ideas and conversation starters.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>✎ Check that students are counting 1–50 with the video class.</li> <li>Students will use <i>INC</i> to choose the correct number with the video class.</li> </ul> <ul style="list-style-type: none"> <li>• Use <i>INC</i> to check that students can identify numbers in mixed order.</li> </ul>
<b>Phonics Review</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">na</div> ti pe jo po co <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">mi</div> do we va ye ki <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">pet</div> fun jog	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>✎ Students will choose the correct blend displayed as the video teacher calls out words.</li> </ul> <ul style="list-style-type: none"> <li>• Have students read the words displayed and use the words in sentences.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss pastors in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>pastor preaches sermon</i></li> </ul>

Lesson <b>91</b>		<small>Ⓜ Play Video</small> Lesson <small>📄 Board</small> <small>📖 Teacher Note</small>	
<b>Preparation</b>		<b>Procedure</b>	
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>What time I am afraid, I will trust in Thee. Psalm 56:3</i></li> <li>• Lesson: Cumulative Review</li> </ul>	<p>Ⓜ Play Video</p>	
<b>Skills Development</b>		<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Look for opportunities to reinforce the importance of generosity.</li> </ul>	
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• New letter: <b>Zz</b>  <i>Capital Z, little z.</i>  <i>Zz says z as in zebra.</i>  <i>Zz says z, z, z.</i></li> <li>• Have blend ladders <i>v, w, and y</i> ready.</li> <li>• Have letter flashcards for <i>n</i> and <i>t</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>✎ Check that students are correctly saying the sound for <b>Zz</b>.</li> </ul> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Place letter flashcards at ends of blends on blend ladders to make words. Have students sound out words and use them in sentences.</li> <li>• Check that students can correctly say the name, sound, and sentence for <b>Zz</b>.</li> </ul>	

cont.

<b>Writing (cursive)</b> p. 87	 Have several little <b>z</b> 's ready to trace. Include a red starting dot. <ul style="list-style-type: none"> <li>• Display <b>CFF Zz</b>.</li> <li>• Have <b>WT</b> p. 87 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> <li>• Have students trace little <b>z</b>'s.</li> <li>• Have students complete <b>WT</b> p. 87. Assist as needed.</li> </ul>								
----- OR -----										
<b>Writing (manuscript)</b> p. 85	<ul style="list-style-type: none"> <li>• Display <b>MFF Zz</b>.</li> <li>• Have <b>WT</b> p. 85 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> <li>• Check <b>WT</b> p. 85.</li> </ul>								
<b>Activity Time</b> Bible Activity pp. 35–36	<ul style="list-style-type: none"> <li>• Have <b>BAB</b> pp. 35–36 and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <b>BAB</b> pp. 35–36. Check that students are coloring in the lines.</li> </ul>								
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <b>INC</b> 0–9 and ten objects for counting ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Check that students are counting 1–50 with the video class. Students will put <b>INC</b> in correct order, count out objects, and choose the correct <b>INC</b> with the video class.</li> <li>• Use <b>INC</b> to check that students can identify numbers out of order.</li> </ul>								
<b>Numbers Review</b> p. 97	<ul style="list-style-type: none"> <li>• Have <b>ABC-123</b> p. 97 and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <b>ABC-123</b> p. 97.</li> </ul>								
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss zippers in this lesson.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:           <table style="margin-left: 20px;"> <tr> <td><i>an unattached zipper</i></td> <td><i>tab</i></td> </tr> <tr> <td><i>unzip</i></td> <td><i>material</i></td> </tr> <tr> <td><i>tooth</i></td> <td><i>hook</i></td> </tr> <tr> <td><i>zip</i></td> <td><i>zipper</i></td> </tr> </table> </li> </ul>	<i>an unattached zipper</i>	<i>tab</i>	<i>unzip</i>	<i>material</i>	<i>tooth</i>	<i>hook</i>	<i>zip</i>	<i>zipper</i>
<i>an unattached zipper</i>	<i>tab</i>									
<i>unzip</i>	<i>material</i>									
<i>tooth</i>	<i>hook</i>									
<i>zip</i>	<i>zipper</i>									


	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>What time I am afraid, I will trust in Thee. Psalm 56:3</i></li> <li>• Lesson: First Miracle (<i>John 2:1–11</i>)</li> </ul>	<p><b>Play Video</b></p>
<b>Skills Development</b> p. 97	<ul style="list-style-type: none"> <li>• Have <b>RS</b> p. 97, crayons, and scissors ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <b>RS</b> p. 97. Assist as needed.</li> </ul>
<b>Phonics</b>	 <i>Sit up.</i> <i>Get the pup.</i> <ul style="list-style-type: none"> <li>• Have letter flashcards for letters learned ready.</li> <li>• Have blend ladder <b>z</b> and other blend ladders that your students need to review ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review letter names and sounds.</li> <li>• Use blend ladders to review blends.</li> <li>• Have students read the sentences displayed.</li> </ul>

<b>Writing (cursive)</b> p. 88	<ul style="list-style-type: none"> <li>• Display <i>CFF Zz</i>.</li> <li>• Have <i>WT</i> p. 88 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 88.</li> </ul>
OR <b>Writing (manuscript)</b> p. 86	<ul style="list-style-type: none"> <li>• Display <i>MFF Zz</i>.</li> <li>• Have <i>WT</i> p. 86 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 86.</li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem they have learned or the story of Moses after the video instruction. You may wish to have simple props ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students act out a poem or the story of Moses.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> <li>⊕ Have play pennies and construction-paper or stuffed animals marked with prices ready for students to purchase.</li> <li>⊕ The video teacher will have students do an activity with partners in this lesson. Preview the video for more information to complete this activity with your students.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>📄 Check that students are counting 0–50 with the video class. Students will use <i>INC</i> to choose the correct number with the video class.</li> <li>⊕ Have students purchase animals with play pennies.</li> </ul>
<b>Numbers Review</b> p. 99	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 99 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 99.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss zinnias in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>zinnia</i>                      <i>shades</i> <i>center</i>                      <i>petals</i> <i>rays</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>What time I am afraid, I will trust in Thee. Psalm 56:3</i></li> <li>• Lesson: Review—First Miracle</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b> p. 99	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 99 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>RS</i> p. 99.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 15–16	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Gg</i>.</li> <li>• Have <i>Writing with Phonics K4 (WP)</i> pp. 15–16, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 15–16.</li> </ul>

cont.














<b>Reading Circle</b>		
<p>Group 1 <b>Elephants</b></p>	<p> nod hid pat</p> <ul style="list-style-type: none"> <li>• Have <i>Little Book 5</i> ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• After watching the reading circle on video, have students read the words displayed.</li> <li>• Have students open <i>Little Book 4</i> to p. 2. Review the sounds on p. 2. Have students give the letter, sound, and picture on p. 3. Have students say the blend on p. 4 twice. Have students find something in the picture that starts with blend. Have students sound out the word at top of p. 5 and use word in a sentence. Have students sound out first word at bottom of p. 5 silently, say the word aloud, and then use it in a sentence. Follow the same procedure for last word on p. 5. Have students read all three words.</li> <li>• Save <i>Little Book 5</i> for L 95.</li> </ul>
<p>Group 2 <b>Zebras</b></p>	<ul style="list-style-type: none"> <li>• Have blend ladder pages that your students need to review ready.</li> <li>• Have <i>Little Book 2</i> and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• After watching the reading circle on video, use blend ladders to review blends. Encourage speed and accuracy.</li> <li>• Have students open <i>Little Book 2</i> to p. 7. Have students say letter, sound, and picture on p. 7. Have students read the blend on p. 8 twice. Have students find something in the picture that starts with the blend. As students look at p. 9, make sure they are looking at the word, not the picture. Have students sound out the word. Have students complete pp. 10–11.</li> </ul>
<p><b>Writing (cursive)</b> p. 89</p>	<ul style="list-style-type: none"> <li>• Display <i>CFF Yy, Zz</i>.</li> <li>• Have <i>WT</i> p. 89 and a sharpened pencil ready.</li> <li>• Have construction-paper animals ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits. Students will write little y's and z's on board or blank paper with the video class. Give construction-paper animals to students who are working hard or have good formation of letters.</li> <li>• Check <i>WT</i> p. 89.</li> </ul>
----- OR -----		
<p><b>Writing (manuscript)</b> p. 87</p>	<ul style="list-style-type: none"> <li>• Display <i>MFF Yy, Zz</i>.</li> <li>• Have <i>WT</i> p. 87 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 87.</li> </ul>
<p><b>Activity Time</b> Art pp. 57–61</p>	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for pp. 57–61, “Happy Hippo.”</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and twelve objects for counting ready. <ul style="list-style-type: none"> <li>📺 The video teacher will have a construction-paper elephant and use construction-paper peanuts for counting.</li> </ul> </li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>📺 Check that students are counting 0–60 with the video class. Students will count out objects with the video class.</li> <li>• Check that students can identify the father of the teen family and <i>before/after</i> numbers. Have students count out objects for the answer.</li> </ul>
<b>Phonics Review</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">ma tu di</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 20px;">ra si fu</div> <ul style="list-style-type: none"> <li>• Have letter flashcards for <i>d, f, r, j</i>, and vowels ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>📺 Students will use letter flashcards to make blends with the video class.</li> <li>• Have students read the blends displayed. Add letters learned to make words. Have students read the words and use them in sentences.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss zoos in this lesson.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li>zoo            visit</li> <li>zoologist    wild</li> <li>vet             vitamins</li> <li>nursery        moats</li> </ul> </li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>What time I am afraid, I will trust in Thee. Psalm 56:3</i></li> <li>• Lesson: Woman at the Well (<i>John 4:3–42</i>)</li> </ul>	<p>📺 <b>Play Video</b></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Teacher’s Choice—Have manipulatives such as building blocks, puzzles, lacing cards, or lacing beads ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students play with manipulatives. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 17–18	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Hh</i>.</li> <li>• Have <i>Writing with Phonics K4 (WP)</i> pp. 17–18, a sharpened pencil, and crayons ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 17–18.</li> </ul>
<b>Reading Circle</b>	<ul style="list-style-type: none"> <li>📺 Follow the procedures in the previous lessons for reading <i>Little Books</i> with your students. You may wish to preview the videos until you feel comfortable with the procedures.</li> </ul>	
Group <b>2</b> <i>Zebras</i>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">man fun bit nap yum zig</div> <ul style="list-style-type: none"> <li>• Have blend ladders <i>g, j</i>, and <i>s</i> ready.</li> <li>• Have <i>Little Book 3</i> ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Little Book 3</i> pp. 2–5. Save <i>Little Book 3</i> for L 98.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">va mo su zi te</div> <ul style="list-style-type: none"> <li>• Have <i>Little Book 2</i> ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read the blends displayed.</li> <li>• Have students read orally <i>Little Book 2</i> pp. 2–5. Save <i>Little Book 2</i> for L 95.</li> </ul>

<b>Writing (cursive)</b> p. 90	<ul style="list-style-type: none"> <li>• Display <i>CFF Kk, Pp</i>.</li> <li>• Have <i>WT</i> p. 90 and a sharpened pencil ready.</li> <li>• Have construction-paper animals ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Students will write little <i>k</i>'s and <i>p</i>'s on board or blank paper with the video class. Give construction-paper animals to students who are working hard or have good formation of letters.</li> <li>• Have students complete <i>WT</i> p. 90. Assist as needed.</li> </ul>								
----- OR -----										
<b>Writing (manuscript)</b> p. 88	<ul style="list-style-type: none"> <li>• Display <i>MFF Kk, Pp</i>.</li> <li>• Have <i>WT</i> p. 88 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 88.</li> </ul>								
<b>Activity Time</b> Music		<p>Ⓜ Play Video</p>								
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–60 with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> <li>• Use <i>INC</i> to check that students can identify <i>before/after</i> numbers.</li> </ul>								
<b>Phonics Review</b> pp. 101–102	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 101–102, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 101–102.</li> <li>• You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul>								
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss families in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:           <table style="margin-left: 20px; border: none;"> <tr> <td><i>father</i></td> <td><i>mother</i></td> </tr> <tr> <td><i>parents</i></td> <td><i>brother</i></td> </tr> <tr> <td><i>sister</i></td> <td><i>baby</i></td> </tr> <tr> <td><i>polite</i></td> <td><i>Heavenly Father</i></td> </tr> </table> </li> </ul>	<i>father</i>	<i>mother</i>	<i>parents</i>	<i>brother</i>	<i>sister</i>	<i>baby</i>	<i>polite</i>	<i>Heavenly Father</i>
<i>father</i>	<i>mother</i>									
<i>parents</i>	<i>brother</i>									
<i>sister</i>	<i>baby</i>									
<i>polite</i>	<i>Heavenly Father</i>									

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>What time I am afraid, I will trust in Thee. Psalm 56:3</i></li> <li>• Lesson: Review—Woman at the Well</li> </ul>	<p>Ⓜ Play Video</p>
<b>Skills Development</b>		<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check students' understanding of <i>opposites</i> (<i>stop/go, light/dark, light/heavy, etc.</i>).</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 19–20	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Ii</i>.</li> <li>• Have <i>WP</i> pp. 19–20, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 19–20.</li> </ul>

<b>Reading Circle</b>		
<p>Group 3 <i>Tigers</i></p>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 2</i> ready.</li> <li>• Have letter flashcards and blend ladders <i>t</i> and <i>l</i> ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review letter names and sounds. Encourage speed.</li> <li>• Use blend ladders to review blends.</li> <li>• Have students read orally <i>Little Book 2</i> pp. 5–8. Save <i>Little Book 2</i> for L 99.</li> </ul>
<p>Group 1 <i>Elephants</i></p>	<p> <i>big men nat hop</i></p> <ul style="list-style-type: none"> <li>• Have <i>Little Book 5</i> and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Little Book 5</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
<p><b>Writing (cursive)</b> p. 91</p>	<p> <i>y z p</i> <i>f j</i></p> <ul style="list-style-type: none"> <li>• Display <i>CFF Ff, Jj</i>.</li> <li>• Have <i>WT</i> p. 91 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Check <i>WT</i> p. 91.</li> </ul>
----- OR -----		
<p><b>Writing (manuscript)</b> p. 89</p>	<p> <i>K V W Y P Z</i> <i>v w k y z p</i></p> <ul style="list-style-type: none"> <li>• Display <i>MFF Ff, Jj</i>.</li> <li>• Have <i>WT</i> p. 89 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students match capital letters to lowercase letters in columns.</li> <li>• Check <i>WT</i> p. 89.</li> </ul>
<p><b>Activity Time</b> Show and Tell</p>	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<p><b>Numbers</b></p>	<p> <i>6 2 8</i> <i>6 3 5</i> <i>0 1 2</i></p> <ul style="list-style-type: none"> <li>• Have twelve objects for counting ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–60 with the video class. Students will circle the correct number displayed with the video class. Students will write the correct number on board or blank paper with the video class. Have students count out objects with the video class.</li> </ul>
<p><b>Phonics Review</b></p>	<p> <i>fed lick cub</i> <i>box hug ram</i></p> <ul style="list-style-type: none"> <li>• Have blend ladders that your students need to review ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Students will underline the blends in the words displayed with the video class.</li> <li>• Check that students can read the words displayed. Have students use the words in sentences.</li> <li>• Use blend ladders to review blends.</li> </ul>

cont. >

<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss houses in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:             <table border="0" style="margin-left: 20px;"> <tr> <td><i>house</i></td> <td><i>home</i></td> </tr> <tr> <td><i>bricks</i></td> <td><i>apartment</i></td> </tr> <tr> <td><i>condominiums</i></td> <td><i>kitchen</i></td> </tr> <tr> <td><i>bathroom</i></td> <td><i>cabinets</i></td> </tr> <tr> <td><i>living room</i></td> <td><i>bedroom</i></td> </tr> <tr> <td><i>roof</i></td> <td><i>windows</i></td> </tr> <tr> <td><i>doors</i></td> <td></td> </tr> </table> </li> </ul>	<i>house</i>	<i>home</i>	<i>bricks</i>	<i>apartment</i>	<i>condominiums</i>	<i>kitchen</i>	<i>bathroom</i>	<i>cabinets</i>	<i>living room</i>	<i>bedroom</i>	<i>roof</i>	<i>windows</i>	<i>doors</i>	
<i>house</i>	<i>home</i>															
<i>bricks</i>	<i>apartment</i>															
<i>condominiums</i>	<i>kitchen</i>															
<i>bathroom</i>	<i>cabinets</i>															
<i>living room</i>	<i>bedroom</i>															
<i>roof</i>	<i>windows</i>															
<i>doors</i>																


<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>God is love. 1 John 4:8</i></li> <li>Lesson: Cumulative Review</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Look for opportunities to reinforce the importance of helpfulness.</li> </ul>
<b>Phonics</b>	<p> <i>wax fox mix</i></p> <ul style="list-style-type: none"> <li>New letter: <b>Xx</b> <i>Capital X, little x.</i> <i>X says ks as in fox, box, ax.</i> <i>X says ks, ks, ks.</i></li> <li>Have blend ladders that your students need to review ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li> Check that students are correctly saying the sound for <b>Xx</b>.</li> <li>Use blend ladders to review blends.</li> <li>Have students point to the <b>x</b> in the words displayed. Have students underline the blends and read the words. For more review, use words from the Word Lists in Appendix B.</li> <li>Check that students can say name, sound, and sentence for <b>Xx</b>.</li> </ul>
<b>Writing (cursive)</b> p. 92	<p> Have several little <b>x</b>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>Display <i>CFF Xx</i>.</li> <li>Have <i>WT</i> p. 92 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li> Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> <li>Have students trace little <b>x</b>'s.</li> <li>Check <i>WT</i> p. 92.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 90	<ul style="list-style-type: none"> <li>Display <i>MFF Xx</i>.</li> <li>Have <i>WT</i> p. 90 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li> Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> <li>Check <i>WT</i> p. 90.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 37–38	<ul style="list-style-type: none"> <li>Have <i>BAB</i> pp. 37–38 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>BAB</i> pp. 37–38. Check that students are coloring in the lines.</li> </ul>













<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and twelve objects for counting ready.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–60 with the video class. Students will use <i>INC</i> to choose the correct number and will count out objects with the video class.</li> <li>• Check that students can give the fathers of the families through 60.</li> <li>• Check that students can count out twelve objects and can make the number 12 with <i>INC</i>.</li> </ul>
<b>Numbers Review</b> p. 103	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 103 and crayons ready.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 103.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss forest animals in this lesson.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>fox</i>            <i>deer</i> <i>clearing</i>      <i>fawn</i> <i>antlers</i></li> </ul>


	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>God is love. 1 John 4:8</i></li> <li>• Have <i>Miniature Bible Memory Picture Cards</i> 13–14 ready.</li> <li>• Lesson: Nobleman’s Son (<i>John 4:46–54</i>)</li> <li>• Use a chart and stickers to indicate the completion of each verse.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students individually say Matthew 8:27 and Matthew 28:20.</li> <li>• Give <i>Miniature Bible Memory Picture Cards</i> 13–14 to students.</li> </ul>
<b>Skills Development</b> p. 101	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 101, scissors, and crayons ready.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 101. Assist as needed.</li> </ul>
<b>Phonics</b>	<p><input type="checkbox"/> <i>man sip ran</i> <i>met dot jug</i></p> <ul style="list-style-type: none"> <li>• Have letter flashcards and blend ladders <i>v, w, y, and z</i> ready.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use letter flashcards to check that students can identify consonants and vowels.</li> <li>• Use blend ladders to review blends. Point to blends and have students give words that have those blends.</li> <li>• Check that students can give the correct name, sound, and sentence for <i>Xx</i>.</li> <li>• Have students read the words displayed and use them in sentences.</li> </ul>
<b>Writing (cursive)</b> p. 93	<p><input type="checkbox"/> Have several little <i>x</i>’s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF Xx</i>.</li> <li>• Have <i>WT</i> p. 93 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students trace little <i>x</i>’s.</li> <li>• Check <i>WT</i> p. 93.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 91	<ul style="list-style-type: none"> <li>• Display <i>MFF Xx</i>.</li> <li>• Have <i>WT</i> p. 91 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 91.</li> </ul>











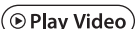

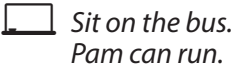
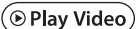
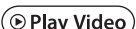
<b>Activity Time</b> Poetry/Drama	<ul style="list-style-type: none"> <li>There is no video for this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Student's Choice—Have students choose several nursery rhymes they have learned to recite and act out.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have construction-paper balloons ready with <i>I did my best today!</i> written on them.</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b> <ul style="list-style-type: none"> <li>Check that students are counting 1–60 with the video class.</li> </ul> </li> <li>Have students write <b>13</b> on board or blank paper. Give balloons to students who are working hard or have good number formation.</li> </ul>
<b>Numbers Review</b> p. 105	<ul style="list-style-type: none"> <li>Have <i>ABC-123</i> p. 105, a sharpened pencil, and crayons ready.</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b></li> <li>Check <i>ABC-123</i> p. 105.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss Mexico in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b></li> <li>Discuss new words introduced: <ul style="list-style-type: none"> <li><i>Mexico</i>      <i>Mexicans</i></li> <li><i>Spanish</i>    <i>poncho</i></li> <li><i>sombrero</i>   <i>fiestas</i></li> <li><i>piñata</i>      <i>adobe</i></li> <li><i>patio</i>        <i>courtyard</i></li> <li><i>balconies</i>   <i>tortillas</i></li> <li><i>burritos</i>     <i>tacos</i></li> <li><i>spicy</i>        <i>siesta</i></li> </ul> </li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>God is love. 1 John 4:8</i></li> <li>Lesson: Review—Nobleman's Son</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b></li> </ul>
<b>Skills Development</b> p. 103	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 103 and crayons ready.</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b></li> <li>Check <i>RS</i> p. 103.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 21–22	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Jj</i>.</li> <li>Have <i>WP</i> pp. 21–22, a sharpened pencil, and crayons ready.</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b></li> <li>Check <i>WP</i> pp. 21–22.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <b>Elephants</b>	<ul style="list-style-type: none"> <li> <i>Jack Bill miss peck sack</i></li> <li>Have <i>Little Book 6</i> ready.</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b></li> <li>Have students read the words displayed.</li> <li>Have students read orally <i>Little Book 6</i> pp. 2–5. Save <i>Little Book 6</i> for L 100.</li> </ul>
Group <b>2</b> <b>Zebras</b>	<ul style="list-style-type: none"> <li>Have <i>Little Book 3</i> and crayons ready.</li> </ul>	<ul style="list-style-type: none"> <li><b>Play Video</b></li> <li>Have students read orally <i>Little Book 3</i> pp. 6–9 and complete pp. 10–11.</li> </ul>

<p><b>Writing (cursive)</b> p. 94</p>	<p> Have <i>wi</i>'s and <i>ve</i>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF Ww, li, Nn, Vv, Ee, Tt</i>.</li> <li>• Have <i>WT</i> p. 94 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>• Have students trace <i>wi</i>'s and <i>ve</i>'s.</li> <li>• Check <i>WT</i> p. 94. Have students read words in box on <i>WT</i> p. 94.</li> </ul>
----- OR -----		
<p><b>Writing (manuscript)</b> p. 92</p>	<ul style="list-style-type: none"> <li>• Display <i>MFF Ww, li, Nn, Vv, Ee, Tt</i>.</li> <li>• Have <i>WT</i> p. 92 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 92. Have students read words in box on <i>WT</i> p. 92.</li> </ul>
<p><b>Activity Time</b> Art pp. 65, 67</p>	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> pp. 65, 67, "Three Little Pigs Stick Puppets."</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<p><b>Numbers</b></p>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and objects for counting ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–60 with the video class. Students will use <i>INC</i> to make numbers with the video class.</li> <li>• Use <i>INC</i> to review <i>larger</i> and <i>smaller</i> numbers with students.</li> </ul>
<p><b>Phonics Review</b></p>	<p> <i>pin yell peck hop box</i></p> <ul style="list-style-type: none"> <li>• Have blend ladders <i>j, p,</i> and <i>y</i> ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read the words displayed and use the words in sentences. For more review use words from the word lists in Appendix B.</li> <li>• Use blend ladders to review blends.</li> </ul>
<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>• The video teacher will discuss ants in this lesson.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>insects</i>                      <i>antennae</i> <i>colonies</i>                     <i>aphids</i> <i>honeydew</i>                   <i>fungus</i> <i>honeypot ants</i></li> </ul>











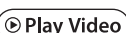
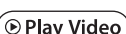



<b>Preparation</b>		<b>Procedure</b>
<p><b>Bible</b></p>	<ul style="list-style-type: none"> <li>• Memorization: <i>God is love. 1 John 4:8</i></li> <li>• Lesson: Fishing with Jesus (<i>Luke 5:1–11</i>)</li> </ul>	<p> <b>Play Video</b></p>
<p><b>Skills Development</b> Oral Phonics Evaluation</p>	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Have Oral Phonics Evaluation Form and Oral Phonics Evaluation Sheet (<i>y, p, v, w,</i> and <i>z</i>) from Appendix B ready.</li> <li>• Have manipulatives such as building blocks, puzzles, lacing beads, or lacing cards ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Oral Phonics Evaluations over consonant sounds <i>y, p, v, w,</i> and <i>z</i>. Point to a consonant on the Evaluation Sheet and have the student tell you the sound only. Put a ✓ on the Evaluation Form under the consonants the student knows.  Save Oral Phonics Evaluation Sheet for L 114.</li> <li>• Have students play with manipulatives. Assist as needed.</li> </ul>

<b>Seatwork Explanation</b> <i>WP</i> pp. 23–24	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Kk</i>.</li> <li>• Have <i>WP</i> pp. 23–24, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 23–24.</li> </ul>																		
<b>Reading Circle</b>																				
Group 2 <i>Zebbras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 4</i> ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 4</i> pp. 2–5. Save <i>Little Book 4</i> for L 103.</li> </ul>																		
Group 3 <i>Tigers</i>	 <i>so ru ga tap jog</i> <ul style="list-style-type: none"> <li>• Have <i>Little Book 2</i> and crayons ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read the blends and words displayed.</li> <li>• Have students read orally <i>Little Book 2</i> p. 9 and complete pp. 10–11.</li> </ul>																		
<b>Writing (cursive)</b> p. 95	<ul style="list-style-type: none"> <li>• Display <i>CFF Ss, Tt</i>.</li> <li>• Have <i>WT</i> p. 95 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>📄 Have students write <i>sa's</i> and <i>ta's</i> on board or blank paper with the video class.</li> <li>• Have students complete <i>WT</i> p. 95. Assist as needed. Have students read words in box on <i>WT</i> p. 95.</li> </ul>																		
----- OR -----																				
<b>Writing (manuscript)</b> p. 93	<ul style="list-style-type: none"> <li>• Display <i>MFF Ss, Tt</i>.</li> <li>• Have <i>WT</i> p. 93 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 93. Have students read words in box on <i>WT</i> p. 93.</li> </ul>																		
<b>Activity Time</b> Music	<p>Ⓜ Play Video</p>																			
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>📄 Check that students are counting 0–60 with the video class.</li> <li>Students will use <i>INC</i> as directed by the video teacher.</li> </ul>																		
<b>Phonics Review</b> pp. 107–108	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 107–108 and crayons ready.</li> <li>• Have <i>Miniature Alphabet Flashcards p, v, w, y, and z</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 107–108.</li> <li>📄 You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> <li>• Give <i>Miniature Alphabet Flashcards</i> to students.</li> </ul>																		
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss insects in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:           <table style="margin-left: 20px; border: none;"> <tr> <td><i>insects</i></td> <td><i>bees</i></td> </tr> <tr> <td><i>ants</i></td> <td><i>butterflies</i></td> </tr> <tr> <td><i>ladybugs</i></td> <td><i>grasshoppers</i></td> </tr> <tr> <td><i>crickets</i></td> <td><i>six</i></td> </tr> <tr> <td><i>gnat</i></td> <td><i>goliath beetle</i></td> </tr> <tr> <td><i>bumblebee</i></td> <td><i>antennae</i></td> </tr> <tr> <td><i>moths</i></td> <td><i>wasps</i></td> </tr> <tr> <td><i>pollinate</i></td> <td><i>honeybees</i></td> </tr> <tr> <td><i>silkworms</i></td> <td></td> </tr> </table> </li> </ul>	<i>insects</i>	<i>bees</i>	<i>ants</i>	<i>butterflies</i>	<i>ladybugs</i>	<i>grasshoppers</i>	<i>crickets</i>	<i>six</i>	<i>gnat</i>	<i>goliath beetle</i>	<i>bumblebee</i>	<i>antennae</i>	<i>moths</i>	<i>wasps</i>	<i>pollinate</i>	<i>honeybees</i>	<i>silkworms</i>	
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<i>pollinate</i>	<i>honeybees</i>																			
<i>silkworms</i>																				

	Preparation	Procedure								
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>God is love. 1 John 4:8</i></li> <li>• Lesson: Review—Fishing with Jesus</li> </ul>									
<b>Skills Development</b>		 <ul style="list-style-type: none"> <li>• Discuss families with students.</li> </ul>								
<b>Seatwork Explanation</b> <i>WP</i> pp. 25–26	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF LI</i>.</li> <li>• Have <i>WP</i> pp. 25–26, a sharpened pencil, and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 25–26.</li> </ul>								
<b>Reading Circle</b>										
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 3</i> ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 3</i> pp. 2–5. Save <i>Little Book 3</i> for L 104.</li> </ul>								
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 6</i> and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 6</i> pp. 6–9 and complete pp. 10–11.</li> </ul>								
<b>Writing (cursive)</b> p. 96	 <ul style="list-style-type: none"> <li>• Display <i>CFF Hh, Dd, Gg</i>.</li> <li>• Have <i>WT</i> p. 96 and a sharpened pencil ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Check <i>WT</i> p. 96.</li> </ul>								
OR										
<b>Writing (manuscript)</b> p. 94	<ul style="list-style-type: none"> <li>• Display <i>MFF Hh, Dd, Gg</i>.</li> <li>• Have <i>WT</i> p. 94 and a sharpened pencil ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 94.</li> </ul>								
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>								
<b>Numbers</b>	 Have several <i>11</i> s ready to trace. Include a red starting dot.  Have several groups of 10–13 objects drawn. <ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i>.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check that students are counting 1–60 with the video class.</li> <li>• Have students trace <i>11</i>s.</li> <li>• Check that students can choose the correct group of objects displayed as you call out numbers 10–13.</li> </ul>								
<b>Phonics Review</b>	 <i>ge jo de mi ta</i>  <i>Sit on the bus.</i> <i>Pam can run.</i> <ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read the blends displayed. Add letter flashcards to the blends to make words. Have students read the words.</li> <li>• Have students read the sentences displayed.</li> </ul>								
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss underground animals in this lesson.</li> </ul>	 <ul style="list-style-type: none"> <li>• Discuss new words introduced:           <table style="margin-left: 20px;"> <tr> <td><i>ants</i></td> <td><i>snails</i></td> </tr> <tr> <td><i>snakes</i></td> <td><i>earthworms</i></td> </tr> <tr> <td><i>chipmunks</i></td> <td><i>burrows</i></td> </tr> <tr> <td><i>mole</i></td> <td><i>trapdoor spider</i></td> </tr> </table> </li> </ul>	<i>ants</i>	<i>snails</i>	<i>snakes</i>	<i>earthworms</i>	<i>chipmunks</i>	<i>burrows</i>	<i>mole</i>	<i>trapdoor spider</i>
<i>ants</i>	<i>snails</i>									
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<i>chipmunks</i>	<i>burrows</i>									
<i>mole</i>	<i>trapdoor spider</i>									

## Preparation

## Procedure














<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>God is love. 1 John 4:8</i></li> <li>• Lesson: Cumulative Review</li> </ul>	
<b>Skills Development</b>		 <ul style="list-style-type: none"> <li>• Look for opportunities to reinforce the importance of healthy habits.</li> </ul>
<b>Phonics</b>	 <i>hen sit log jam rub pig</i> <ul style="list-style-type: none"> <li>• New letter: <b>Qq</b> <i>Capital Q, little q.</i> <b>Q</b> says kw as in queen. <b>Q</b> says kw, kw, kw.</li> </ul>	 <ul style="list-style-type: none"> <li> Students will choose the correct word displayed with the video class. Check that students are correctly saying the sound for <b>Qq</b>.</li> <li>• Check that students can say the correct name, sound, and sentence for <b>Qq</b>.</li> <li>• Have students use the words on cards in sentences.</li> </ul>
<b>Writing (cursive)</b> p. 97	 Have several little <b>q</b> 's ready to trace. Include a red starting dot. <ul style="list-style-type: none"> <li>• Display <b>CFF Qq</b>.</li> <li>• Have <b>WT</b> p. 97 and a sharpened pencil ready.</li> <li>• Have construction-paper ducks ready.</li> </ul>	 <ul style="list-style-type: none"> <li> Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation. Provide helpful feedback for students' writing on a regular basis.</li> <li>• Have students trace little <b>q</b>'s. Give ducks to students who show hard work or good tracing.</li> <li>• Check <b>WT</b> p. 97.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 95	<ul style="list-style-type: none"> <li>• Display <b>MFF Qq</b>.</li> <li>• Have <b>WT</b> p. 95 and a sharpened pencil ready.</li> </ul>	 <ul style="list-style-type: none"> <li> Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation. Provide helpful feedback for students' writing on a regular basis.</li> <li>• Check <b>WT</b> p. 95.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 39–40	<ul style="list-style-type: none"> <li>• Have <b>BAB</b> pp. 39–40 and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <b>BAB</b> pp. 39–40. Check that students are coloring in the lines.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <b>INC</b> 0–3 and thirteen objects for counting ready.</li> </ul>	 <ul style="list-style-type: none"> <li> Students will use <b>INC</b> to make correct numbers with the video class.</li> <li>• Check that students can count out groups of 1–13 objects.</li> </ul>
<b>Numbers Review</b> p. 109	<ul style="list-style-type: none"> <li>• Display <b>CFF/MFF 1, 2, 3</b>.</li> <li>• Have <b>ABC-123</b> p. 109, a sharpened pencil, and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li> Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> <li>• Check <b>ABC-123</b> p. 109.</li> </ul>



<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss quarters in this lesson.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:           <table border="0" style="margin-left: 20px;"> <tr> <td><i>quarters</i></td> <td><i>money</i></td> </tr> <tr> <td><i>coins</i></td> <td><i>George Washington</i></td> </tr> <tr> <td><i>eagle</i></td> <td><i>vending</i></td> </tr> </table> </li> </ul>	<i>quarters</i>	<i>money</i>	<i>coins</i>	<i>George Washington</i>	<i>eagle</i>	<i>vending</i>
<i>quarters</i>	<i>money</i>							
<i>coins</i>	<i>George Washington</i>							
<i>eagle</i>	<i>vending</i>							

**Preparation** **Procedure**

<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>God is love. 1 John 4:8</i></li> <li>Lesson: Jesus Heals the Paralyzed Man (<i>Matthew 9:2–8; Mark 2:1–12; Luke 5:17–26</i>)</li> </ul>	<p> <b>Play Video</b></p>								
<b>Skills Development</b> p. 105	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 105 and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Have students complete <i>RS</i> p. 105. Assist as needed.</li> </ul>								
<b>Phonics</b>	<p> <i>den dot tug</i> <i>Bob sip van</i></p> <p> <i>Nick and Jack fell.</i></p>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Have students point out consonants, vowels, and blends in the words displayed. Have students read the words and use them in sentences.</li> <li>Have students read the sentence displayed.</li> </ul>								
<b>Writing (cursive)</b> p. 98	<p> Have several little <i>q</i>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>Display <i>CFF Qq</i>.</li> <li>Have <i>WT</i> p. 98 and a sharpened pencil ready.</li> <li> Have construction-paper ducks ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Have students trace little <i>q</i>'s. Give ducks to students who show hard work or good tracing.</li> <li>Check <i>WP</i> p. 98.</li> </ul>								
OR										
<b>Writing (manuscript)</b> p. 96	<ul style="list-style-type: none"> <li>Display <i>MFF Qq</i>.</li> <li>Have <i>WT</i> p. 96 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Check <i>WT</i> p. 96.</li> </ul>								
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>Be prepared to have students act out a poem or nursery rhyme they have learned after the video instruction. You may wish to have simple props ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Have students act out a poem or nursery rhyme.</li> </ul>								
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9 and fourteen objects for counting ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li> Check that students are counting 0–60 with the video class.</li> <li>Check that students can clap or count out 1–14 objects.</li> <li>Use <i>INC</i> to check that students can make the number 14.</li> </ul>								
<b>Numbers Review</b> p. 111	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF 1, 2, 3</i>.</li> <li>Have <i>ABC-123</i> p. 111, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> p. 111.</li> </ul>								
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss quilts in this lesson.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:           <table border="0" style="margin-left: 20px;"> <tr> <td><i>quilt</i></td> <td><i>cloth</i></td> </tr> <tr> <td><i>stuffing</i></td> <td><i>stitches</i></td> </tr> <tr> <td><i>designs</i></td> <td><i>lining</i></td> </tr> <tr> <td><i>frontier</i></td> <td><i>quilting bee</i></td> </tr> </table> </li> </ul>	<i>quilt</i>	<i>cloth</i>	<i>stuffing</i>	<i>stitches</i>	<i>designs</i>	<i>lining</i>	<i>frontier</i>	<i>quilting bee</i>
<i>quilt</i>	<i>cloth</i>									
<i>stuffing</i>	<i>stitches</i>									
<i>designs</i>	<i>lining</i>									
<i>frontier</i>	<i>quilting bee</i>									

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>What time I am afraid, I will trust in Thee. Psalm 56:3</i></li> <li>• Lesson: Review—Jesus Heals the Paralyzed Man</li> </ul>	
<b>Skills Development</b> p. 107	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 107 and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 107. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 27–28	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Mm</i>.</li> <li>• Have <i>WP</i> pp. 27–28, a sharpened pencil, and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 27–28.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	 <i>top can rip</i> <ul style="list-style-type: none"> <li>• Have <i>Little Book 7</i> ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Little Book 7</i> pp. 2–5. Save <i>Little Book 7</i> for L 105.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 4</i> and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 4</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
<b>Writing (cursive)</b> p. 99	<ul style="list-style-type: none"> <li>• Display <i>CFF Bb</i>.</li> <li>• Have <i>WT</i> p. 99 and a sharpened pencil ready.</li> </ul>	  Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits. <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 99.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 97	<ul style="list-style-type: none"> <li>• Display <i>MFF Bb, Gg, Ss</i>.</li> <li>• Have <i>WT</i> p. 97 and a sharpened pencil ready.</li> </ul>	  Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits. <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 97.</li> </ul>
<b>Activity Time</b> Art p. 69	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> p. 69, “Valentine Door Hanger.”</li> </ul>	 <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and fourteen objects for counting ready.</li> </ul>	  Check that students are counting 0–60 with the video class. Students will use <i>INC</i> to make correct numbers with the video class. <ul style="list-style-type: none"> <li>• Check that students can identify numbers <b>1–14</b>.</li> <li>• Check that students can count out 1–14 objects.</li> </ul>

<b>Phonics Review</b>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <span style="border: 1px solid black; padding: 2px 5px;"> </span> <i>be bi</i>  <span style="margin-left: 20px;"><i>du do</i></span>  <span style="margin-left: 20px;"><i>pa pe</i></span> </div> <div style="margin-bottom: 10px;"> <span style="border: 1px solid black; padding: 2px 5px;"> </span> <i>hid wag sack</i>  <span style="margin-left: 20px;"><i>pin cot den</i></span> </div> <ul style="list-style-type: none"> <li>• Have blend ladders <i>m, t, h,</i> and <i>s</i> ready.</li> </ul> </div>	<p style="text-align: center;"><b>Play Video</b></p> <ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">▶</span> Students will choose the correct blend displayed with the video class.         </li> <li>• Use blend ladders to review blends. Have students read blend ladders up and down.</li> <li>• Have students read the words displayed and use the words in sentences.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss <i>quickly</i> in this lesson.</li> </ul>	<p style="text-align: center;"><b>Play Video</b></p>


Lesson **104**
▶ **Play Video** Lesson ▶ Teacher Note


	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>O give thanks unto the LORD: for He is good. Psalm 118:1</i></li> <li>• Lesson: <i>Beside the Pool (John 5:1–16)</i></li> </ul>	<p style="text-align: center;"><b>Play Video</b></p>
<b>Skills Development</b>		<p style="text-align: center;"><b>Play Video</b></p>
<b>Seatwork Explanation</b> <i>WP pp. 29–30</i>	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Nn</i>.</li> <li>• Have <i>WP pp. 29–30</i>, a sharpened pencil, and crayons ready.</li> </ul>	<p style="text-align: center;"><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WP pp. 29–30</i>.</li> </ul>
<b>Reading Circle</b>		
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 5</i> ready.</li> </ul>	<p style="text-align: center;"><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 5 pp. 2–5</i>. Save <i>Little Book 5</i> for L 108.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 3</i> ready.</li> </ul>	<p style="text-align: center;"><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 3 pp. 6–9</i>. Save <i>Little Book 3</i> for L 105.</li> </ul>
<b>Writing (cursive)</b> p. 100	<ul style="list-style-type: none"> <li>• Display <i>CFF Bb, Ll, Dd</i>.</li> <li>• Have <i>WT p. 100</i> and a sharpened pencil ready.</li> </ul>	<p style="text-align: center;"><b>Play Video</b></p> <ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">▶</span> Students will write <i>b's, d's,</i> and <i>l's</i> on board or blank paper with the video class.         </li> <li>• Check <i>WT p. 100</i>.</li> </ul>
----- OR ----- <b>Writing (manuscript)</b> p. 98	<ul style="list-style-type: none"> <li>• Display <i>MFF Bb, Dd, Ll</i>.</li> <li>• Have <i>WT p. 98</i> and a sharpened pencil ready.</li> </ul>	<p style="text-align: center;"><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT p. 98</i>.</li> </ul>
<b>Activity Time</b> Music		<p style="text-align: center;"><b>Play Video</b></p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC 0–9</i> ready.</li> </ul>	<p style="text-align: center;"><b>Play Video</b></p> <ul style="list-style-type: none"> <li> <span style="font-size: 0.8em;">▶</span> Check that students are counting 0–60 with the video class.         </li> <li>Students will use <i>INC</i> to make correct numbers with the video class.</li> <li>Students will use the <i>INC</i> as directed by the video teacher.</li> </ul>

cont. >

<b>Phonics Review</b> pp. 113–114	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 113–114, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 113–114.</li> <li>• You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss <i>quiet</i> in this lesson.</li> </ul>	<p> <b>Play Video</b></p>

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>God is love. 1 John 4:8</i></li> <li>• Lesson: Review—Beside the Pool</li> </ul>	<p> <b>Play Video</b></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Have objects ready to demonstrate <i>front/back</i>.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use objects to check students' understanding of <i>front/back</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 31–32	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Oo</i>.</li> <li>• Have <i>WP</i> pp. 31–32, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 31–32.</li> </ul>
<b>Reading Circle</b>		
Group <b>3</b> <i>Tigers</i>	<i>ta ru si</i> <i>la mu be</i> <ul style="list-style-type: none"> <li>• Have <i>Little Book 3</i> and crayons ready.</li> <li>• Have a puppet ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students sound out the blends displayed. Have students who answer correctly give the puppet a high-five.</li> <li>• Have students complete <i>Little Book 3</i> pp. 10–11.</li> </ul>
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 7</i> and crayons ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 7</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
<b>Writing (cursive)</b> p. 101	<ul style="list-style-type: none"> <li>• Display <i>CFF Bb, Tt</i>.</li> <li>• Have <i>WT</i> p. 101 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Students will write little <i>b</i>'s and <i>t</i>'s on board or blank paper with the video class.</li> <li>• Check <i>WT</i> p. 101. Have students read words in box on <i>WT</i> p. 101.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 99	<ul style="list-style-type: none"> <li>• Display <i>MFF Bb, Tt</i>.</li> <li>• Have <i>WT</i> p. 99 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 99. Have students read words in box on <i>WT</i> p. 99.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	Have several <i>12s</i> ready to trace. Include a red starting dot. Have several groups of 10–12 objects drawn. Have a choice of three numbers for students to choose the correct answer. <ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i>.</li> <li>• Have <i>INC 0–9</i> ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–60 with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> <li>• Have students trace <i>12s</i>.</li> <li>• Have students choose the correct number for the objects displayed.</li> </ul>

<b>Phonics Review</b>	 <i>God</i> <i>mum</i> <i>mop</i> <i>hip</i> <i>Nick</i> <i>huff</i> <i>gal</i> <i>not</i> <ul style="list-style-type: none"> <li>• Have blend ladders <i>d</i>, <i>c/k</i>, and <i>g</i> ready.</li> <li>• Have a dot-to-dot heart drawn on board or blank paper.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read the words displayed and use the words in sentences. Students who answer correctly can connect a dot.</li> <li>• Use blend ladders to review blends.</li> </ul>																		
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss birds in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:</li> </ul> <table border="0"> <tr> <td><i>wings</i></td> <td><i>beak</i></td> </tr> <tr> <td><i>feathers</i></td> <td><i>nest</i></td> </tr> <tr> <td><i>bobwhite</i></td> <td><i>owl</i></td> </tr> <tr> <td><i>cardinal</i></td> <td><i>chickadee</i></td> </tr> <tr> <td><i>whippoorwill</i></td> <td><i>blue jay</i></td> </tr> <tr> <td><i>robin</i></td> <td><i>hummingbird</i></td> </tr> <tr> <td><i>ostrich</i></td> <td><i>penguin</i></td> </tr> <tr> <td><i>chickens</i></td> <td><i>ducks</i></td> </tr> <tr> <td><i>redheaded woodpecker</i></td> <td></td> </tr> </table>	<i>wings</i>	<i>beak</i>	<i>feathers</i>	<i>nest</i>	<i>bobwhite</i>	<i>owl</i>	<i>cardinal</i>	<i>chickadee</i>	<i>whippoorwill</i>	<i>blue jay</i>	<i>robin</i>	<i>hummingbird</i>	<i>ostrich</i>	<i>penguin</i>	<i>chickens</i>	<i>ducks</i>	<i>redheaded woodpecker</i>	
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	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Thou God seest me. Genesis 16:13</i></li> <li>• Lesson: Cumulative Review</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Look for opportunities to reinforce the importance of cleanliness.</li> </ul>
<b>Phonics</b>	 <i>hop</i> <i>cup</i> <i>mad</i> <i>rip</i> <i>ten</i> <i>can</i>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark the words displayed using the one-vowel rule—<i>When there is one vowel in a word it usually says its short sound and we mark it with a smile.</i> Have students read the words.</li> </ul>
<b>Writing (cursive)</b> p. 102	<ul style="list-style-type: none"> <li>• Display <i>CFF LI, Oo, Gg</i>.</li> <li>• Have <i>WT</i> p. 102 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.            Students will write little <i>l</i>'s, <i>o</i>'s, <i>g</i>'s and the word <i>log</i> on board or blank paper with the video class.</li> <li>• Have students complete <i>WT</i> p. 102. Have students read words in box on <i>WT</i> p. 102. Assist as needed.</li> </ul>
OR <b>Writing (manuscript)</b> p. 100	<ul style="list-style-type: none"> <li>• Display <i>MFF LI, Pp, Gg</i>.</li> <li>• Have <i>WT</i> p. 100 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> <li>• Check <i>WT</i> p. 100. Have students read words in box on <i>WT</i> p. 100.</li> </ul>

cont.

<b>Activity Time</b> Bible Activity pp. 41–42	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 41–42 and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 41–42. Check that students are coloring in the lines.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and fourteen objects for counting ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–60 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.</li> </ul>
<b>Numbers Review</b> p. 115	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF</i> 1, 2, 3.</li> <li>• Have <i>ABC-123</i> p. 115, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> <li>• Check <i>ABC-123</i> p. 115.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss ducks in this lesson.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>ducks</i>      <i>webbed</i>  <i>bills</i>      <i>drake</i>  <i>ducklings</i>      <i>webbed feet</i>  <i>waddle</i>      <i>flock</i>  <i>down</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Thou God seest me. Genesis 16:13</i></li> <li>• Lesson: Jesus Stills the Storm (<i>Matthew 8:23–27; Mark 4:35–41; Luke 8:22–25</i>)</li> </ul>	<p> <b>Play Video</b></p>
<b>Skills Development</b> p. 109	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 109 and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>RS</i> p. 109.</li> </ul>
<b>Phonics</b>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <i>mo</i></div> <div style="width: 50%;"><i>le</i></div> <div style="width: 50%;"><i>hu</i></div> <div style="width: 50%;"><i>si</i></div> <div style="width: 50%;"><i>ca</i></div> <div style="width: 50%;"> <i>bat</i></div> <div style="width: 50%;"><i>fun</i></div> <div style="width: 50%;"><i>leg</i></div> <div style="width: 50%;"><i>pop</i></div> <div style="width: 50%;"><i>lid</i></div> <div style="width: 50%;"><i>bus</i></div> <div style="width: 50%;"><i>can</i></div> <div style="width: 50%;"><i>wet</i></div> </div>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Students will choose the correct blend displayed with the video class.</li> <li>• Have students mark the words displayed using the one-vowel rule—<i>When there is one vowel in a word it usually says its short sound and we mark it with a smile.</i> Have students read the words and use the words in sentences.</li> </ul>
<b>Writing (cursive)</b> p. 103	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <i>h</i></div> <div style="width: 50%;"><i>b</i></div> <div style="width: 50%;"><i>h</i></div> <div style="width: 50%;"><i>h</i></div> <div style="width: 50%;"><i>h</i></div> <div style="width: 50%;"><i>k</i></div> </div> <ul style="list-style-type: none"> <li>• Display <i>CFF Dd</i>.</li> <li>• Have <i>WT</i> p. 103 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Students will write the word <i>doll</i> on board or blank paper with the video class.</li> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 103. Assist as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 101	<ul style="list-style-type: none"> <li>• Display <i>MFF Dd, Oo, Gg</i>.</li> <li>• Have <i>WT</i> p. 101 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 101.</li> </ul>



<b>Activity Time</b> Poetry/Drama	<ul style="list-style-type: none"> <li>Be prepared to have students act out a poem they have learned or “Little Engine That Could” after the video instruction. You may wish to have simple props ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students act out a poem or “Little Engine That Could.”</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–60 with the video class. Students will use <i>INC</i> to make correct numbers with the video class.</li> </ul>
<b>Numbers Review</b> p. 117	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF 1, 2, 3</i>.</li> <li>Have <i>ABC-123</i> p. 117, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> p. 117.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss hummingbirds in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:  <i>hummingbird</i>     <i>bill</i>  <i>nectar</i>             <i>sips</i>  <i>wings</i>              <i>hover</i>  <i>helicopter</i></li> </ul>

Lesson <b>108</b>		<a href="#">Play Video</a> Lesson <input type="checkbox"/> Board <input checked="" type="checkbox"/> Optional <input checked="" type="checkbox"/> Teacher Note	
		Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Thou God seest me. Genesis 16:13</i></li> <li>Have <i>Miniature Bible Memory Picture Cards</i> 15–16 ready.</li> <li>Lesson: Review—Jesus Stills the Storm</li> <li> You may wish to use a chart and stars to indicate the completion of each verse. See the Bible section in the front of this manual for more information about verse memorization.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students individually say Psalm 56:3 and 1 John 4:8.</li> <li>Give <i>Miniature Bible Memory Picture Cards</i> 15–16 to students.</li> </ul>	
<b>Skills Development</b> p. 111	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 111 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>RS</i> p. 111.</li> </ul>	
<b>Seatwork Explanation</b> <i>WP</i> pp. 33–34	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Pp</i>.</li> <li>Have <i>WP</i> pp. 33–34, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 33–34.</li> </ul>	
<b>Reading Circle</b>			
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 8</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 8</i> pp. 2–5. Save <i>Little Book 8</i> for L 110.</li> </ul>	
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 5</i> and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 5</i> pp. 6–9 and complete pp. 10–11.</li> </ul>	

cont.

<b>Writing (cursive)</b> p. 104	<ul style="list-style-type: none"> <li>• Display <i>CFF Gg, Oo</i>.</li> <li>• Have <i>WT</i> p. 104 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Ⓜ Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits. Students will write the blend <i>go</i> on board or blank paper with the video class.</li> <li>• Check <i>WT</i> p. 104.</li> </ul>
<p>----- OR -----</p>		
<b>Writing (manuscript)</b> p. 102	<ul style="list-style-type: none"> <li>• Display <i>MFF Gg, Oo, Aa, Uu</i>.</li> <li>• Have <i>WT</i> p. 102 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Ⓜ Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 102.</li> </ul>
<b>Activity Time</b> Art pp. 73, 75	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> pp. 73, 75, “Fishing with Jesus.”</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and twenty objects for counting ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Ⓜ Check that students are counting 0–70 with the video class. Students will use <i>INC</i> to make the correct number with the video class. Students will count out objects as directed by the video teacher.</li> </ul>
<b>Phonics Review</b>	<ul style="list-style-type: none"> <li>• Have blend ladders <i>m, p,</i> and <i>s</i> ready.</li> <li>⊕ Have paper and pencil ready for tic-tac-toe. Have blend ladders and words from the word lists in Appendix B ready. As students read the words correctly, they can take a turn.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Use blend ladders to review words.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss ostriches in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>ostrich</i>      <i>eyelashes</i> <i>grasslands</i>      <i>Africa</i> <i>shadow</i>      <i>shade</i></li> </ul>

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Thou God seest me. Genesis 16:13</i></li> <li>• Lesson: <i>Jairus’s Daughter (Matthew 9:18–26; Mark 5:22–43; Luke 8:41–56)</i></li> </ul>	<p>Ⓜ Play Video</p>
<b>Skills Development</b>		<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Look for opportunities to reinforce the importance of being thankful.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 35–36	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Qq</i>.</li> <li>• Have <i>WP</i> pp. 35–36, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 35–36.</li> </ul>

<b>Reading Circle</b>		
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 6</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 6</i> pp. 2–5. Save <i>Little Book 6</i> for L 113.</li> <li>• Encourage students to read blends and words without sounding them out.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 4</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 4</i> pp. 2–5. Save <i>Little Book 4</i> for L 110.</li> </ul>
<b>Writing (cursive)</b> p. 105	<ul style="list-style-type: none"> <li>• Display <i>CFF Ss, Aa, Cc, Kk</i>.</li> <li>• Have <i>WT</i> p. 105 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>✎ Students will write <i>sa</i>'s on board or blank paper with the video class.</li> <li>• Have students complete <i>WT</i> p. 105. Give assistance as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 103	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 103 and a sharpened pencil ready.</li> <li>• Write students' first name in the first and second houses on their papers.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 103.</li> <li>✎ Sample writing papers have been included for this lesson in Appendix B to help evaluate students' writing.</li> </ul>
<b>Activity Time</b> Music		<p><a href="#">Play Video</a></p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>✎ Check that students are counting 0–70 with the video class.</li> <li>Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Phonics Review</b> pp. 119–120	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 119–120, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 119–120.</li> <li>✎ You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss woodpeckers in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>woodpecker</i>                      <i>hood</i>  <i>cling</i>                                      <i>bark</i>  <i>bill</i>    <i>peck</i>  <i>redheaded woodpecker</i></li> </ul>

**Preparation**

**Procedure**

<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Thou God seest me. Genesis 16:13</i></li> <li>• Lesson: Review—Jairus's Daughter</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss the opposite concepts of <i>old/young</i>.</li> </ul>

<b>Seatwork Explanation</b> <i>WP</i> pp. 37–38	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Rr</i>.</li> <li>• Have <i>WP</i> pp. 37–38, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 37–38.</li> </ul>
<b>Reading Circle</b>		
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 4</i> ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 4</i> pp. 6–9. Save <i>Little Book 4</i> for L 114.</li> </ul>
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 8</i> and crayons ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 8</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
<b>Writing (cursive)</b> p. 106	<ul style="list-style-type: none"> <li>• Display <i>CFF Pp, Uu</i>.</li> <li>• Have <i>WT</i> p. 106 and a sharpened pencil ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>📄 Have students write little <i>p</i>'s and <i>u</i>'s on board or blank paper with the video class.</li> <li>• Have students complete <i>WT</i> p. 106. Give assistance as needed.</li> <li>📄 Sample writing papers have been included for this lesson in Appendix B to help evaluate students' writing.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 104	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 104 and a sharpened pencil ready.</li> <li>• Write students' first name in each house on their papers.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 104.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li> Have several <b>13</b>s ready to trace. Include a red starting dot.</li> <li> Have groups of objects drawn.</li> <li>• Display <i>CFF/MFF 1, 2, 3</i>.</li> <li>⊕ Have play money and items marked with prices \$8–\$14 ready for students to purchase.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students trace <b>13</b>s.</li> <li>• Say a number and have students circle the correct number of objects displayed.</li> <li>⊕ Have students purchase items with play money.</li> </ul>
<b>Phonics Review</b>	<ul style="list-style-type: none"> <li> <i>Tom got wet.</i> <i>Don met Mom.</i> <i>Jan got the cup.</i></li> <li>• Have blend ladders <b>j</b> and <b>y</b> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students point out the vowels and consonants in the sentences displayed. Have students mark the vowels and read the sentences.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss butterflies in this lesson.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>butterflies insects</i>  <i>antennae nectar</i>  <i>pollen caterpillar</i>  <i>chrysalis</i></li> </ul>

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>We love Him, because He first loved us.</i> 1 John 4:19</li> <li>• Lesson: Cumulative Review</li> </ul>	<a href="#">Play Video</a>
<b>Skills Development</b>		<a href="#">Play Video</a> <ul style="list-style-type: none"> <li>• Look for opportunities to reinforce the importance of a healthy mouth and teeth.</li> </ul>
<b>Phonics</b>	<div style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; margin-right: 5px;"></div> <i>leg wag yell</i> <i>mop him fun</i> <ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> </ul>	<a href="#">Play Video</a> <ul style="list-style-type: none"> <li> <a href="#">Play Video</a> <ul style="list-style-type: none"> <li>• Students will use letter flashcards to make blends with the video class.</li> </ul> </li> <li>• Have students mark the words displayed. Have students read the words and use the words in sentences. For more review, use words from the word lists in Appendix B.</li> <li>• Use letter flashcards to review names and sounds of letters.</li> </ul>
<b>Writing (cursive)</b> p. 107	<div style="border: 1px solid black; display: inline-block; width: 15px; height: 15px; margin-right: 5px;"></div> Have several capital <i>A</i> 's ready to trace. Include a red starting dot. <ul style="list-style-type: none"> <li>• Display <i>CFF Aa</i>.</li> <li>• Have <i>WT</i> p. 107 and a sharpened pencil ready.</li> </ul>	<a href="#">Play Video</a> <ul style="list-style-type: none"> <li> <a href="#">Play Video</a> <ul style="list-style-type: none"> <li>• Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> </ul> </li> <li>• Have students trace capital <i>A</i>'s.</li> <li>• Have students complete <i>WT</i> p. 107. Assist as needed.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 105	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 105 and a sharpened pencil ready.</li> <li>• Write students' first name in each house on their papers.</li> </ul>	<a href="#">Play Video</a> <ul style="list-style-type: none"> <li> <a href="#">Play Video</a> <ul style="list-style-type: none"> <li>• Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> </ul> </li> <li>• Check <i>WT</i> p. 105.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 43–44	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 43–44 and crayons ready.</li> </ul>	<a href="#">Play Video</a> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 43–44. Check that students are coloring in the lines.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and fourteen objects for counting ready.</li> </ul>	<a href="#">Play Video</a> <ul style="list-style-type: none"> <li> <a href="#">Play Video</a> <ul style="list-style-type: none"> <li>• Check that students are counting 1–70 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.</li> </ul> </li> <li>• Check that students can identify <i>before/after</i> numbers.</li> </ul>
<b>Numbers Review</b> p. 121	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i>.</li> <li>• Have <i>ABC-123</i> p. 121, a sharpened pencil, and crayons ready.</li> </ul>	<a href="#">Play Video</a> <ul style="list-style-type: none"> <li> <a href="#">Play Video</a> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> </ul> </li> <li>• Check <i>ABC-123</i> p. 121.</li> </ul>

cont.


<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss the jungle in this lesson.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Discuss new words introduced:             <table border="0" style="margin-left: 20px;"> <tr> <td><i>macaws</i></td> <td><i>parrots</i></td> </tr> <tr> <td><i>cock-of-the-rock</i></td> <td><i>quetzals</i></td> </tr> <tr> <td><i>bird of paradise</i></td> <td><i>beaks</i></td> </tr> <tr> <td><i>bills</i></td> <td><i>toucan</i></td> </tr> </table> </li> </ul>	<i>macaws</i>	<i>parrots</i>	<i>cock-of-the-rock</i>	<i>quetzals</i>	<i>bird of paradise</i>	<i>beaks</i>	<i>bills</i>	<i>toucan</i>
<i>macaws</i>	<i>parrots</i>									
<i>cock-of-the-rock</i>	<i>quetzals</i>									
<i>bird of paradise</i>	<i>beaks</i>									
<i>bills</i>	<i>toucan</i>									

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>We love Him, because He first loved us.</i> 1 John 4:19</li> <li>Lesson: Feeding Five Thousand (Matthew 14:13–21; Mark 6:33–44; Luke 9:11–17; John 6:2–13)</li> </ul>	<p> Play Video</p>
<b>Skills Development</b> p. 113	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 113, scissors, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Have students complete <i>RS</i> p. 113. Assist as needed.</li> </ul>
<b>Phonics</b>	<p> <i>Pet the dog.</i> <i>The dog will lick.</i></p> <ul style="list-style-type: none"> <li>Have letter flashcards ready.</li> <li> Have construction-paper stars ready with <i>Star Student!</i> written on them.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li> Students will use letter flashcards to make blends and words with the video class.</li> <li>Have students mark the vowels in the sentences displayed. Have students read the sentences. Give stars to students who answer correctly.</li> </ul>
<b>Writing (cursive)</b> p. 108	<ul style="list-style-type: none"> <li>Display <i>CFF Aa</i>.</li> <li>Have <i>WT</i> p. 108 and a sharpened pencil ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li> Students will write capital <i>A</i>'s on board or blank paper with the video class.</li> <li>Check <i>WT</i> p. 108.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 106	<ul style="list-style-type: none"> <li>Have <i>WT</i> p. 106 and a sharpened pencil ready.</li> <li>Write students' first name in the first and second houses on their papers.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Check <i>WT</i> p. 106.</li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>Be prepared to have students act out a poem they have learned or "Little Engine That Could" after the video instruction. You may wish to have simple props ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Have students act out a poem or "Little Engine That Could."</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9 and fifteen objects for counting ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li> Check that students are counting 0–70 with the video class. Students will write <i>15</i>s on board or blank paper with the video class.</li> <li>Have students count out fifteen objects.</li> </ul>
<b>Numbers Review</b> p. 123	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF 1, 2, 3</i>.</li> <li>Have <i>ABC-123</i> p. 123, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> p. 123.</li> </ul>






<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss the jungle in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:  <i>spider monkeys</i>     <i>howler monkeys</i>  <i>orangutan</i>             <i>mangoes</i>  <i>figs</i></li> </ul>
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	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>We love Him, because He first loved us.</i> 1 John 4:19</li> <li>Lesson: Review—Feeding Five Thousand</li> </ul>	<a href="#">Play Video</a>
<b>Skills Development</b> p. 115	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 115 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>RS</i> p. 115.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 39–40	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Ss</i>.</li> <li>Have <i>WP</i> pp. 39–40, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 39–40.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 9</i> ready.</li> <li>Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 9</i> pp. 2–5. Save <i>Little Book 9</i> for L 115.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 6</i> and crayons ready.</li> <li>Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 6</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
<b>Writing (cursive)</b> p. 109	<ul style="list-style-type: none"> <li>Display <i>CFF Tt</i>.</li> <li>Have <i>WT</i> p. 109 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>Check <i>WT</i> p. 109.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 107	<ul style="list-style-type: none"> <li>Have <i>WT</i> p. 107 and a sharpened pencil ready.</li> <li>Write students' first name in the first and second houses on their papers.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>Check <i>WT</i> p. 107.</li> </ul>
<b>Activity Time</b> Art pp. 77, 79	<ul style="list-style-type: none"> <li>Have materials ready and be familiar with instructions for <i>AP</i> pp. 77, 79, "Paul Revere Hat."</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have fifteen objects for counting ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–70 with the video class. Students will count out objects with the video class.</li> </ul>




<b>Phonics Review</b>	 <i>cut tub can</i> <i>miss hill fog</i> <ul style="list-style-type: none"> <li>• Have blend ladders <i>c/k, d, h, m,</i> and <i>s</i> ready.</li> <li>➊ Have a construction-paper rocket ready. Draw a path in space on board or blank paper for the rocket to follow.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students mark the vowels in the words displayed. Have students read the words and use the words in sentences. Students who answer correctly can move the rocket forward through space. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss jaguars and other animals in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li><i>royal antelope</i>      <i>sloth</i></li> <li><i>moss</i>                      <i>clouded leopard</i></li> <li><i>ocelot</i>                      <i>jaguar</i></li> <li><i>tiger</i></li> </ul> </li> </ul>

Preparation		Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>We love Him, because He first loved us. 1 John 4:19</i></li> <li>• Lesson: Review—Fishing with Jesus</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b> Oral Phonics Evaluation	<ul style="list-style-type: none"> <li>• Have manipulatives such as building blocks, puzzles, lacing beads, or lacing cards ready.</li> <li>• Have Oral Phonics Evaluation Form and Oral Phonics Evaluation Sheet (<i>x, qu, de, su,</i> and <i>job</i>) from Appendix B ready.</li> <li>• The video segment of today’s lesson is 5 minutes. After the video instruction, you will use the rest of class to complete Oral Phonics Evaluations.</li> <li>➊ While formal grading/report cards are not used in Four-Year-Old Kindergarten, you may wish to further define students’ progress using point values and a grading scale. You may wish to preview the video to have a guideline for evaluating the progress of your students. Students do not need to view these sample oral evaluations. See the Phonics section in the front of this manual for more information about Oral Phonics Evaluations.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Complete Oral Phonics Evaluations over <i>x, qu, de, su,</i> and <i>job</i>. Point to a letter, blend, or word on the Evaluation Sheet and have student tell you what it is.</li> <li>➊ Count 2 points per letter, blend, or word for total of 10 points if all are correct. Count a blend or word as correct, even if student must sound it out to read it. Use this suggested grading scale to record a grade on the Oral Evaluation Form: <ul style="list-style-type: none"> <li>10    A</li> <li>8     B</li> <li>6     B–</li> <li>4     C</li> <li>2     D</li> </ul> </li> <li>• Sample Oral Phonics Evaluations: <ul style="list-style-type: none"> <li>Student 1    A</li> <li>Student 2    B</li> <li>Student 3    C</li> </ul> </li> <li>• Have students play with manipulatives. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 41–42	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Tt</i>.</li> <li>• Have <i>WP</i> pp. 41–42, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 41–42.</li> </ul>

<b>Reading Circle</b>		
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 6</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students reread orally <i>Little Book 6</i> pp. 2–11.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 4</i> and crayons ready.</li> <li>• Have blend ladders that your students need to review ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students complete <i>Little Book 4</i> pp. 10–11.</li> </ul>
<b>Writing (cursive)</b> p. 110	<p> Have several capital <i>T</i>'s ready to trace. Include a red starting dot.</p> <p> </p> <ul style="list-style-type: none"> <li>• Display <i>CFF Tt</i>.</li> <li>• Have <i>WT</i> p. 110 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students trace capital <i>T</i>'s.</li> <li>• Have student match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 110. Assist as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 108	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 108 and a sharpened pencil ready.</li> <li>• Write students' first name in the first and second houses on their papers.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 108.</li> </ul>
<b>Activity Time</b> Music		<p><a href="#">Play Video</a></p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> <li>• Have a soft, large ball ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–70 with the video class. Students will bounce the ball the correct number of times with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Phonics Review</b> pp. 125–126	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 125–126, a sharpened pencil, and crayons ready.</li> <li>• Have <i>Miniature Alphabet Flashcards x</i> and <i>q</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 125–126. You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> <li>• Give <i>Miniature Alphabet Flashcards</i> to students.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss ponds in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>pool</i>      <i>cattails</i> <i>blackbird</i>      <i>heron</i> <i>goose</i>      <i>Canadian geese</i></li> </ul>

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>We love Him, because He first loved us.</i> 1 John 4:19</li> <li>• Lesson: Review—Jesus Heals the Paralyzed Man</li> </ul>	<p>Play Video</p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Have play dough ready. <ul style="list-style-type: none"> <li>☞ You may wish to cover the area where students will be using dough.</li> </ul> </li> <li>• The video segment of today's lesson is 6 minutes.</li> </ul>	<p>Play Video</p> <ul style="list-style-type: none"> <li>• Have students use play dough to make objects of their choice.</li> <li>• Discuss the opposite concept <i>full/empty</i>.</li> </ul>
<b>Seatwork Explanation</b> WP pp. 43–44	<ul style="list-style-type: none"> <li>• Display CFF/MFF <i>Uu</i>.</li> <li>• Have WP pp. 43–44, a sharpened pencil, and crayons ready.</li> </ul>	<p>Play Video</p> <ul style="list-style-type: none"> <li>• Check WP pp. 43–44.</li> </ul>
<b>Reading Circle</b>		
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have lowercase letter flashcards ready.</li> <li>⊕ Have a puppet ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Play Video</p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review names and sounds of letters. Encourage speed. Have the puppet clap for correct answers and hard work.</li> </ul>
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 9</i> and crayons ready.</li> <li>⊕ Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 9</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
<b>Writing (cursive)</b> p. 111	<ul style="list-style-type: none"> <li>• Display CFF <i>li</i>.</li> <li>• Have WT p. 91 and a sharpened pencil ready.</li> </ul>	<p>Play Video</p> <ul style="list-style-type: none"> <li>☞ Students will write capital <i>I</i>'s on board or blank paper with the video class.</li> <li>• Check WT p. 111.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 109	<ul style="list-style-type: none"> <li>• Display MFF <i>Aa</i>.</li> <li>• Have WT p. 109 and a sharpened pencil ready.</li> </ul>	<p>Play Video</p> <ul style="list-style-type: none"> <li>• Check WT p. 109.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>☞ Have several <i>14s</i> ready to trace. Include a red starting dot.</li> <li>• Display CFF/MFF <i>1, 2, 3</i>, and <i>4, 5, 6</i>.</li> <li>• Have INC 0–9 ready.</li> </ul>	<p>Play Video</p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 1–70 with the video class. Students will use INC to choose correct numbers with the video class.</li> <li>• Have students trace <i>14s</i>.</li> </ul>

<b>Phonics Review</b>	 <i>run rock it</i> <i>egg jog sack</i> • Have construction-paper stars ready.	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students point out the consonants and mark the vowels in the words displayed. Have students read the words and use the words in sentences. Give stars to students who answer correctly. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss frogs in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>amphibians tadpoles</i></li> </ul>

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Christ Jesus came into the world to save sinners. 1 Timothy 1:15</i></li> <li>• Lesson: Review—Follow Me</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Look for opportunities to reinforce the importance of good health.</li> </ul>
<b>Phonics</b>	 <i>Ron can kick.</i> <i>Tim and Dan hid.</i> <ul style="list-style-type: none"> <li>• Have blend ladders <i>c, g, j,</i> and <i>w</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students point out blends and consonants and mark vowels in the sentences displayed. Have students read the sentences.</li> </ul>
<b>Writing (cursive)</b> p. 112	  <ul style="list-style-type: none"> <li>• Display <i>CFF li</i>.</li> <li>• Have <i>WT</i> p. 87 and a sharpened pencil ready.</li> <li>• Have construction-paper rockets ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation. Students will write capital <i>I</i>'s on board or blank paper with the video class.</li> <li>• Have student match printed letters to cursive letters in columns.</li> <li>• Check <i>WT</i> p. 112. Give rockets to students who work hard or show improvement.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 110	<ul style="list-style-type: none"> <li>• Display <i>MFF Bb</i>.</li> <li>• Have <i>WT</i> p. 110 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check that students are starting on the red dot and carefully tracing each letter as the video teacher talks them through formation.</li> <li>• Check <i>WT</i> p. 110.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 45–46	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 45–46 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 45–46. Check that students are coloring in the lines.</li> </ul>

cont.

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and fifteen objects for counting ready.</li> <li>• Have construction-paper stars ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–70 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.</li> <li>• Check that students can identify numbers 10–14. Give stars to students who work hard and answer correctly.</li> </ul>
<b>Numbers Review</b> p. 127	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF</i> 1, 2, 3 and 4, 5, 6.</li> <li>• Have <i>ABC-123</i> p. 127, a sharpened pencil, and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> <li>• Check <i>ABC-123</i> p. 127.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss insects in this lesson.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>insects</i>     <i>butterflies</i> <i>dragonfly</i>   <i>metallic</i></li> </ul>

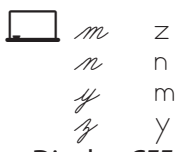
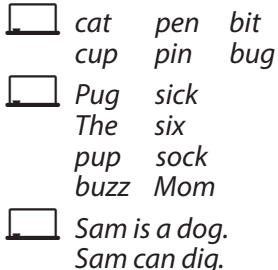
	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Christ Jesus came into the world to save sinners. 1 Timothy 1:15</i></li> <li>• Lesson: Jesus Walks on Water (<i>Matthew 14:22–33</i>)</li> </ul>	<p><b>Play Video</b></p>
<b>Skills Development</b> p. 117	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 117, scissors, crayons, tape, and an eight-inch piece of yarn ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 117. Give assistance as needed.</li> </ul>
<b>Phonics</b>	<p><input type="checkbox"/> <i>jet sun tin zag fix</i></p> <ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Students will use letter flashcards to make blends with the video class.</li> <li>• Have students mark the words displayed. Have students read the words without sounding them out and use the words in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Writing (cursive)</b> p. 113	<p><input type="checkbox"/> Have several capital <i>J</i>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF Jj</i>.</li> <li>• Have <i>WT</i> p. 113 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 113.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 111	<ul style="list-style-type: none"> <li>• Display <i>MFF Cc</i>.</li> <li>• Have <i>WT</i> p. 111 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 111.</li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem they have learned or "Peter Rabbit" after the video instruction. You may wish to have simple props ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students act out a poem or "Peter Rabbit."</li> </ul>





<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have the numbers 10–16 in a column in random order.</li> <li>Have construction-paper stars ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–70 with the video class.</li> <li>Check that students can clap sixteen times. Give stars to students who answer correctly.</li> <li>Check that students can read the numbers in the order displayed. Give stars to students who answer correctly.</li> </ul>
<b>Numbers Review</b> p. 129	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF 1, 2, 3</i> and <i>4, 5, 6</i>.</li> <li>Have <i>ABC-123</i> p. 129, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> p. 129.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss snakes at the pond in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced: <i>reptiles</i>    <i>scaly</i> <i>belly</i>        <i>vibrations</i></li> </ul>









Lesson <b>118</b>		<a href="#">Play Video</a> Lesson <input type="checkbox"/> Board <input checked="" type="checkbox"/> Optional <input type="checkbox"/> Teacher Note	
		Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Christ Jesus came into the world to save sinners. 1 Timothy 1:15</i></li> <li>Lesson: Review—Jesus Walks on Water</li> </ul>	<a href="#">Play Video</a>	
<b>Skills Development</b> p. 119	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 119 and crayons ready.</li> </ul>	<a href="#">Play Video</a>	<ul style="list-style-type: none"> <li>Have students complete <i>RS</i> p. 119. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 45–46	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Vv</i>.</li> <li>Have <i>WP</i> pp. 45–46, a sharpened pencil, and crayons ready.</li> </ul>	<a href="#">Play Video</a>	<ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 45–46.</li> </ul>
<b>Reading Circle</b>			
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 10</i> ready.</li> <li>Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<a href="#">Play Video</a>	<ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 10</i> pp. 2–5. Save <i>Little Book 10</i> for L 120.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 7</i> ready.</li> <li>Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<a href="#">Play Video</a>	<ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 7</i> pp. 2–5. Save <i>Little Book 7</i> for L 119.</li> <li>Review rules for words ending in <i>ck</i> and one-vowel words.</li> </ul>


cont.

<b>Writing (cursive)</b> p. 114	 <ul style="list-style-type: none"> <li>• Display <i>CFF Jj, Aa, Tt, li</i>.</li> <li>• Have <i>WT</i> p. 114 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Remember to periodically check writing habits—slant, posture, pencil position, and tracing on the lines. Praise students who practice good habits. Students will write capital <i>J</i>'s on board or blank paper with the video class.</li> <li>• Have student match printed letters to cursive letters in columns.</li> <li>• Check <i>WT</i> p. 114.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 112	<ul style="list-style-type: none"> <li>• Display <i>MFF Dd</i>.</li> <li>• Have <i>WT</i> p. 112 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Remember to periodically check writing habits—posture, pencil position, and tracing on the lines. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 112.</li> </ul>
<b>Activity Time</b> Art p. 81	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> p. 81, “Fingerprint Fish Tank.”</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and sixteen objects for counting ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–70 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.</li> </ul>
<b>Phonics Review</b>	 <ul style="list-style-type: none"> <li>• Have construction-paper paw prints ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>Have students choose the correct word displayed with the video class.</li> <li>• Have students read the second set of words displayed without sounding them out. Give paw prints to students who answer correctly. For more review, use words from the word lists in Appendix B.</li> <li>• Have students point out the consonants and mark the vowels in the sentences displayed. Have students read the sentences.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss fish in this lesson.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>sunfish</i>      <i>catfish</i> <i>pumpkin seed</i></li> </ul>








	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Christ Jesus came into the world to save sinners. 1 Timothy 1:15</i></li> <li>• Lesson: Blind Bartimaeus (<i>Mark 10:46–52; Luke 18:35–43</i>)</li> </ul>	<p><b>Play Video</b></p>
<b>Skills Development</b>		<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss the opposite concepts <i>asleep/awake</i> and <i>wet/dry</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 47–48	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Ww</i>.</li> <li>• Have <i>WP</i> pp. 47–48, a sharpened pencil, and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 47–48.</li> </ul>

<b>Reading Circle</b>		
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 7</i> and crayons ready.</li> <li>• Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 7</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
Group 3 <i>Tigers</i>	<p> <i>pet nap wag wet hid</i></p> <ul style="list-style-type: none"> <li>• Have lowercase letter flashcards ready.</li> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have a construction-paper badge ready. Award to students who work hard or show improvement. Save for use in future lessons.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review names and sounds of letters.</li> <li>• Use blend ladders to review blends.</li> <li>• Have students read the words displayed. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Writing (cursive)</b> p. 115	<p> Have several capital <i>S</i>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF Ss</i>.</li> <li>• Have <i>WT</i> p. 115 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students write capital <i>S</i>'s on board or blank paper with the video class.</li> <li>• Check <i>WT</i> p. 115.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 113	<ul style="list-style-type: none"> <li>• Display <i>MFF Ee</i>.</li> <li>• Have <i>WT</i> p. 113 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 113.</li> </ul>
<b>Activity Time</b> Music		<p>Ⓜ Play Video</p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and sixteen objects for counting ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–70 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Phonics Review</b> pp. 131–132	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 131–132, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 131–132. • You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss fish and octopuses in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li><i>sea</i>                    <i>beaches</i></li> <li><i>gills</i>                    <i>fins</i></li> <li><i>octopus</i>                    <i>tentacles</i></li> <li><i>suckers</i>                    <i>deaf</i></li> <li><i>coral</i>                    <i>eel</i></li> <li><i>shark</i>                    <i>dye</i></li> <li><i>beak</i></li> </ul> </li> </ul>

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Christ Jesus came into the world to save sinners. 1 Timothy 1:15</i></li> <li>• Lesson: Review—Blind Bartimaeus</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>stretch/bend</i>.</li> </ul>
<b>Seatwork Explanation</b> WP pp. 49–50	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Xx</i>.</li> <li>• Have WP pp. 49–50, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check WP pp. 49–50.</li> </ul>
<b>Reading Circle</b>		
Group <b>3</b> <i>Tigers</i>	<p> <i>dog box</i></p> <ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> <li>• Have blend ladders ready that your students need to review.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review names and sounds of letters.</li> <li>• Use blend ladders to review blends.</li> <li>• Have students read the words displayed and use the words in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 10</i> and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 10</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
<b>Writing (cursive)</b> p. 116	<p>  S  J  I</p> <ul style="list-style-type: none"> <li>• Display <i>CFF Ss</i>.</li> <li>• Have WT p. 116 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>•  Students will write capital <i>S</i>'s on board or blank paper with the video class.</li> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Check WT p. 116.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 114	<ul style="list-style-type: none"> <li>• Display <i>MFF Ff</i>.</li> <li>• Have WT p. 114 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check WT p. 114.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<p> Have several <i>15s</i> ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>4, 5, 6</i>.</li> <li>• Have <i>INC 0–9</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>•  Check that students are counting 1–70 with the video class. Students will use <i>INC</i> to make correct numbers with the video class.</li> <li>• Have students trace <i>15s</i>.</li> </ul>

<b>Phonics Review</b>	 <i>zip lick sell cut</i> <i>jig rag pop yum</i> • Have a stuffed dog ready.	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark the words displayed. Have students read the words and use the words in sentences. Let students who answer correctly hug the dog.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss whales in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>whale mammal</i>  <i>humpback flippers</i>  <i>blubber blowhole</i>  <i>porpoises dolphins</i></li> </ul>

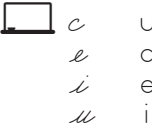
Lesson **121**

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>I am the way, the truth, and the life. John 14:6</i></li> <li>• Lesson: Cumulative Review</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Look for opportunities to reinforce the importance of appropriate dress.</li> </ul>
<b>Phonics</b>	 <i>be ve la tu</i>  <i>peck bell Pam fed hop mud</i>  <i>The pig is a pet.</i> <i>The pig is fat.</i>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>•  Students will choose the correct blend displayed.</li> <li>• Have students read the words displayed.</li> <li>• Have students mark and read the sentences displayed.</li> </ul>
<b>Writing (cursive)</b> p. 117	 Have several capital <i>B</i> 's ready to trace. Include a red starting dot. <ul style="list-style-type: none"> <li>• Display <i>CFF Bb</i>.</li> <li>• Have <i>WT</i> p. 117 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>•  Remember to periodically check writing habits—slant, posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits. Provide helpful feedback for students' writing on a regular basis.</li> <li>• Have students trace capital <i>B</i>'s.</li> <li>• Have students complete <i>WT</i> p. 117. Assist as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 115	<ul style="list-style-type: none"> <li>• Display <i>MFF Gg</i>.</li> <li>• Have <i>WT</i> p. 115 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>•  Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits. Provide helpful feedback for students' writing on a regular basis.</li> <li>• Check <i>WT</i> p. 115.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 47–48	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 47–48 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 47–48. Check that students are coloring in the lines.</li> </ul>

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–70 with the video class. Students will use <i>INC</i> to make correct numbers with the video class.</li> <li>• Check that students can identify <i>before/after</i> numbers.</li> </ul>
<b>Numbers Review</b> p. 133	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF</i> 1, 2, 3 and 4, 5, 6.</li> <li>• Have <i>ABC-123</i> p. 133 ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> <li>• Check <i>ABC-123</i> p. 133.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss seals in this lesson.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new word introduced: <i>flipper</i></li> </ul>

Lesson <b>122</b>		Lesson    Board    Optional    Teacher Note	
<b>Preparation</b>		<b>Procedure</b>	
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>I am the way, the truth, and the life. John 14:6</i></li> <li>• Have <i>Miniature Bible Memory Picture Cards</i> 17–18 ready.</li> <li>• Lesson: The Ten Lepers (<i>Luke 17:11–19</i>)</li> <li>• Use a chart and stars to indicate the completion of each verse.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students individually say Genesis 16:13 and 1 John 4:19.</li> <li>• Give <i>Miniature Bible Memory Picture Cards</i> 17–18 to students.</li> </ul>	
<b>Skills Development</b> pp. 121, 123	<ul style="list-style-type: none"> <li>• Have <i>RS</i> pp. 121, 123 and glue ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 123. Assist as needed.</li> </ul>	
<b>Phonics</b>	<p> In L 123–170, Phonics, in addition to Writing, will meet two times a week and each reading circle will meet three times a week. The time for each reading circle will increase from eight minutes to eleven minutes.</p> <p> <i>Tim van ran hill wax fox</i> <i>bib fan jet rock pin</i></p> <ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> <li>• Have construction-paper butterflies ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Students will use letter flashcards to make words with the video class. Students will choose the correct word displayed with the video class.</li> <li>• Have students read the words displayed. Give butterflies to students who answer correctly.</li> </ul>	







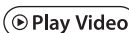





<p><b>Writing (cursive)</b> p. 118</p>	<p>📖 In L 123–170, Writing, in addition to Phonics, will meet two times a week and each reading circle will meet three times a week. The time for each reading circle will increase from eight minutes to eleven minutes.</p> <p></p> <ul style="list-style-type: none"> <li>• Display <b>CFF Bb</b>.</li> <li>• Have <i>WT</i> p. 118 and a sharpened pencil ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>📖 Students will write capital <b>B</b>'s on board or blank paper with the video class.</li> <li>• Have student match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 118. Give assistance as needed.</li> </ul>
OR		
<p><b>Writing (manuscript)</b> p. 116</p>	<p>📖 In L 123–170, Writing, in addition to Phonics, will meet two times a week and each reading circle will meet three times a week. The time for each reading circle will increase from eight minutes to eleven minutes.</p> <ul style="list-style-type: none"> <li>• Display <b>MFF Hh</b>.</li> <li>• Have <i>WT</i> p. 116 and a sharpened pencil ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 116.</li> </ul>
<p><b>Activity Time</b> Poetry / Drama</p>	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem they have learned or “Peter Rabbit” after the video instruction. You may wish to have small props ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students act out a poem or “Peter Rabbit.”</li> </ul>
<p><b>Numbers</b></p>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and seventeen objects for counting ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>📖 Check that students are counting 0–70 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.</li> <li>• Check that students can count out seventeen objects.</li> </ul>
<p><b>Numbers Review</b> p. 135</p>	<ul style="list-style-type: none"> <li>• Display <b>CFF/MFF 1, 2, 3</b> and <b>4, 5, 6</b>.</li> <li>• Have <i>ABC-123</i> p. 135, a sharpened pencil, and crayons ready.</li> <li>📖 <i>ABC-123</i> p. 255 may be assigned for students who need extra practice writing numbers 11–15.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 135.</li> </ul>
<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>• The video teacher will discuss animals with shells in this lesson.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>snails oyster</i> <i>valves snap</i> <i>pearl</i></li> </ul>

<b>Preparation</b>		<b>Procedure</b>
<p><b>Bible</b></p>	<ul style="list-style-type: none"> <li>• Memorization: <i>I am the way, the truth, and the life. John 14:6</i></li> <li>• Lesson: Review—Ten Lepers</li> </ul>	<p>📺 <b>Play Video</b></p>
<p><b>Skills Development</b> p. 125</p>	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 125 ready.</li> </ul>	<p>📺 <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 125. Assist as needed.</li> </ul>


cont. >

<b>Seatwork Explanation</b> <i>WP</i> pp. 51–52 <i>ABC-123</i> pp. 137–138	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Yy</i>.</li> <li>• Have <i>WP</i> pp. 51–52, <i>ABC-123</i> pp. 137–138, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 51–52 and <i>ABC-123</i> pp. 137–138.</li> </ul>																				
<b>Reading Circle</b>																						
Group 1 <i>Elephants</i>	<p>📖 In L 123–170, each reading circle will meet three times a week. The time for each reading circle will increase from eight minutes to eleven minutes. Writing and Phonics will meet two times a week.</p> <ul style="list-style-type: none"> <li>• Have <i>Little Book 11</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 11</i> pp. 2–5.</li> </ul>																				
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 8</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 8</i> pp. 2–5.</li> </ul>																				
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 5</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 5</i> pp. 2–5. Be sure students read left to right on p. 2.</li> </ul>																				
<b>Activity Time</b> Art p. 83	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> p. 83, “Clothespin Lamb.”</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>																				
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and seventeen objects for counting ready.</li> </ul>	<p>Ⓜ Play Video</p> <p>📖 Check that students are counting 0–80 with the video class.          Students will use <i>INC</i> to make correct numbers with the video class.</p> <ul style="list-style-type: none"> <li>• Check that students can identify numbers 10–17.</li> </ul>																				
<b>Phonics Review</b>	<p>☐ be la ve hu do tu fi</p> <p>☐ deck Dad gum gill putt rib red pot</p> <ul style="list-style-type: none"> <li>• Have blend ladders <i>d, g, p,</i> and <i>r</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <p>📖 Students will choose the correct blend displayed.</p> <ul style="list-style-type: none"> <li>• Have students mark the words displayed. Have students read the words and use the words in sentences.</li> </ul>																				
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss England in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:             <table border="0" style="margin-left: 20px;"> <tr> <td><i>England</i></td> <td><i>cricket</i></td> </tr> <tr> <td><i>Clock Tower</i></td> <td><i>island</i></td> </tr> <tr> <td><i>underground</i></td> <td><i>Big Ben</i></td> </tr> <tr> <td><i>tea</i></td> <td><i>English</i></td> </tr> <tr> <td><i>biscuits</i></td> <td><i>custom</i></td> </tr> <tr> <td><i>fish and chips</i></td> <td><i>tea time</i></td> </tr> <tr> <td><i>bubble and squeak</i></td> <td><i>porridge</i></td> </tr> <tr> <td><i>Buckingham Palace</i></td> <td><i>uniforms</i></td> </tr> <tr> <td><i>guards</i></td> <td><i>rugby</i></td> </tr> <tr> <td><i>soccer</i></td> <td><i>polo</i></td> </tr> </table> </li> </ul>	<i>England</i>	<i>cricket</i>	<i>Clock Tower</i>	<i>island</i>	<i>underground</i>	<i>Big Ben</i>	<i>tea</i>	<i>English</i>	<i>biscuits</i>	<i>custom</i>	<i>fish and chips</i>	<i>tea time</i>	<i>bubble and squeak</i>	<i>porridge</i>	<i>Buckingham Palace</i>	<i>uniforms</i>	<i>guards</i>	<i>rugby</i>	<i>soccer</i>	<i>polo</i>
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<i>soccer</i>	<i>polo</i>																					

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>I am the way, the truth, and the life. John 14:6</i></li> <li>• Lesson: Good Samaritan (<i>Luke 10:25–37</i>)</li> </ul>	<p>© Play Video</p>
<b>Skills Development</b>		<p>© Play Video</p> <ul style="list-style-type: none"> <li>• Discuss opposite concepts of <i>deep/shallow</i> and <i>day/night</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 53–54 <i>ABC-123</i> pp. 141–142	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Zz</i>.</li> <li>• Have <i>WP</i> pp. 53–54, <i>ABC-123</i> pp. 141–142, a sharpened pencil, and crayons ready.</li> </ul>	<p>© Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 53–54 and <i>ABC-123</i> pp. 141–142.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 11</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>© Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 11</i> pp. 6–8. Save <i>Little Book 11</i> for L 125.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 8</i> and crayons ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>© Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 8</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 5</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>© Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 5</i> pp. 6–8. Save <i>Little Book 5</i> for L 125.</li> </ul>
<b>Activity Time</b> Music		<p>© Play Video</p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC 0–9</i> ready.</li> </ul>	<p>© Play Video</p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 0–80 with the video class. Students will use <i>INC</i> to make correct numbers with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Phonics Review</b> pp. 139–140	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 139–140, a sharpened pencil, and crayons ready.</li> </ul>	<p>© Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 139–140.</li> <li>☞ You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss Eskimos in this lesson.</li> </ul>	<p>© Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>Eskimo Arctic parka</i> <i>mukluks igloo dogsleds</i> <i>kayak seals whales</i> <i>caribou crafts</i></li> </ul>

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>I am the way, the truth, and the life. John 14:6</i></li> <li>• Lesson: Review—Good Samaritan</li> </ul>	
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Have play dough ready.               <ul style="list-style-type: none"> <li>✎ You may wish to cover the area where students will be using dough.</li> </ul> </li> <li>• The video segment of today's lesson is 6 minutes.</li> </ul>	 <ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>hot/cold</i>.</li> <li>• Have students make objects of their choice with play dough.</li> </ul>
<b>Seatwork Explanation</b> WP pp. 55–56 ABC-123 pp. 143–144	<ul style="list-style-type: none"> <li>• Display CFF/MFF Aa.</li> <li>• Have WP pp. 55–56, ABC-123 pp. 143–144, a sharpened pencil, and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check WP pp. 55–56 and ABC-123 pp. 143–144.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 11</i> and crayons ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 11</i> pp. 9–10 and complete p. 11. Have students give sentences for the words on p. 10.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 9</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 9</i> pp. 2–5. Save <i>Little Book 9</i> for L 128.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> <li>• Have <i>Little Book 5</i> and crayons ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	 <ul style="list-style-type: none"> <li>• Use letter flashcards to review sounds and names of letters. Encourage students to respond quickly while emphasizing accuracy.</li> <li>• Have students read orally <i>Little Book 5</i> p. 9 and complete pp. 10–11.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	 Have groups of objects drawn along with three numbers, including the answer, for each group. <ul style="list-style-type: none"> <li>• Have board or blank paper ready.</li> </ul>	 <ul style="list-style-type: none"> <li>✎ Check that students are counting 0–80 with the video class. Students will write numbers as directed by the video teacher.</li> <li>• Have students circle the correct number of objects displayed.</li> </ul>
<b>Phonics Review</b>	 <i>rock kiss wax hill</i> <i>cat doll pen</i> <ul style="list-style-type: none"> <li>⊕ Have construction-paper birds ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read the words displayed and use the words in sentences. Give birds to students who answer correctly. For more review, use words from the word lists in Appendix B.</li> </ul>

<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss Canada in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:           <table style="margin-left: 20px;"> <tr><td><i>neighbor</i></td><td><i>Canada</i></td></tr> <tr><td><i>motto</i></td><td><i>beaver</i></td></tr> <tr><td><i>Arctic</i></td><td><i>maple leaf</i></td></tr> <tr><td><i>Mounties</i></td><td><i>Blackfoot Indians</i></td></tr> <tr><td><i>Cree</i></td><td><i>Eskimos</i></td></tr> <tr><td><i>Inuit</i></td><td><i>French</i></td></tr> </table> </li> </ul>	<i>neighbor</i>	<i>Canada</i>	<i>motto</i>	<i>beaver</i>	<i>Arctic</i>	<i>maple leaf</i>	<i>Mounties</i>	<i>Blackfoot Indians</i>	<i>Cree</i>	<i>Eskimos</i>	<i>Inuit</i>	<i>French</i>
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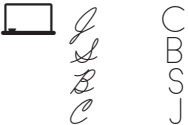

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Even a child is known by his doings. Proverbs 20:11</i></li> <li>Lesson: Cumulative Review</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss the importance of obeying traffic signs.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>Have vowel chart from Appendix B ready. Save for future use.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Use vowel chart to review short- and long-vowel sounds.</li> </ul>
<b>Writing (cursive)</b> p. 119	<p> Have several capital <b>C</b>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>Display <i>CFF Cc</i>.</li> <li>Have <i>WT</i> p. 119 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Remember to periodically check writing habits—slant, posture, and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>Have students trace capital <b>C</b>'s.</li> <li>Check <i>WT</i> p. 119.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 117	<ul style="list-style-type: none"> <li>Display <i>MFF Ii</i>.</li> <li>Have <i>WT</i> p. 117 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>Check <i>WT</i> p. 117.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 49–50	<ul style="list-style-type: none"> <li>Have <i>BAB</i> pp. 49–50 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>BAB</i> pp. 49–50. Check that students are coloring in the lines.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9, seventeen objects for counting, and board or blank paper ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–80 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class. Students will draw the correct number of circles with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> </ul>

cont.

<b>Numbers Review</b> p. 145	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 145 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 145.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss Israel in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>Israel</i>      <i>Nazareth</i> <i>figs</i>        <i>Savior</i></li> </ul>

Lesson **127**

[Play Video](#) Lesson  Board  Teacher Note

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Even a child is known by his doings. Proverbs 20:11</i></li> <li>• Lesson: Lost Lamb <i>(Psalm 23; Matthew 18:12–14; Luke 15:4–6)</i></li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b> p. 127	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 127, crayons, and scissors ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 127. Assist as needed.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Have vowel chart from Appendix B ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use vowel chart to review short- and long-vowel sounds.</li> </ul>
<b>Writing (cursive)</b> p. 120	 <ul style="list-style-type: none"> <li>• Display <i>CFF Cc, Bb</i>.</li> <li>• Have <i>WT</i> p. 120 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students write capital <i>B</i>'s and <i>C</i>'s on board or blank paper with the video class.</li> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 120. Assist as needed.</li> </ul>
OR		
<b>Writing (manuscript)</b> p. 118	<ul style="list-style-type: none"> <li>• Display <i>MFF Jj</i>.</li> <li>• Have <i>WT</i> p. 118 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 118.</li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem they have learned or "Saggy, Baggy Elephant" after the video instruction. You may wish to have simple props ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students act out a poem or "Saggy, Baggy Elephant."</li> </ul>
<b>Numbers</b>	 <ul style="list-style-type: none"> <li>• Have the numbers 10–17 in a column in random order.</li> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–80 with the video class. Students will use <i>INC</i> to make correct numbers with the video class.</li> <li>• Check that students can read the numbers in the order displayed.</li> </ul>
<b>Numbers Review</b> p. 147	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 147 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 147.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss Israel in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>tunic</i>              <i>girdle</i> <i>synagogue</i>      <i>scrolls</i></li> </ul>



	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Even a child is known by his doings. Proverbs 20:11</i></li> <li>• Have <i>Miniature Bible Memory Picture Cards</i> 19–20 ready.</li> <li>• Lesson: Review—Lost Lamb</li> <li>⊕ You may wish to use a chart and stars to indicate the completion of each verse.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students individually say 1 Timothy 1:15 and John 14:6.</li> <li>• Give <i>Miniature Bible Memory Picture Cards</i> 19–20 to students.</li> </ul>
<b>Skills Development</b> p. 129	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 129 and a sharpened pencil ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 129. Give assistance as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 57–58 <i>ABC-123</i> pp. 149–150	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Ee</i>.</li> <li>• Have <i>WP</i> pp. 57–58, <i>ABC-123</i> pp. 149–150, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 57–58 and <i>ABC-123</i> pp. 149–150.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<p> <i>wag bed jog</i></p> <ul style="list-style-type: none"> <li>• Have <i>Little Book 12</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students mark the vowels and sound out the words displayed.</li> <li>• Have students read orally <i>Little Book 12</i> pp. 2–4. Save <i>Little Book 12</i> for L 129.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 9</i> and crayons ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 9</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
Group 3 <i>Tigers</i>	<p> <i>Jack miss sack peck</i></p> <ul style="list-style-type: none"> <li>• Have <i>Little Book 6</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Little Book 6</i> pp. 2–5. Save <i>Little Book 6</i> for L 129.</li> </ul>
<b>Activity Time</b> Art p. 85	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> p. 85, “Old MacDonald’s Finger Puppets.”</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and twenty objects for counting ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>  Check that students are counting 0–80 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.         </li> </ul>
<b>Phonics Review</b>	<p> <i>bug God fit pen</i> <i>win sock buzz mug</i></p> <ul style="list-style-type: none"> <li>• Have blend ladders <b>b</b>, <b>f</b>, <b>g</b>, and <b>v</b> ready.</li> <li>⊕ Have a construction-paper kite with a tail and bows ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students mark and read the words displayed. Give bows to attach to the kite tail to students who answer correctly.</li> </ul>

<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss Japan in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:  <i>Japan islands Fujiyama</i>  <i>blossoms Japanese kimono</i>  <i>obi traditional chopsticks</i>  <i>sumo wrestling</i></li> </ul>
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<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Even a child is known by his doings. Proverbs 20:11</i></li> <li>Lesson: Prodigal Son (<i>Luke 15:11–32</i>)</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss the opposite concept <i>open/closed</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 59–60 <i>ABC-123</i> pp. 153–154	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF li</i>.</li> <li>Have <i>WP</i> pp. 59–60, <i>ABC-123</i> pp. 153–154, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 59–60 and <i>ABC-123</i> pp. 153–154.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 12</i> ready.</li> <li>The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 12</i> pp. 5–6.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 10</i> ready.</li> <li>The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 10</i> pp. 2–5.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 6</i> ready.</li> <li>The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 6</i> pp. 6–8.</li> </ul>
<b>Activity Time</b> Music		<p><a href="#">Play Video</a></p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC 0–9</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–80 with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> <li>Check that students can identify numbers 0–18.</li> </ul>
<b>Phonics Review</b> pp. 151–152	<ul style="list-style-type: none"> <li>Have <i>ABC-123</i> pp. 151–152, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> pp. 151–152.</li> <li>You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul>

<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss people of the rainforest in this lesson.</li> </ul>	<p>Ⓞ Play Video</p> <ul style="list-style-type: none"> <li>Discuss new words introduced:  <i>Pygmies</i>     <i>honeyguide</i>     <i>Penan</i>  <i>nomads</i>     <i>blowgun</i>     <i>Dayak</i>  <i>longhouses</i>     <i>Kuna</i></li> </ul>
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<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Even a child is known by his doings. Proverbs 20:11</i></li> <li>Lesson: Review—Prodigal Son</li> </ul>	<p>Ⓞ Play Video</p>
<b>Skills Development</b>		<p>Ⓞ Play Video</p> <ul style="list-style-type: none"> <li>Discuss the opposite concepts <i>work/play</i> and <i>happy/sad</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 61–62 <i>ABC-123</i> pp. 155–156	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Oo</i>.</li> <li>Have <i>WP</i> pp. 61–62, <i>ABC-123</i> pp. 155–156, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓞ Play Video</p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 61–62 and <i>ABC-123</i> pp. 155–156.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 12</i> ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>Ⓞ Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 12</i> pp. 7–8. Save <i>Little Book 12</i> for L 133.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 10</i> and crayons ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>Ⓞ Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 10</i> pp. 6–9 and complete pp. 10–11.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 6</i> and crayons ready.</li> <li>⊕ The video teacher will be putting names of students who are reading well on a chalk-drawn tree; you may choose to have this available for students.</li> </ul>	<p>Ⓞ Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 6</i> p. 9 and complete pp. 10–11.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>There is no video for this lesson.</li> <li>Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9, eighteen objects for counting, and board or blank paper ready.</li> </ul>	<p>Ⓞ Play Video</p> <ul style="list-style-type: none"> <li>📄 Check that students are counting 1–80 with the video class.  Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.  Students will write <b>14's</b> on board or blank paper with the video class.</li> </ul>

cont. >

<b>Phonics Review</b>	<ul style="list-style-type: none"> <li>• Have letter flashcards and vowel chart ready.</li> <li>• Have words from word lists in Appendix B ready for students to read.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use vowel chart to review short- and long-vowel sounds.</li> <li>• Have students read the words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss the Netherlands in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>The Netherlands</i>   <i>Holland</i>   <i>Dutch</i>  <i>costume</i>   <i>klompen</i>   <i>dikes</i>  <i>canals</i>   <i>windmill</i>   <i>tulips</i>  <i>ice skating</i></li> </ul>

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Be ye kind one to another. Ephesians 4:32</i></li> <li>• Lesson: Cumulative Review</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss obeying playground safety rules, home safety rules, and fire safety rules.</li> </ul>
<b>Phonics</b>	<p><input type="checkbox"/> <i>hop hope mad made</i>  <i>cut cute rip ripe</i>  <i>can cane tub tube</i></p> <ul style="list-style-type: none"> <li>• Have vowel chart ready.</li> <li>• Have construction-paper gumballs ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use vowel chart to review short- and long-vowel sounds.</li> <li>• Review Two-Vowel Rule—<i>When there are two vowels in a word the first one says its long sound and the second one is silent.</i> (Mark long vowels with a line and cross out the silent vowels.)</li> <li>• Have students mark and read the words displayed. Give gumballs to students who answer correctly.</li> </ul>
<b>Writing (cursive)</b> p. 121	<p><input type="checkbox"/> Have several capital <i>D</i>'s ready to trace. Include a red starting dot.</p> <ul style="list-style-type: none"> <li>• Display <i>CFF Dd</i>.</li> <li>• Have <i>WT</i> p. 121 and a sharpened pencil ready.</li> <li>• Have construction-paper gumballs ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Have students trace capital <i>D</i>'s.</li> <li>• Check <i>WT</i> p. 121. Give gumballs to students who show good writing habits and formation.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 119	<ul style="list-style-type: none"> <li>• Display <i>MFF Kk</i>.</li> <li>• Have <i>WT</i> p. 119 and a sharpened pencil ready.</li> <li>• Have construction-paper gumballs ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 119. Give gumballs to students who show good writing habits and formation.</li> </ul>

<b>Activity Time</b> Bible Activity pp. 51–52	<ul style="list-style-type: none"> <li>Have <i>BAB</i> pp. 51–52 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>BAB</i> pp. 51–52. Check that students are coloring in the lines.</li> </ul>															
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 1–80 with the video class. Students will use <i>INC</i> to make correct numbers with the video class.</li> <li>Check that students can put numbers 1–18 in correct order.</li> </ul>															
<b>Numbers Review</b> p. 157	<ul style="list-style-type: none"> <li>Have <i>ABC-123</i> p. 157 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> p. 157.</li> </ul>															
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss Mexico in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:  <table border="0"> <tr> <td><i>Mexico</i></td> <td><i>Mexicans</i></td> <td><i>Spanish</i></td> </tr> <tr> <td><i>poncho</i></td> <td><i>sombrero</i></td> <td><i>fiestas</i></td> </tr> <tr> <td><i>piñata</i></td> <td><i>adobe</i></td> <td><i>patio</i></td> </tr> <tr> <td><i>balconies</i></td> <td><i>tortillas</i></td> <td><i>burritos</i></td> </tr> <tr> <td><i>tacos</i></td> <td><i>spicy</i></td> <td><i>siesta</i></td> </tr> </table> </li> </ul>	<i>Mexico</i>	<i>Mexicans</i>	<i>Spanish</i>	<i>poncho</i>	<i>sombrero</i>	<i>fiestas</i>	<i>piñata</i>	<i>adobe</i>	<i>patio</i>	<i>balconies</i>	<i>tortillas</i>	<i>burritos</i>	<i>tacos</i>	<i>spicy</i>	<i>siesta</i>
<i>Mexico</i>	<i>Mexicans</i>	<i>Spanish</i>															
<i>poncho</i>	<i>sombrero</i>	<i>fiestas</i>															
<i>piñata</i>	<i>adobe</i>	<i>patio</i>															
<i>balconies</i>	<i>tortillas</i>	<i>burritos</i>															
<i>tacos</i>	<i>spicy</i>	<i>siesta</i>															

	<b>Preparation</b>	<b>Procedure</b>								
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Be ye kind one to another. Ephesians 4:32</i></li> <li>Lesson: Jesus Loves the Children (<i>Matthew 19:13–15; Mark 10:13–16; Luke 18:15–17</i>)</li> </ul>	<p><a href="#">Play Video</a></p>								
<b>Skills Development</b> p. 131	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 131, crayons, and scissors ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students complete <i>RS</i> p. 131. Assist as needed.</li> <li>Discuss the importance of keeping clean.</li> </ul>								
<b>Phonics</b>	<p><input type="checkbox"/> <i>Dan ran home.</i></p> <p><input type="checkbox"/> lid five hole Nick neat hum lap</p> <ul style="list-style-type: none"> <li>Have vowel chart ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students mark and read the sentence displayed.</li> <li>Have students mark and read the words displayed.</li> </ul>								
<b>Writing (cursive)</b> p. 122	<p><input type="checkbox"/> Have several capital <i>D</i>'s ready to trace. Include a red starting dot.</p> <p><input type="checkbox"/> <table border="0"> <tr> <td><i>i</i></td> <td><i>k</i></td> </tr> <tr> <td><i>l</i></td> <td><i>h</i></td> </tr> <tr> <td><i>h</i></td> <td><i>l</i></td> </tr> <tr> <td><i>b</i></td> <td><i>t</i></td> </tr> </table></p> <ul style="list-style-type: none"> <li>Display <i>CFF Dd</i>.</li> <li>Have <i>WT</i> p. 122 and a sharpened pencil ready.</li> </ul>	<i>i</i>	<i>k</i>	<i>l</i>	<i>h</i>	<i>h</i>	<i>l</i>	<i>b</i>	<i>t</i>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students trace capital <i>D</i>'s.</li> <li>Have students match printed letters to cursive letters in columns.</li> <li>Have students complete <i>WT</i> p. 122. Assist as needed.</li> </ul>
<i>i</i>	<i>k</i>									
<i>l</i>	<i>h</i>									
<i>h</i>	<i>l</i>									
<i>b</i>	<i>t</i>									
OR <b>Writing (manuscript)</b> p. 120	<ul style="list-style-type: none"> <li>Display <i>MFF Ll</i>.</li> <li>Have <i>WT</i> p. 120 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>WT</i> p. 120.</li> </ul>								

<b>Activity Time</b> Poetry/Drama	<ul style="list-style-type: none"> <li>Be prepared to have students act out a poem they have learned or “Saggy, Baggy Elephant” after the video instruction. You may wish to have simple props ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students act out a poem or “Saggy, Baggy Elephant.”</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9 and board or blank paper ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–80 with the video class. Students will use <i>INC</i> to make correct numbers with the video class. Students will write <i>19s</i> on board or blank paper with the video class.</li> </ul>
<b>Numbers Review</b> p. 159	<ul style="list-style-type: none"> <li>Have <i>ABC-123</i> p. 159 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> p. 159.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss Indians in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced: <ul style="list-style-type: none"> <li><i>Indian</i>                      <i>Native American</i></li> <li><i>tepees</i>                      <i>wigwams</i></li> <li><i>longhouse</i>                      <i>tribes</i></li> <li><i>pottery</i>                      <i>settlers</i></li> <li><i>grits</i>                      <i>tapioca</i></li> <li><i>cradle board</i></li> </ul> </li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Be ye kind one to another. Ephesians 4:32</i></li> <li>Lesson: Review—Jesus Loves the Children</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b> p. 133	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 133 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>RS</i> p. 133.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 63–64 <i>ABC-123</i> pp. 161–162	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Uu</i>.</li> <li>Have <i>WP</i> pp. 63–64, <i>ABC-123</i> pp. 161–162, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 63–64 and <i>ABC-123</i> pp. 161–162.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 12</i> and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 12</i> pp. 9–10 and complete p. 11.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 11</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 11</i> pp. 2–6. Save <i>Little Book 11</i> for L 134.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>Have <i>Little Book 7</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 7</i> pp. 2–5. Save <i>Little Book 7</i> for L 134.</li> </ul>
<b>Activity Time</b> Art pp. 87, 89	<ul style="list-style-type: none"> <li>Have materials ready and be familiar with instructions for <i>AP</i> pp. 87, 89, “Easter Angel.”</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Assist students with projects.</li> </ul>



<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and nineteen objects for counting ready.</li> <li>⊕ Have construction-paper gumballs ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Ⓜ Check that students are counting 0–80 with the video class. Students will use <i>INC</i> to make correct numbers and will count out objects with the video class.</li> <li>• Check that students can put series of three numbers in the correct order. Clap and have students tell you how many times you clapped. Give gumballs to students who answer correctly.</li> </ul>
<b>Phonics Review</b>	<p>☐ Mike map team bike boat tot bag</p> <ul style="list-style-type: none"> <li>• Have vowel chart ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed. Have students use the words in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss Australia in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>Australia</i>      “the land down under”  <i>outback</i>        <i>Australians</i>  <i>lift</i>                <i>biscuits</i>  <i>boot</i>               <i>petrol</i>  <i>matilda</i>          <i>bush</i>  <i>nappie</i></li> </ul>

<b>Preparation</b>		<b>Procedure</b>																
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Be ye kind one to another. Ephesians 4:32</i></li> <li>• Lesson: Rich, Young Ruler (<i>Matthew 19:16–30; Mark 10:17–31; Luke 18:18–30</i>)</li> </ul>	<p>Ⓜ Play Video</p>																
<b>Skills Development</b> Oral Phonics Evaluation	<ul style="list-style-type: none"> <li>• Have manipulatives such as building blocks, puzzles, or lacing beads ready.</li> <li>• Use this time to complete Oral Phonics Evaluations. Use Oral Phonics Evaluation Form and Oral Phonics Evaluation Sheet (<i>ra, so, pin, net, and mug</i>) from Appendix B.</li> <li>• The video segment of today’s lesson is 2 minutes. After the video instruction, you will use the rest of class to complete Oral Phonics Evaluations.</li> <li>⊕ While formal grading / report cards are not used in Four-Year-Old Kindergarten, you may wish to further define students’ progress using point values and a grading scale. You may wish to preview the video to have a guideline for evaluating the progress of your students. Students do not need to view these sample oral evaluations. See the Phonics section in the front of this manual for more information about Oral Phonics Evaluations.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Complete Oral Phonics Evaluations over <i>ra, so, pin, net, and mug</i>. Point to a blend or word on the Evaluation Sheet and have student tell you what it is.</li> <li>⊕ Count 2 points per letter, blend, or word for total of 10 points if all are correct. Count a blend or word as correct, even if student must sound it out to read it. Use this suggested grading scale to record a grade on the Oral Evaluation Form:           <table style="margin-left: 40px; border: none;"> <tr><td>10</td><td>A</td></tr> <tr><td>8</td><td>B</td></tr> <tr><td>6</td><td>B–</td></tr> <tr><td>4</td><td>C</td></tr> <tr><td>2</td><td>D</td></tr> </table> </li> <li>• Sample Oral Phonics Evaluations:           <table style="margin-left: 40px; border: none;"> <tr><td>Student 1</td><td>A</td></tr> <tr><td>Student 2</td><td>B</td></tr> <tr><td>Student 3</td><td>C</td></tr> </table> </li> <li>• Have students play with manipulatives. Assist as needed.</li> </ul>	10	A	8	B	6	B–	4	C	2	D	Student 1	A	Student 2	B	Student 3	C
10	A																	
8	B																	
6	B–																	
4	C																	
2	D																	
Student 1	A																	
Student 2	B																	
Student 3	C																	

<b>Seatwork Explanation</b> <i>WP</i> pp. 65–66 <i>ABC-123</i> pp. 165–166	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Bb</i>.</li> <li>• Have <i>WP</i> pp. 65–66, <i>ABC-123</i> pp. 165–166, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 65–66 and <i>ABC-123</i> pp. 165–166.</li> </ul>						
<b>Reading Circle</b>								
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Tip</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Tip</i> pp. 2–4. Save <i>Tip</i> for L 135.</li> </ul>						
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 11</i> and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 11</i> pp. 7–10 and complete p. 11.</li> </ul>						
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 7</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 7</i> pp. 6–8. Save <i>Little Book 7</i> for L 135.</li> </ul>						
<b>Activity Time</b> Music								
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and board or blank paper ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 0–80 with the video class. Students will write numbers as directed by the video teacher. Students will use <i>INC</i> as directed by the video teacher.</li> </ul>						
<b>Phonics Review</b> pp. 163–164	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 163–164, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 163–164.             <ul style="list-style-type: none"> <li>☞ You may wish to save this blend ladder for additional practice and review. Blend ladders are also found in Appendix B.</li> </ul> </li> </ul>						
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss the platypus and wombat in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:             <table style="margin-left: 20px;"> <tr> <td><i>platypus</i></td> <td><i>bill</i></td> </tr> <tr> <td><i>webbed</i></td> <td><i>burrow</i></td> </tr> <tr> <td><i>wombat</i></td> <td></td> </tr> </table> </li> </ul>	<i>platypus</i>	<i>bill</i>	<i>webbed</i>	<i>burrow</i>	<i>wombat</i>	
<i>platypus</i>	<i>bill</i>							
<i>webbed</i>	<i>burrow</i>							
<i>wombat</i>								



Lesson **135**

[Play Video](#) Lesson  Board  Teacher Note


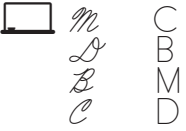
<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Be ye kind one to another. Ephesians 4:32</i></li> <li>• Lesson: Review—Rich, Young Ruler</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Have books ready.</li> <li>• The video segment of today’s lesson is 5 minutes.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>tall/short</i>.</li> <li>• Have students look at books. Encourage them to find words that they can read.</li> </ul>

<b>Seatwork Explanation</b> <i>WP</i> pp. 67–68 <i>ABC-123</i> pp. 167–168	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Cc</i>.</li> <li>• Have <i>WP</i> pp. 67–68, <i>ABC-123</i> pp. 167–168, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 67–68 and <i>ABC-123</i> pp. 167–168.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Tip</i> ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Tip</i> pp. 5–7.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<i>wag bed jog</i> <ul style="list-style-type: none"> <li>• Have <i>Little Book 12</i> ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Little Book 12</i> pp. 2–4. Save <i>Little Book 12</i> for L 138.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<i>tug him puff nod</i> <ul style="list-style-type: none"> <li>• Have <i>Little Book 7</i> and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Little Book 7</i> p. 9 and complete pp. 10–11.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	Have several sequences of three numbers, leaving one number out (e.g. 8, 9, ___; 13, ___, 15; ___, 17, 18).	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li> Check that students are counting 0–80 with the video class.</li> <li>• Check that students can put the numbers 1–19 in the correct order.</li> <li>• Have students fill in the missing numbers in the sequences.</li> </ul>
<b>Phonics Review</b>	<i>peck sip hive red</i> <i>feed rain web Joe</i> <ul style="list-style-type: none"> <li>• Have vowel chart ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use vowel chart to review short- and long-vowel sounds.</li> <li>• Have students mark and read the words displayed. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss kookaburras in this lesson.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new word introduced: <i>kookaburra</i></li> </ul>

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Cumulative Review</li> </ul>	<p> <b>Play Video</b></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• See the Recess section in the front of this manual for games and activity ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students use this time to play games or do activities.</li> </ul>




<b>Phonics</b>	 <i>cake pit rock soap tug</i> <i>Kim cone fuss meat side</i> <ul style="list-style-type: none"> <li>• Have vowel chart and <i>Miniature Alphabet Flashcards</i> for long vowels ready.</li> <li>• Have construction-paper bluebirds ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Students will use <i>Miniature Alphabet Flashcards</i> as directed by the video teacher.</li> <li>• Have students mark and read the words displayed. Give bluebirds to students who answer correctly. For more review, use words from the word lists in Appendix B.</li> <li>• Give <i>Miniature Alphabet Flashcards</i> to students. Save for future use.</li> </ul>
<b>Writing (cursive)</b> p. 123	 Have several capital <i>M</i> 's ready to trace. Include a red starting dot. <ul style="list-style-type: none"> <li>• Display <i>CFF Mm</i>.</li> <li>• Have <i>WT</i> p. 123 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Have students trace capital <i>M</i>'s.</li> <li>• Have students complete <i>WT</i> p. 123. Assist as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 121	<ul style="list-style-type: none"> <li>• Display <i>MFF Mm</i>.</li> <li>• Have <i>WT</i> p. 121 and a sharpened pencil ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 121.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 53–54	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 53–54 ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 53–54. Check that students are coloring in the lines.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–80 with the video class.</li> <li>• Students will use <i>INC</i> to make correct numbers with the video class.</li> <li>• Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Numbers Review</b> p. 169	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 169, a sharpened pencil, and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 169.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss emus in this lesson.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>emu ostrich</i></li> </ul>

<b>Preparation</b>		<b>Procedure</b>	
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Zacchaeus (<i>Luke 19:1–10</i>)</li> </ul>	<p><b>Play Video</b></p>	
<b>Skills Development</b> p. 135	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 135, a sharpened pencil, and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 135. Assist as needed.</li> </ul>	


<b>Phonics</b>	 <i>toad beg kite feet</i> <i>Sam vase jot hide</i> <ul style="list-style-type: none"> <li>• Have construction-paper birdhouses and bluebirds ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed. Have students use the words in sentences. Give students who answer correctly a bluebird to put in a birdhouse.</li> </ul>
<b>Writing (cursive)</b> p. 124	 <ul style="list-style-type: none"> <li>• Display <i>CFF Mm, Dd</i>.</li> <li>• Have <i>WT</i> p. 124 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 124. Assist as needed.</li> </ul>
OR <b>Writing (manuscript)</b> p. 122	<ul style="list-style-type: none"> <li>• Display <i>MFF Nn</i>.</li> <li>• Have <i>WT</i> p. 122 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 122.</li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem or nursery rhyme they have learned after the video instruction. You may wish to have simple props ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students act out a poem or nursery rhyme.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> <li>• Have construction-paper butterflies with 1–19 dots on them.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–80 with the video class. Students will use <i>INC</i> to make correct numbers with the video class. Students will choose the correct butterfly with the video class.</li> </ul>
<b>Numbers Review</b> p. 171	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 171 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 171.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss koalas in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>koala eucalyptus trees</i> <i>Australia</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Review—Zacchaeus</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b> p. 137	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 137 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>RS</i> p. 137.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 69–70 <i>ABC-123</i> pp. 173–174	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Dd</i>.</li> <li>• Have <i>WP</i> pp. 69–70, <i>ABC-123</i> pp. 173–174, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 69–70 and <i>ABC-123</i> pp. 173–174.</li> </ul>

cont. >

<b>Reading Circle</b>		
Group 1 <b>Elephants</b>	 <i>game ripe cute bone see</i> <ul style="list-style-type: none"> <li>• Have <i>Gus</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Gus</i> pp. 2–4. Save <i>Gus</i> for L 139.</li> </ul>
Group 2 <b>Zebras</b>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 12</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 12</i> pp. 5–6. Have students reread <i>Little Book 12</i> pp. 4–6. Save <i>Little Book 12</i> for L 139.</li> </ul>
Group 3 <b>Tigers</b>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 8</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 8</i> pp. 2–5. Save <i>Little Book 8</i> for L 139.</li> </ul>
<b>Activity Time</b> Art p. 93	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for AP p. 93, “Paper Cup Flowers.”</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and board or blank paper ready.</li> <li>• Have play money and stuffed animals marked with prices \$8–\$19 ready for students to purchase.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–80 with the video class. Students will write correct numbers with the video class. Students will use <i>INC</i> to make correct amounts with the video class.</li> <li>• Have students purchase items with play money.</li> </ul>
<b>Phonics Review</b>	 <i>Dave got a bike.</i>  <i>big mine pole tan loaf bass Kate beef</i> <ul style="list-style-type: none"> <li>• Have a construction-paper bluebird and worms ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the sentence displayed.</li> <li>• Have students mark and read the words displayed. Give worms to feed the bluebird to students who answer correctly.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss kangaroos in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new word introduced: <i>kangaroos</i></li> </ul>

Lesson **139**










[Play Video](#) Lesson  Teacher Note




	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Friends at Bethany (<i>Matthew 26:6–13; Mark 14:3–9; John 12:1–8</i>)</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss opposite concepts of <i>clean/dirty</i> and <i>push/pull</i>.</li> </ul>






<b>Seatwork Explanation</b> WP pp. 71–72 ABC-123 pp. 177–178	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Ff</i>.</li> <li>• Have <i>WP</i> pp. 71–72, <i>ABC-123</i> pp. 177–178, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 71–72 and <i>ABC-123</i> pp. 177–178.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Gus</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Gus</i> pp. 5–7. Save <i>Gus</i> for L 140.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 12</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 12</i> pp. 7–8. Save <i>Little Book 12</i> for L 140.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 8</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 8</i> pp. 6–8. Save <i>Little Book 8</i> for L 140.</li> </ul>
<b>Activity Time</b> Music		<p><a href="#">Play Video</a></p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 0–90 with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Phonics Review</b> pp. 175–176	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 175–176, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 175–176.</li> <li>☞ You may wish to save this word sheet for additional practice and review.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss Australian animals in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss and review words: <i>platypus</i>      <i>bill</i> <i>webbed</i>        <i>burrow</i> <i>wombat</i>        <i>kookaburra</i> <i>emu</i>              <i>ostrich</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Review—Friends at Bethany</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>dressed/undressed</i>.</li> </ul>
<b>Seatwork Explanation</b> WP pp. 73–74 ABC-123 pp. 179–180	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Gg</i>.</li> <li>• Have <i>WP</i> pp. 73–74, <i>ABC-123</i> pp. 179–180, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 73–74 and <i>ABC-123</i> pp. 179–180.</li> </ul>

<b>Reading Circle</b>		
Group 1 <b>Elephants</b>	 <i>toe peek cut sob</i> <ul style="list-style-type: none"> <li>• Have <i>Gus</i> ready.</li> </ul>	 <b>Play Video</b> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Gus</i> pp. 8–11.</li> </ul>
Group 2 <b>Zebras</b>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 12</i> and crayons ready.</li> </ul>	 <b>Play Video</b> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 12</i> p. 9 and complete pp. 10–11.</li> </ul>
Group 3 <b>Tigers</b>	 <i>hum fan lick pop</i> <ul style="list-style-type: none"> <li>• Have <i>Little Book 8</i> and crayons ready.</li> </ul>	 <b>Play Video</b> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Little Book 8</i> p. 9 and complete pp. 10–11.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC 0–9</i> and board or blank paper ready.</li> </ul>	 <b>Play Video</b> <ul style="list-style-type: none"> <li>• Check that students are counting 1–90 with the video class. Students will use <i>INC</i> to make correct numbers with the video class. Students will write correct numbers on board or blank paper with the video class.</li> </ul>
<b>Phonics Review</b>	 <i>bat goat deer cub</i> <i>pig seal mule fox</i> <ul style="list-style-type: none"> <li>• Have construction-paper bees ready.</li> </ul>	 <b>Play Video</b> <ul style="list-style-type: none"> <li>• Review blends with short- and long-vowel sounds.</li> <li>• Have students mark and read the words displayed. Have students use the words in sentences. Give bees to students who answer correctly. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss bears in this lesson.</li> </ul>	 <b>Play Video</b> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>bears fur</i> <i>forests wild</i> <i>den cave</i> <i>cubs</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Cumulative Review</li> </ul>	 <b>Play Video</b>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Have several kinds of juice, jam, jelly, and jelly beans ready.  Keep food allergies in mind when choosing products.</li> </ul>	 <b>Play Video</b> <ul style="list-style-type: none"> <li>• Allow students to sample different kinds of juice, jam, jelly, and jelly beans.</li> </ul>

<p><b>Phonics</b></p>	<p> <i>top bib hat</i></p> <p> <i>The bee is in the hive.</i> <i>Kate will run and hide.</i></p> <ul style="list-style-type: none"> <li>• Have blend ladders <b>b</b>, <b>n</b>, and <b>v</b> ready.</li> <li>• Have a construction-paper bluebird and worms ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students mark and read the words displayed. For more review use words from the word lists in Appendix B.</li> <li>• Have students mark and read the sentences displayed. Give worms to feed the bluebird to students who answer correctly.</li> </ul>
<p><b>Writing (cursive)</b> p. 125</p>	<ul style="list-style-type: none"> <li>• Display <i>CFF Ll</i>.</li> <li>• Have <i>WT</i> p. 125 and a sharpened pencil ready.</li> </ul> <p> Have several capital <i>L</i>'s ready to trace. Include a red starting dot.</p>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> </ul> <p>Provide helpful feedback for students' writing on a regular basis.</p> <ul style="list-style-type: none"> <li>• Have students trace capital <i>L</i>'s.</li> <li>• Check <i>WT</i> p. 125.</li> </ul>
<p>----- OR -----</p>		
<p><b>Writing (manuscript)</b> p. 123</p>	<ul style="list-style-type: none"> <li>• Display <i>MFF Oo</i>.</li> <li>• Have <i>WT</i> p. 123 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> </ul> <p>Provide helpful feedback for students' writing on a regular basis.</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 123.</li> </ul>
<p><b>Activity Time</b> Bible Activity pp. 55–56</p>	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 55–56 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 55–56. Check that students are coloring in the lines.</li> </ul>
<p><b>Numbers</b></p>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and objects for counting ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–90 with the video class.</li> </ul> <p>Students will use <i>INC</i> to make the correct number with the video class.</p> <ul style="list-style-type: none"> <li>• Count out two groups of objects of different amounts and have students tell which group has more than the other.</li> </ul>
<p><b>Numbers Review</b> p. 181</p>	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 181, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 181.</li> </ul>
<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>• The video teacher will discuss polar bears in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>polar bear</i>      <i>snowbank</i> <i>den</i>              <i>cubs</i></li> </ul>

	Preparation	Procedure												
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Triumphal Entry and Last Supper (<i>Matthew 21:1–17; Mark 11:1–11; 14:10–26; Luke 19:29–48; John 12:12–19</i>)</li> </ul>	Play Video												
<b>Skills Development</b> p. 139	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 139, crayons, and scissors ready.</li> <li>✎ You may wish to save the rainbow to display in L 147.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 139. Assist as needed.</li> </ul>												
<b>Phonics</b>	<table style="display: inline-table; vertical-align: middle;"> <tr> <td><i>bit</i></td> <td><i>bite</i></td> <td><i>mad</i></td> <td><i>made</i></td> </tr> <tr> <td><i>can</i></td> <td><i>cane</i></td> <td><i>Jan</i></td> <td><i>Jane</i></td> </tr> <tr> <td><i>fin</i></td> <td><i>fine</i></td> <td></td> <td></td> </tr> </table>	<i>bit</i>	<i>bite</i>	<i>mad</i>	<i>made</i>	<i>can</i>	<i>cane</i>	<i>Jan</i>	<i>Jane</i>	<i>fin</i>	<i>fine</i>			Play Video <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed. Have students use the words in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
<i>bit</i>	<i>bite</i>	<i>mad</i>	<i>made</i>											
<i>can</i>	<i>cane</i>	<i>Jan</i>	<i>Jane</i>											
<i>fin</i>	<i>fine</i>													
<b>Writing (cursive)</b> p. 126	<ul style="list-style-type: none"> <li>• Display <i>CFF Ll, Mm, Dd</i>.</li> <li>• Have <i>WT</i> p. 126 and a sharpened pencil ready.</li> </ul> <table style="display: inline-table; vertical-align: middle;"> <tr> <td><i>b</i></td> <td><i>g</i></td> </tr> <tr> <td><i>d</i></td> <td><i>f</i></td> </tr> <tr> <td><i>f</i></td> <td><i>b</i></td> </tr> <tr> <td><i>g</i></td> <td><i>d</i></td> </tr> </table>	<i>b</i>	<i>g</i>	<i>d</i>	<i>f</i>	<i>f</i>	<i>b</i>	<i>g</i>	<i>d</i>	Play Video <ul style="list-style-type: none"> <li>✎ Students will write capital <i>L</i>'s on board or blank paper with the video class.</li> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 126. Assist as needed.</li> </ul>				
<i>b</i>	<i>g</i>													
<i>d</i>	<i>f</i>													
<i>f</i>	<i>b</i>													
<i>g</i>	<i>d</i>													
OR														
<b>Writing (manuscript)</b> p. 124	<ul style="list-style-type: none"> <li>• Display <i>MFF Pp</i>.</li> <li>• Have <i>WT</i> p. 124 and a sharpened pencil ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 124.</li> </ul>												
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem they have learned or the story of Noah's Ark after the video instruction. You may wish to have simple props ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Have students act out a poem or the story of Noah's Ark.</li> </ul>												
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>✎ Check that students are counting 0–90 with the video class. Students will write <i>20</i>s on board or blank paper with the video class.</li> </ul>												
<b>Numbers Review</b> p. 183	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 183, a sharpened pencil, and crayons ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 183.</li> </ul>												
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss pandas in this lesson.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Discuss new words introduced:               <table style="margin-left: 20px;"> <tr> <td><i>panda</i></td> <td><i>panda bear</i></td> </tr> <tr> <td><i>China</i></td> <td><i>bamboo</i></td> </tr> <tr> <td><i>rare</i></td> <td></td> </tr> </table> </li> </ul>	<i>panda</i>	<i>panda bear</i>	<i>China</i>	<i>bamboo</i>	<i>rare</i>							
<i>panda</i>	<i>panda bear</i>													
<i>China</i>	<i>bamboo</i>													
<i>rare</i>														

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Have <i>Miniature Bible Memory Picture Cards 21–22</i> ready.</li> <li>• Lesson: Review—Triumphal Entry and Last Supper</li> <li>• Use a chart and stars to indicate the completion of each verse.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students individually say Proverbs 20:11 and Ephesians 4:32.</li> <li>• Give <i>Miniature Bible Memory Picture Cards 21–22</i> to students.</li> </ul>
<b>Skills Development</b> p. 141	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 141 and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>RS</i> p. 141.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 75–76 <i>ABC-123</i> pp. 185–186	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Hh</i>.</li> <li>• Have <i>WP</i> pp. 75–76, <i>ABC-123</i> pp. 185–186, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 75–76 and <i>ABC-123</i> pp. 185–186.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Tess and Bess</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Tess and Bess</i> pp. 2–4. Save <i>Tess and Bess</i> for L 144.</li> </ul>
Group 2 <i>Zebras</i>	<i>The pig is fat. Tom got a bat. Tip will dig.</i>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students sound out the words and read the sentences displayed.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 9</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 9</i> pp. 2–5. Save <i>Little Book 9</i> for L 144.</li> </ul>
<b>Activity Time</b> Art pp. 95, 97	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> pp. 95, 97, “Zacchaeus Puzzle.”</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have twenty objects for counting ready.</li> <li>•  Have several sequences of three numbers, leaving one number out (e.g., 6, 7, ___; 14, 15 ___; 12, 13, ___).</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>•  Check that students are counting 0–90 with the video class. Students will count out objects with the video class.</li> <li>• Check that students can count 1–20.</li> <li>• Have students fill in the missing numbers in the sequences.</li> <li>• Check that students can write the number 20.</li> </ul>
<b>Phonics Review</b>	<i>gate cute beep Luke dime at bone Bob rock can bell</i>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read the words displayed. Have students use the words in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>


cont.

<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss reptiles in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:           <table border="0" style="margin-left: 20px;"> <tr> <td><i>reptiles</i></td> <td><i>scales</i></td> </tr> <tr> <td><i>shell</i></td> <td><i>alligator</i></td> </tr> <tr> <td><i>lizards</i></td> <td><i>crocodiles</i></td> </tr> <tr> <td><i>hisses</i></td> <td><i>chameleon</i></td> </tr> <tr> <td><i>snakes</i></td> <td><i>turtle</i></td> </tr> <tr> <td><i>hibernate</i></td> <td></td> </tr> </table> </li> </ul>	<i>reptiles</i>	<i>scales</i>	<i>shell</i>	<i>alligator</i>	<i>lizards</i>	<i>crocodiles</i>	<i>hisses</i>	<i>chameleon</i>	<i>snakes</i>	<i>turtle</i>	<i>hibernate</i>	
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<i>shell</i>	<i>alligator</i>													
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<i>snakes</i>	<i>turtle</i>													
<i>hibernate</i>														


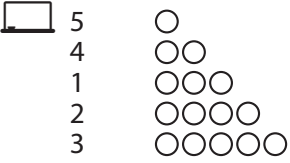
<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>Lesson: Christ's Crucifixion and Resurrection (<i>Matthew 26:1–27, 66; Mark 14:1–15, 47; Luke 23:1–56; John 18:1–20:18</i>)</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss the opposite concept <i>fast/slow</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 77–78 <i>ABC-123</i> pp. 189–190	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Jj</i>.</li> <li>Have <i>WP</i> pp. 77–78, <i>ABC-123</i> pp. 189–190, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 77–78 and <i>ABC-123</i> pp. 189–190.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Tess and Bess</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Tess and Bess</i> pp. 5–8. Have <i>Tess and Bess</i> for L 145.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Tip</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Tip</i> pp. 2–3. Save <i>Tip</i> for L 145.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>Have letter flashcards ready.</li> <li>Have <i>Little Book 9</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Use letter flashcards to review sounds of letters.</li> <li>Have students read orally <i>Little Book 9</i> pp. 6–8. Save <i>Little Book 9</i> for L 145.</li> </ul>
<b>Activity Time</b> Music		<p><a href="#">Play Video</a></p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–90 with the video class. Students will use <i>INC</i> as directed by video teacher.</li> <li>Check that students can identify <i>before/after</i> numbers.</li> </ul>

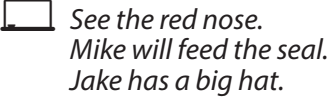



<b>Phonics Review</b> pp. 187–188	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 187–188, a sharpened pencil, and crayons ready.</li> <li>• Have animal stickers ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 187–188. Have students read the words. Give stickers to students who answer correctly.</li> <li>• You may wish to save this word sheet for additional practice and review.</li> </ul>												
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss African animals in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:</li> </ul> <table border="0"> <tr> <td><i>Africa</i></td> <td><i>camel</i></td> </tr> <tr> <td><i>desert</i></td> <td><i>gorillas</i></td> </tr> <tr> <td><i>jungles</i></td> <td><i>elephant</i></td> </tr> <tr> <td><i>trunk</i></td> <td><i>giraffe</i></td> </tr> <tr> <td><i>lion</i></td> <td><i>mane</i></td> </tr> <tr> <td><i>grasslands</i></td> <td><i>Kenya</i></td> </tr> </table>	<i>Africa</i>	<i>camel</i>	<i>desert</i>	<i>gorillas</i>	<i>jungles</i>	<i>elephant</i>	<i>trunk</i>	<i>giraffe</i>	<i>lion</i>	<i>mane</i>	<i>grasslands</i>	<i>Kenya</i>
<i>Africa</i>	<i>camel</i>													
<i>desert</i>	<i>gorillas</i>													
<i>jungles</i>	<i>elephant</i>													
<i>trunk</i>	<i>giraffe</i>													
<i>lion</i>	<i>mane</i>													
<i>grasslands</i>	<i>Kenya</i>													

Lesson <b>145</b>		<a href="#">Play Video</a> Lesson <a href="#">Board</a> <a href="#">Optional</a> <a href="#">Teacher Note</a>
<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Call unto me, and I will answer thee. Jeremiah 33:3</i></li> <li>• Lesson: Review—Christ’s Crucifixion and Resurrection</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss the four seasons.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 79–80 <i>ABC-123</i> pp. 191–192	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Kk</i>.</li> <li>• Have <i>WP</i> pp. 79–80, <i>ABC-123</i> pp. 191–192, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 79–80 and <i>ABC-123</i> pp. 191–192.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Tess and Bess</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Tess and Bess</i> pp. 9–11.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Tip</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Tip</i> pp. 4–5. Save <i>Tip</i> for L 148.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<p> <i>hug tap kid beg rod</i></p> <ul style="list-style-type: none"> <li>• Have <i>Little Book 9</i> and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Little Book 9</i> p. 9 and complete pp. 10–11.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>

cont.

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>4, 5, 6</i>.</li> </ul>  Have several <b>16s</b> ready to trace. Include a red starting dot. 	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–90 with the video class.</li> <li>• Have students trace <b>16s</b>.</li> <li>• Have students match the number with the correct amount of objects displayed.</li> </ul>
<b>Phonics Review</b>	<ul style="list-style-type: none"> <li>• Have construction-paper popcorn ready with words from the word lists in Appendix B written on them.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students can say the <i>one-vowel</i> and <i>two-vowel</i> rules.</li> <li>• Have students read the words on the popcorn.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss camels in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>eyelids</i>      <i>sandstorm</i>  <i>seasick</i>      <i>well</i></li> </ul>


<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Casting all your care upon Him; for He careth for you. 1 Peter 5:7</i></li> <li>• Lesson: Cumulative Review</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Take students outside to hear and identify sounds.</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Phonics</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the sentences displayed. Encourage good expression and smoothness.</li> </ul>
<b>Writing (cursive)</b> p. 127	 Have several capital <b>G's</b> ready to trace. Include a red starting dot. <ul style="list-style-type: none"> <li>• Display <i>CFF Gg</i>.</li> <li>• Have <i>WT</i> p. 127 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Have students trace capital <b>G's</b>.</li> <li>• Check <i>WT</i> p. 127.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 125	<ul style="list-style-type: none"> <li>• Display <i>MFF Qq</i>.</li> <li>• Have <i>WT</i> p. 125 and a sharpened pencil ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 125.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 57–58	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 57–58 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 57–58. Check that students are coloring in the lines.</li> </ul>


<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 0–90 with the video class.</li> <li>Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Numbers Review</b> p. 193	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 193, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> <li>• Check <i>ABC-123</i> p. 193.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss jaguars in this lesson.</li> </ul>	<p> <b>Play Video</b></p>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Casting all your care upon Him; for He careth for you. 1 Peter 5:7</i></li> <li>• Lesson: Jesus Appears Alive and Returns to Heaven (<i>Mark 16:1–11; Luke 24:1–48; John 20:1–20; Acts 1:8–11</i>)</li> </ul>	<p> <b>Play Video</b></p>
<b>Skills Development</b> p. 143	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 143, crayons, and scissors ready.</li> <li>➊ Display sun and raindrops with rainbow completed in L 142.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 143. Assist as needed.</li> </ul>
<b>Phonics</b>	<p> <i>Mom made a cake. It is red on top. Mike ate it.</i></p> <ul style="list-style-type: none"> <li>• Have letter flashcards and vowel chart ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>☞ Students will use letter flashcards to make blends and words with the video class.</li> <li>• Use vowel chart to review short- and long-vowel sounds.</li> <li>• Have students mark and read the sentences displayed.</li> </ul>
<b>Writing (cursive)</b> p. 128	<p> Have several capital <b>G</b>'s ready to trace. Include a red starting dot.</p> <p> <i>L M L L</i>      <i>L G M D</i></p> <ul style="list-style-type: none"> <li>• Display <i>CFF Gg</i>.</li> <li>• Have <i>WT</i> p. 128 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students trace capital <b>G</b>'s.</li> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 128. Assist as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 126	<ul style="list-style-type: none"> <li>• Display <i>MFF Rr</i>.</li> <li>• Have <i>WT</i> p. 126 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 126.</li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem or nursery rhyme they have learned after the video instruction. You may wish to have simple props ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students act out a poem or nursery rhyme.</li> </ul>

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have cards ready with the numbers 1–20 written on them. Save for future use.</li> <li>• Have twenty objects for counting ready.</li> <li>• Have small balls ready to juggle.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–90 with the video class. Students will count out objects with the video class.</li> <li>• Have students say the numbers on the cards. Let students who answer correctly try juggling the balls.</li> </ul>
<b>Numbers Review</b> p. 195	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> p. 195, a sharpened pencil, and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 195.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss veterinarians in this lesson.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>pediatrician</i>     <i>veterinarians</i>  <i>vets</i>                 <i>temperature</i>  <i>injection</i>         <i>zoo</i>  <i>visit</i>                 <i>zoologist</i>  <i>wild</i>                 <i>vitamins</i>  <i>nursery</i>             <i>moats</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Casting all your care upon Him; for He careth for you. 1 Peter 5:7</i></li> <li>• Lesson: Review—Jesus Appears Alive and Returns to Heaven</li> </ul>	<p><b>Play Video</b></p>
<b>Skills Development</b> p. 145	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 145, a sharpened pencil, and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 145. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 81–82 <i>ABC-123</i> pp. 197–198	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF LI</i>.</li> <li>• Have <i>WP</i> pp. 81–82, <i>ABC-123</i> pp. 197–198, a sharpened pencil, and crayons ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 81–82 and <i>ABC-123</i> pp. 197–198.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Matt the Rat</i> ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Matt the Rat</i> pp. 2–4. Save <i>Matt the Rat</i> for L 149.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Tip</i> ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Tip</i> pp. 6–7.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> <li>• Have <i>Little Book 10</i> ready.</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review letter sounds.</li> <li>• Have students read orally <i>Little Book 10</i> pp. 2–5. Save <i>Little Book 10</i> for L 149.</li> </ul>
<b>Activity Time</b> Art pp. 99, 101	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> pp. 99, 101, “Bumble Bee.”</li> </ul>	<p><b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have number cards 1–20 from L 147 and at least twenty objects for counting ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 0–90 with the video class. Students will count out objects with the video class.</li> <li>• Show number cards 1–20 and have students clap that many times. Check that students can identify each number out of order.</li> </ul>
<b>Phonics Review</b>	<p> <i>time Ken rake heat tame</i> <i>pop tail bus Dad</i></p>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed. Have students use the words in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss doctors in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>doctors instruments</i> <i>otoscope stethoscope</i> <i>prescription medicine</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Casting all your care upon Him; for He careth for you. 1 Peter 5:7</i></li> <li>• Lesson: Heaven (<i>John 14:2–3; 1 Thessalonians 4:16–17; Revelation 21:1–22:5</i>)</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skill Development</b>	<ul style="list-style-type: none"> <li>⊕ Have sweet and sour foods (candy, lemons, etc.) ready.</li> <li>☞ Keep food allergies in mind when choosing products.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>sweet/sour</i>.</li> <li>⊕ Have students taste sweet and sour foods.</li> </ul>
<b>Seatwork Explanation</b> <i>WP pp. 83–84</i> <i>ABC-123 pp. 201–202</i>	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Mm</i>.</li> <li>• Have <i>WP pp. 83–84, ABC-123 pp. 201–202</i>, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP pp. 83–84</i> and <i>ABC-123 pp. 201–202</i>.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Matt the Rat</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Matt the Rat pp. 5–8</i>. Save <i>Matt the Rat</i> for L 150.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<p> <i>game ripe cute bone</i></p> <ul style="list-style-type: none"> <li>• Have <i>Gus</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Gus pp. 2–3</i>. Save <i>Gus</i> for L 150.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have <i>Little Book 10</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students read orally <i>Little Book 10 pp. 6–8</i>. Save <i>Little Book 10</i> for L 150.</li> </ul>




<b>Activity Time</b> Music		Play Video
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and number cards 1–20 ready.</li> <li>• Have a calendar and construction-paper balloons ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Check that students are counting 0–90 with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> <li>• Use number cards 1–20 to check that students can identify numbers in random order.</li> <li>• Use calendar to identify numbers. Give balloons to students who answer correctly.</li> </ul>
<b>Phonics Review</b> pp. 199–200	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 199–200, a sharpened pencil, and crayons ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 199–200. <ul style="list-style-type: none"> <li>• You may wish to save this word sheet for additional practice and review.</li> </ul> </li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss nurses in this lesson.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li><i>nurse</i>                      <i>stethoscope</i></li> <li><i>soothing</i>                 <i>thermometer</i></li> <li><i>temperature</i>            <i>chart</i></li> <li><i>missionaries</i></li> </ul> </li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Casting all your care upon Him; for He careth for you. 1 Peter 5:7</i></li> <li>• Lesson: Review—Heaven</li> </ul>	Play Video
<b>Skills Development</b>		Play Video <ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>wide/narrow</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 85–86 <i>ABC-123</i> pp. 203–204	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Nn</i>.</li> <li>• Have <i>WP</i> pp. 85–86, <i>ABC-123</i> pp. 203–204, a sharpened pencil, and crayons ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 85–86 and <i>ABC-123</i> pp. 203–204.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Matt the Rat</i> ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Have students read orally <i>Matt the Rat</i> pp. 9–11.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<i>read joke wave</i> <ul style="list-style-type: none"> <li>• Have <i>Gus</i> ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Gus</i> pp. 4–5. Save <i>Gus</i> for L 153.</li> </ul>



<p>Group <b>3</b> <i>Tigers</i></p>	<ul style="list-style-type: none"> <li>• Have <i>Little Book 10</i> and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Little Book 10</i> p. 9 and complete pp. 10–11.</li> </ul>
<p><b>Activity Time</b> Show and Tell</p>	<ul style="list-style-type: none"> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<p><b>Numbers</b></p>	<p> Have several <i>17s</i> ready to trace. Include a red starting dot.</p> <p> 6      ○○○○○○○○ 7      ○○○○○○○○ 10     ○○○○○○ 9      ○○○○○○○○○○ 8      ○○○○○○○○○○○○</p> <ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>• Have <i>INC 0–9</i> and number cards 1–20 ready.</li> <li>➦ Have a pompom for cheering or plastic megaphone ready.</li> </ul>	<p> Play Video</p> <p> Check that students are counting 1–90 with the video class. Students will use <i>INC</i> to make correct numbers with the video class.</p> <ul style="list-style-type: none"> <li>• Have students trace <i>17s</i>.</li> <li>• Have students match the number with the correct amount of objects displayed. Let students who answer correctly shake the pompom or cheer through the megaphone.</li> <li>➦ Have students shake the pompom seventeen times and count 1–17 through the megaphone.</li> </ul>
<p><b>Phonics Review</b></p>	<p> tag    leaf    back Nate   map   team sock   beep   make</p> <ul style="list-style-type: none"> <li>• Have vowel chart ready.</li> <li>➦ Have construction-paper sports items and a plastic megaphone ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Use vowel chart to review short- and long-vowel sounds.</li> <li>• Review <i>one-</i> and <i>two-vowel rules</i>.</li> <li>• Have students mark and read the words displayed. Have students use the words in sentences. Let students answer using the megaphone. Give sports items to students who answer correctly.</li> </ul>
<p><b>Language Development</b></p>	<ul style="list-style-type: none"> <li>• The video teacher will discuss dentists in this lesson.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>dentist</i>            <i>chair</i> <i>apron</i>             <i>light</i> <i>mirror</i>             <i>toothpaste</i> <i>toothbrush</i>      <i>cavity</i> <i>filling</i></li> </ul>


Preparation		Procedure
<p><b>Bible</b></p>	<ul style="list-style-type: none"> <li>• Memorization: <i>Honour thy father and thy mother. Exodus 20:12</i></li> <li>• Lesson: Review—Jesus Walks on the Water</li> </ul>	<p> Play Video</p>
<p><b>Skills Development</b></p>	<ul style="list-style-type: none"> <li>➦ Have a magnet and several objects ready (paper clip, nail, bolt, can, wooden or plastic objects, paper) to demonstrate how magnets work.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>➦ Allow students to experiment with magnet and objects.</li> </ul>
<p><b>Phonics</b></p>	<p> w _ n e, i b _ t o, a r _ n u, e</p>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students choose the correct vowel for the words displayed.</li> </ul>

<b>Phonics (cont.)</b>	 <i>home putt kick</i> <i>yell base cap</i> <i>goal bus zone</i> <ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have a plastic megaphone ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students mark and read the words displayed. Have students use the words in sentences. Let students answer through the megaphone or cheer through the megaphone for correct answers. For more review, use words from the words lists in Appendix B.</li> </ul>
<b>Writing (cursive)</b> p. 129	<ul style="list-style-type: none"> <li>• Display <i>CFF Hh</i>.</li> <li>• Have <i>WT</i> p. 129 and a sharpened pencil ready.</li> </ul>  Have several capital <i>H</i> 's ready to trace. Include a red starting dot.	<p>▶ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Have students trace capital <i>H</i>'s.</li> <li>• Have students complete <i>WT</i> p. 129. Assist as needed.</li> </ul>
<p>----- OR -----</p>		
<b>Writing (manuscript)</b> p. 127	<ul style="list-style-type: none"> <li>• Display <i>MFF Ss</i>.</li> <li>• Have <i>WT</i> p. 127 and a sharpened pencil ready.</li> </ul>	<p>▶ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 127.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 59–60	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 59–60 and crayons ready.</li> </ul>	<p>▶ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 59–60. Check that students are coloring in the lines.</li> </ul>
<b>Numbers</b>	 Have several <i>17</i> 's ready to trace. Include a red starting dot. <ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 and number cards 1–20 ready.</li> </ul>	<p>▶ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–90 with the video class. Students will use <i>INC</i> to make correct numbers with the video class.</li> <li>• Use three number cards at a time to check that students can put them in the correct order.</li> <li>• Use number cards 1–20 to check that students can put numbers in correct order.</li> <li>• Have students trace <i>17</i>'s.</li> </ul>
<b>Numbers Review</b> p. 205	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>• Have <i>ABC-123</i> p. 205, a sharpened pencil, and crayons ready.</li> </ul>	<p>▶ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> <li>• Check <i>ABC-123</i> p. 205.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss firefighters in this lesson.</li> </ul>	<p>▶ <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li><i>firefighter</i>      <i>fire station</i></li> <li><i>fire engine</i>      <i>siren</i></li> <li><i>ladders</i>          <i>fire hoses</i></li> <li><i>fire hydrant</i>      <i>helmets</i></li> <li><i>masks</i>            <i>fire safety</i></li> <li><i>fire drills</i></li> </ul> </li> </ul>

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Honour thy father and thy mother. Exodus 20:12</i></li> <li>• Lesson: Review—Lost Lamb</li> </ul>	
<b>Skills Development</b> p. 147	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 147, crayons, and scissors ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 147. Assist as needed.</li> </ul>
<b>Phonics</b>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">           m _ t o, a            b _ d o, e            w _ t e, a         </div> <div style="border: 1px solid black; padding: 2px;">           s _ n u, a            p _ g a, i            c _ b i, u         </div> </div> <p> Display one- and two-vowel words from the word lists in Appendix B.</p> <ul style="list-style-type: none"> <li>• Have vowel chart ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Use vowel chart to review short- and long-vowel sounds.</li> <li>• Have students circle the correct vowel for the words displayed.</li> <li>• Have students read the words displayed.</li> </ul>
<b>Writing (cursive)</b> p. 130	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">           m            n            a            c         </div> <div style="border: 1px solid black; padding: 2px;">           c            a            n            m         </div> </div> <ul style="list-style-type: none"> <li>• Display <i>CFF Hh, Gg</i>.</li> <li>• Have <i>WT</i> p. 130 and a sharpened pencil ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students match printed letters to cursive letters in columns.</li> <li>• Have students complete <i>WT</i> p. 130. Assist as needed.               <ul style="list-style-type: none"> <li> Sample writing papers have been included for this lesson in Appendix C to help evaluate students' writing.</li> </ul> </li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 128	<ul style="list-style-type: none"> <li>• Display <i>MFF Tt</i>.</li> <li>• Have <i>WT</i> p. 128 and a sharpened pencil ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 128.               <ul style="list-style-type: none"> <li> Sample writing papers have been included for this lesson in Appendix D to help evaluate students' writing.</li> </ul> </li> </ul>
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem they have learned or "The Poky Little Puppy" after the video instruction. You may wish to have simple props ready.</li> <li>•  The video class will play <i>Doggy, Doggy, Where's Your Bone</i>. Have your student be the puppy. Hide a construction-paper bone. The puppy gets three guesses to find the location of bone.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students act out a poem or "The Poky Little Puppy."</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have number cards 1–20 ready.</li> <li>•  Have a soft ball and a container ready.</li> </ul>	<ul style="list-style-type: none"> <li>•  Check that students are counting 0–90 with the video class.</li> <li>• Use number cards 1–20 to check that students can identify numbers in random order.</li> <li>• Use series of number cards to have students point out <i>before/after</i> numbers. Let students who answer correctly toss the ball into the container.</li> <li>• Use groups of three number cards to check that students can put numbers in the correct order.</li> </ul>






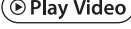


<b>Numbers Review</b> p. 207	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>• Have <i>ABC-123</i> p. 207, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 207.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss police officers in this lesson.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>police officers</i>                      <i>uniforms</i>  <i>badge</i>                                      <i>patrol</i>  <i>beat</i>                                        <i>traffic officer</i>  <i>search and rescue</i></li> </ul>

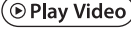


<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Honour thy father and thy mother. Exodus 20:12</i></li> <li>• Lesson: Review—Heaven</li> </ul>	<p> Play Video</p>
<b>Skills Development</b> p. 149	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 149, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 149. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 87–88 <i>ABC-123</i> pp. 209–210	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Pp</i>.</li> <li>• Have <i>WP</i> pp. 87–88, <i>ABC-123</i> pp. 209–210, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 87–88 and <i>ABC-123</i> pp. 209–210.</li> </ul>
<b>Reading Circles</b>		
Group <b>1</b> <i>Elephants</i>	<i>at ate cap pal</i> <i>pail cape ran rain</i> <ul style="list-style-type: none"> <li>• Have <i>Pet Pete</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Pet Pete</i> pp. 2–4. Save <i>Pet Pete</i> for L 154.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Gus</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Gus</i> pp. 6–7. Save <i>Gus</i> for L 154.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have letter flashcards ready.</li> <li>• Have <i>Little Book 11</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review letter sounds.</li> <li>• Have students read orally <i>Little Book 11</i> pp. 2–3. Save <i>Little Book 11</i> for L 154.</li> </ul>
<b>Activity Time</b> Art p. 103	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> p. 103, “Spring Scene.”</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<u>  </u> 2 <u>  </u> <u>  </u> 6 <u>  </u> <u>  </u> 9 <u>  </u> <u>  </u> 5 <u>  </u> <ul style="list-style-type: none"> <li>• Have board or blank paper ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>•  Check that students are counting 0–100 with the video class.            Students will write the correct number on board or blank paper with the video class.</li> <li>• Have students write the <i>before</i> and <i>after</i> numbers for the number displayed.</li> </ul>

<b>Phonics Review</b>	 <i>game win Tim the will</i> <ul style="list-style-type: none"> <li>• Have blend ladders <i>d, h, m, p,</i> and <i>s</i> ready.</li> <li>⊕ Have a soft ball and a container ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>📺 Students will choose the correct word displayed with the video class.</li> <li>• Use blend ladders to review blends. Have students read blend ladders in random order. Let students who answer correctly toss the ball into the container.</li> <li>• Have students make a sentence with the words displayed.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss letter carriers in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li><i>mail</i>                      <i>letter carrier</i></li> <li><i>sort</i>                        <i>stamp</i></li> <li><i>post office</i>              <i>Pony Express</i></li> <li><i>dependable</i></li> </ul> </li> </ul>



<b>Preparation</b>		<b>Procedure</b>																
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Honour thy father and thy mother. Exodus 20:12</i></li> <li>• Lesson: Review—Creation</li> </ul>	<p>Ⓜ Play Video</p>																
<b>Skills Development</b> Oral Phonics Evaluation	<ul style="list-style-type: none"> <li>• Have manipulatives such as building blocks, puzzles, or lacing cards ready.</li> <li>• Use this time to complete Oral Phonics Evaluations. Use Oral Phonics Evaluation Form and Oral Phonics Evaluation Sheet (<i>nu, zi, fog, led,</i> and <i>mate</i>) from Appendix B in the back of this video manual.</li> <li>• The video segment of today’s lesson is 3 minutes. After the video instruction, you will use the rest of class to complete Oral Phonics Evaluations.</li> <li>⊕ While formal grading / report cards are not used in Four-Year-Old Kindergarten, you may wish to further define students’ progress using point values and a grading scale. You may wish to preview the video to have a guideline for evaluating the progress of your students. Students do not need to view these sample oral evaluations. See the Phonics section in the front of this manual for more information about Oral Phonics Evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Oral Phonics Evaluations. Point to a blend or word on the evaluation sheet and have the student tell you what it is.</li> <li>⊕ Count 2 points per letter, blend, or word for total of 10 points if all are correct. Count a blend or word as correct, even if student must sound it out to read it. Use this suggested grading scale to record a grade on the Oral Evaluation Form: <table style="margin-left: 40px;"> <tr><td>10</td><td>A</td></tr> <tr><td>8</td><td>B</td></tr> <tr><td>6</td><td>B–</td></tr> <tr><td>4</td><td>C</td></tr> <tr><td>2</td><td>D</td></tr> </table> </li> <li>• Sample oral phonics evaluations: <table style="margin-left: 40px;"> <tr><td>Student 1</td><td>A</td></tr> <tr><td>Student 2</td><td>B</td></tr> <tr><td>Student 3</td><td>C</td></tr> </table> </li> <li>• Have students play with manipulatives. Assist as needed.</li> </ul>	10	A	8	B	6	B–	4	C	2	D	Student 1	A	Student 2	B	Student 3	C
10	A																	
8	B																	
6	B–																	
4	C																	
2	D																	
Student 1	A																	
Student 2	B																	
Student 3	C																	
<b>Seatwork Explanation</b> <i>WP</i> pp. 89–90 <i>ABC-123</i> pp. 213–214	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Rr</i>.</li> <li>• Have <i>WP</i> pp. 89–90, <i>ABC-123</i> pp. 213–214, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 89–90 and <i>ABC-123</i> pp. 213–214.</li> </ul>																

cont.

<b>Reading Circle</b>		
Group 1 <b>Elephants</b>	 <i>dim</i> <i>dime</i> <i>rip</i> <i>ripe</i> <i>kit</i> <i>kite</i> <i>pin</i> <i>pine</i> <ul style="list-style-type: none"> <li>• Have <i>Pet Pete</i> ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Pet Pete</i> pp. 5–7. Save <i>Pet Pete</i> for L 155.</li> </ul>
Group 2 <b>Zebras</b>	<ul style="list-style-type: none"> <li>• Have <i>Gus</i> ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read orally <i>Gus</i> pp. 8–9. Save <i>Gus</i> for L 155.</li> </ul>
Group 3 <b>Tigers</b>	<ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have <i>Little Book 11</i> ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Use blend ladders to review blends. Encourage speed with accuracy.</li> <li>• Have students read orally <i>Little Book 11</i> pp. 4–5. Save <i>Little Book 11</i> for L 155.</li> </ul>
<b>Activity Time</b> Music		
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check that students are counting 0–100 with the video class. Students will use <i>INC</i> as directed by video teacher.</li> </ul>
<b>Phonics Review</b> pp. 211–212	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 211–212 and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 211–212.</li> <li>• You may wish to save this word sheet for additional practice and review.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss pastors in this lesson.</li> </ul>	 <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>pastors</i>   <i>preaches</i>   <i>sermon</i></li> </ul>

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>Honour thy father and thy mother. Exodus 20:12</i></li> <li>• Lesson: Review—Adam and Eve</li> </ul>	
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Have objects ready to demonstrate <i>soft/hard</i>.</li> <li>• Have books ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Use objects to check students' understanding of <i>soft/hard</i>.</li> <li>• Have students look at books. Encourage students to find words that they can read.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 91–92 <i>ABC-123</i> pp. 215–216	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Ss</i>.</li> <li>• Have <i>WP</i> pp. 91–92, <i>ABC-123</i> pp. 215–216, a sharpened pencil, and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 91–92 and <i>ABC-123</i> pp. 215–216.</li> </ul>



<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	 <i>hop hope not note</i> <i>cot coat got goat</i> <ul style="list-style-type: none"> <li>• Have <i>Pet Pete</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students mark and read the words displayed.</li> <li>• Have students read orally <i>Pet Pete</i> pp. 8–11.</li> </ul>
Group 2 <i>Zebraws</i>	<ul style="list-style-type: none"> <li>• Have <i>Gus and Tess and Bess</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Gus</i> pp. 10–11 and <i>Tess and Bess</i> p. 2. Save <i>Tess and Bess</i> for L 158.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have <i>Little Book 11</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students read orally <i>Little Book 11</i> pp. 6–8. Save <i>Little Book 11</i> for L 158.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>• Have number cards 1–20 ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–100 with the video class.</li> <li>• Have students trace <i>16s</i>.</li> <li>• Use number cards to check students' understanding of <i>more/less</i> and <i>before/after</i> numbers.</li> </ul>
<b>Phonics Review</b>	 <i>red hole Sam</i> <i>cake pass read</i> <ul style="list-style-type: none"> <li>• Have vowel chart ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use vowel chart to review short- and long-vowel sounds.</li> <li>• Have students mark and read the words displayed. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss farmers and farms in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <ul style="list-style-type: none"> <li><i>farm</i>                      <i>barn</i></li> <li><i>cow</i>                        <i>nanny goat</i></li> <li><i>donkey</i>                    <i>tractor</i></li> <li><i>silo</i>                         <i>fields</i></li> <li><i>crops</i>                     <i>plow</i></li> <li><i>soil</i>                        <i>orchard</i></li> <li><i>beehives</i>                <i>honeybees</i></li> <li><i>ducks</i>                     <i>ducklings</i></li> <li><i>collie</i>                     <i>boars</i></li> <li><i>sows</i>                      <i>piglets</i></li> <li><i>snouts</i>                    <i>horse</i></li> </ul> </li> </ul>

## Preparation

## Procedure

<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>The LORD is good to all. Psalm 145:9</i></li> <li>• Lesson: Review—Noah Obeys God</li> </ul>	Play Video
<b>Skills Development</b>		Play Video <ul style="list-style-type: none"> <li>• Check students' understanding of <i>pairs of things</i>.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Have blend ladders <i>l, n, r, and s</i> ready.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">       Ben can ride a bike.        Ben will ride up the hill.        Ben fell off his bike.        Did Ben cut his leg?     </div>	Play Video <ul style="list-style-type: none"> <li>• Use blend ladders to review blends. Work for speed and accuracy.</li> <li>• Have students read the sentences displayed. Work for expression and smooth reading.</li> </ul>
<b>Writing (cursive)</b> p. 131	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 131 and a sharpened pencil ready. Write students' first names in each house. Include a red starting dot.</li> <li> Students will be learning to write their names. Be ready to assist.</li> </ul>	Play Video <ul style="list-style-type: none"> <li> Remember to periodically check writing habits—slant, posture, and pencil position. Praise students who practice good habits.</li> <li>• Have students complete <i>WT</i> p. 131. Assist as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 129	<ul style="list-style-type: none"> <li>• Display <i>MFF Uu</i>.</li> <li>• Have <i>WT</i> p. 129 and a sharpened pencil ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li> Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 129.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 61–64	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 61–64 and crayons ready.</li> </ul>	Play Video <ul style="list-style-type: none"> <li>• Check <i>BAB</i> pp. 61–64. Save <i>BAB</i> pp. 61–64 for L 161.</li> </ul>
<b>Numbers</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">       _____ 3 _____        _____ 7 _____        _____ 6 _____        _____ 9 _____     </div> <ul style="list-style-type: none"> <li>• Have number cards 1–20 and three objects for counting ready.</li> <li>• Have flashcards ready for the combinations shown below. Write combinations on the back of flashcards without the answers.</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <math display="block">\begin{array}{r} 1 \\ +1 \\ \hline 2 \end{array}</math> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <math display="block">\begin{array}{r} 2 \\ +1 \\ \hline 3 \end{array}</math> </div> </div>	Play Video <ul style="list-style-type: none"> <li> Check that students are counting 0–100 with the video class.</li> <li>• Have students write the correct <i>before/after</i> numbers in the blanks displayed.</li> <li>• Check that students can put number cards 1–20 in the correct order.</li> <li>• Use flashcards to review combinations. Save for future use. Use objects for counting to illustrate combinations.</li> </ul>

<b>Numbers Review</b> p. 217	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>• Have <i>ABC-123</i> p. 217, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> </ul> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 217.</li> </ul>												
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss gardens in this lesson.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:</li> </ul> <table border="0"> <tr> <td><i>garden</i></td> <td><i>vegetables</i></td> </tr> <tr> <td><i>handiwork</i></td> <td><i>shovel</i></td> </tr> <tr> <td><i>weeds</i></td> <td><i>marigolds</i></td> </tr> <tr> <td><i>swallows</i></td> <td><i>starling</i></td> </tr> <tr> <td><i>grubs</i></td> <td><i>frogs</i></td> </tr> <tr> <td><i>toads</i></td> <td><i>ladybugs</i></td> </tr> </table>	<i>garden</i>	<i>vegetables</i>	<i>handiwork</i>	<i>shovel</i>	<i>weeds</i>	<i>marigolds</i>	<i>swallows</i>	<i>starling</i>	<i>grubs</i>	<i>frogs</i>	<i>toads</i>	<i>ladybugs</i>
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<i>grubs</i>	<i>frogs</i>													
<i>toads</i>	<i>ladybugs</i>													

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>The LORD is good to all. Psalm 145:9</i></li> <li>• Lesson: Review—Joseph</li> </ul>	<p> <b>Play Video</b></p>
<b>Skills Development</b> p. 151	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 151 and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 151. Assist as needed.</li> </ul>
<b>Phonics</b>	<p><input type="checkbox"/> <i>lean pin peck wag</i> <i>dime lap nut zone</i></p> <ul style="list-style-type: none"> <li>• Have blend ladders <i>f, j,</i> and <i>p</i> ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students mark and read the words displayed. Have students use the words in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Writing (cursive)</b> p. 132	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 132 and a sharpened pencil ready. Write students' names in each house. Include a red starting dot.</li> <li>☞ Students will be learning to write their names. Be ready to assist.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students complete <i>WT</i> p. 132. Assist as needed.</li> </ul>
- - - - OR - - - -		
<b>Writing (manuscript)</b> p. 130	<ul style="list-style-type: none"> <li>• Display <i>MFF Vv</i>.</li> <li>• Have <i>WT</i> p. 130 and a sharpened pencil ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 130.</li> </ul>
<b>Activity Time</b> Poetry/Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a poem they have learned or "The Poky Little Puppy" after the video instruction. You may wish to have simple props ready.</li> <li>⊕ The video class will play <i>Doggy, Doggy, Where's Your Bone</i>. Have your student be the puppy. Hide a construction-paper bone. The puppy gets three guesses to find the location of bone.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>• Have students act out a poem or "The Poky Little Puppy."</li> </ul>

cont. >

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9, combination flashcards from L 156, and objects for counting ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–100 with the video class. Students will use <i>INC</i> to make correct numbers with the video class. Students will use <i>INC</i> to give the correct answer with the video class. Students will use objects for counting to illustrate combinations with the video class.</li> <li>• Make combinations with objects for counting and have students give the combination. Have students use objects for counting to illustrate combinations.</li> <li>• Use flashcards to review combinations. Save for future use.</li> </ul>
<b>Numbers Review</b> p. 219	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF</i> 1, 2, 3 and 7, 8, 9.</li> <li>• Have <i>ABC-123</i> p. 219, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 219.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss families in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>family</i>                      <i>father</i> <i>mother</i>                      <i>parents</i> <i>brother</i>                      <i>sister</i> <i>baby</i>                          <i>polite</i> <i>Heavenly Father</i></li> </ul>

Lesson **158**

Ⓜ Play Video Lesson □ Board + Optional 📄 Teacher Note

**Preparation**

**Procedure**

<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: <i>The LORD is good to all. Psalm 145:9</i></li> <li>• Have <i>Miniature Bible Memory Picture Cards</i> 23–24 ready.</li> <li>• Lesson: Review—Hannah Prays for a Son and Samuel Listens to God</li> <li>• Use a chart and stars to indicate the completion of each verse.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students individually say Jeremiah 33:3 and 1 Peter 5:7.</li> <li>• Give <i>Miniature Bible Memory Picture Cards</i> 23–24 to students.</li> </ul>
<b>Skills Development</b> p. 153	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 153 and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 153. Give assistance as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 93–94 <i>ABC-123</i> pp. 221–222	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Tt</i>.</li> <li>• Have <i>WP</i> pp. 93–94, <i>ABC-123</i> pp. 221–222, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 93–94 and <i>ABC-123</i> pp. 221–222.</li> </ul>
<b>Reading Circle</b>  Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Jake</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Jake</i> pp. 2–4. Save <i>Jake</i> for L 159.</li> </ul>

Group 2 <b>Zebras</b>	<ul style="list-style-type: none"> <li>Have <i>Tess and Bess</i> ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Tess and Bess</i> pp. 3–4. Save <i>Tess and Bess</i> for L 159.</li> </ul>																								
Group 3 <b>Tigers</b>	<ul style="list-style-type: none"> <li>Have <i>Little Book 11</i> and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 11</i> pp. 9–10 and complete p. 11.</li> </ul>																								
<b>Activity Time</b> Art pp. 105–107	<ul style="list-style-type: none"> <li>Have materials ready and be familiar with instructions for AP pp. 105, 107, “Mother’s Day Card.”</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Assist students with projects.</li> </ul>																								
<b>Numbers</b>	<table style="margin-left: 20px;"> <tr><td><input type="checkbox"/></td><td>5</td><td>6</td><td></td></tr> <tr><td></td><td>19</td><td>15</td><td></td></tr> <tr><td></td><td>6</td><td>4</td><td>10</td></tr> <tr><td></td><td>3</td><td>8</td><td>7</td></tr> </table> <ul style="list-style-type: none"> <li>Have combination flashcards from L 157 and a combination flashcard for <math>3 + 1 = 4</math> ready.</li> </ul>	<input type="checkbox"/>	5	6			19	15			6	4	10		3	8	7	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li> Check that students are counting 0–100 with the video class. Students will circle the correct number with the video class.</li> <li>Use flashcards to review combinations. Save for future lessons.</li> </ul>								
<input type="checkbox"/>	5	6																								
	19	15																								
	6	4	10																							
	3	8	7																							
<b>Phonics Review</b>	<table style="margin-left: 20px;"> <tr><td><input type="checkbox"/></td><td>gas</td><td>gate</td></tr> <tr><td></td><td>leg</td><td>leaf</td></tr> <tr><td></td><td>five</td><td>hive</td></tr> </table> <table style="margin-left: 20px;"> <tr><td><input type="checkbox"/></td><td>z __ p</td><td>i, e</td></tr> <tr><td></td><td>g __ t</td><td>a, o</td></tr> <tr><td></td><td>j __ g</td><td>e, u</td></tr> <tr><td></td><td>v __ n</td><td>a, e</td></tr> <tr><td></td><td>y __ s</td><td>e, i</td></tr> </table> <ul style="list-style-type: none"> <li>Have blend ladders <b>v</b>, <b>y</b>, and <b>z</b> ready.</li> </ul>	<input type="checkbox"/>	gas	gate		leg	leaf		five	hive	<input type="checkbox"/>	z __ p	i, e		g __ t	a, o		j __ g	e, u		v __ n	a, e		y __ s	e, i	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li> Students will circle the correct word displayed. Students will choose the correct vowel to complete the words displayed.</li> <li>Use blend ladders to review blends.</li> <li>Have students choose the vowel to make a word and write it in the blank. Have students use the words displayed in sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
<input type="checkbox"/>	gas	gate																								
	leg	leaf																								
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	g __ t	a, o																								
	j __ g	e, u																								
	v __ n	a, e																								
	y __ s	e, i																								
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss houses in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss new words introduced: <table style="margin-left: 20px;"> <tr><td><i>home</i></td><td><i>bricks</i></td></tr> <tr><td><i>apartment</i></td><td><i>condominiums</i></td></tr> <tr><td><i>kitchen</i></td><td><i>bathroom</i></td></tr> <tr><td><i>cabinets</i></td><td><i>living room</i></td></tr> <tr><td><i>bedroom</i></td><td><i>roof</i></td></tr> <tr><td><i>windows</i></td><td><i>doors</i></td></tr> </table> </li> </ul>	<i>home</i>	<i>bricks</i>	<i>apartment</i>	<i>condominiums</i>	<i>kitchen</i>	<i>bathroom</i>	<i>cabinets</i>	<i>living room</i>	<i>bedroom</i>	<i>roof</i>	<i>windows</i>	<i>doors</i>												
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<i>windows</i>	<i>doors</i>																									

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>The LORD is good to all. Psalm 145:9</i></li> <li>Lesson: Review—David the Shepherd; David and Goliath; King David Is Kind</li> </ul>	<p> <b>Play Video</b></p>
<b>Skills Development</b>		<p> <b>Play Video</b></p>
<b>Seatwork Explanation</b> <i>WP</i> pp. 95–96 <i>ABC-123</i> pp. 225–226	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Vv</i>.</li> <li>Have <i>WP</i> pp. 95–96, <i>ABC-123</i> pp. 225–226, a sharpened pencil, and crayons ready.</li> </ul>	<p> <b>Play Video</b></p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 95–96 and <i>ABC-123</i> pp. 225–226.</li> </ul>

cont.


<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Jake</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Jake</i> pp. 5–7. Save <i>Jake</i> for L 160.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>Have <i>Tess and Bess</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Tess and Bess</i> pp. 5–7. Save <i>Tess and Bess</i> for L 160.</li> </ul>
Group 3 <i>Tigers</i>	<p> <i>bed wag jog</i></p> <ul style="list-style-type: none"> <li>Have <i>Little Book 12</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Have students mark and read the words displayed.</li> <li>Have students read orally <i>Little Book 12</i> pp. 2–3. Save <i>Little Book 12</i> for L 160.</li> </ul>
<b>Activity Time</b> Music		<p> Play Video</p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Have <i>INC</i> 0–9 ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li> Check that students are counting 0–100 with the video class.</li> <li>Students will use <i>INC</i> as directed by the video class.</li> </ul>
<b>Phonics Review</b> pp. 223–224	<ul style="list-style-type: none"> <li>Have <i>ABC-123</i> pp. 223–224, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Check <i>ABC-123</i> pp. 223–224.</li> <li> You may wish to save this word sheet for additional practice and review.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss kindness in this lesson.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Look for ways to reinforce the importance of kindness.</li> </ul>




Lesson **160**

Lesson Board Optional Teacher Note

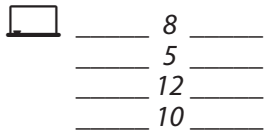
	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: <i>The LORD is good to all. Psalm 145:9</i></li> <li>Lesson: Review—Elijah at Mount Carmel</li> </ul>	<p> Play Video</p>
<b>Skills Development</b>		<p> Play Video</p> <ul style="list-style-type: none"> <li>Discuss the opposite concept <i>near/far</i>.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 97–98 <i>ABC-123</i> pp. 227–228	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Ww</i>.</li> <li>Have <i>WP</i> pp. 97–98, <i>ABC-123</i> pp. 227–228, a sharpened pencil, and crayons ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 97–98 and <i>ABC-123</i> pp. 227–228.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>Jake</i> ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Jake</i> pp. 8–11.</li> </ul>















Group 2 Zebras	<ul style="list-style-type: none"> <li>Have <i>Tess and Bess</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Tess and Bess</i> pp. 8–9. Save <i>Tess and Bess</i> for L 163.</li> </ul>
Group 3 Tigers	<ul style="list-style-type: none"> <li>Have <i>Little Book 12</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Have students read orally <i>Little Book 12</i> pp. 4–5. Save <i>Little Book 12</i> for L 163.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>Have combination flashcards from previous lessons and a combination flashcard for <math>4 + 1 = 5</math> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Check that students are counting 0–100 with the video class. Students will write <i>19s</i> on board or blank paper with the video class.</li> <li>Use flashcards to review combinations.</li> </ul>
<b>Phonics Review</b>	<p> <i>Mom will bake a cake Dad will eat the cake.</i></p> <ul style="list-style-type: none"> <li>Have blend ladders <i>b, f,</i> and <i>l</i> and letter flashcards <i>t, g, p,</i> and <i>m</i> ready.</li> <li>Have a bell ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Add letter flashcards to blends on ladders to make words for students to read.</li> <li>Have students mark and read the sentences displayed. Let students who answer correctly ring the bell.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss kitchen safety in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>Discuss new words introduced: <i>kitchen</i>                      <i>dangerous</i> <i>knives</i>                        <i>mixer</i> <i>can opener</i></li> </ul>

Lesson <b>161</b>		Ⓜ Play Video Lesson	 Board	⊕ Optional	 Teacher Note
Preparation			Procedure		
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: Review of Genesis 1:1; John 1:3; Psalm 139:14; Psalm 18:30</li> <li>Lesson: Review—Lions Cannot Hurt Daniel</li> </ul>	Ⓜ Play Video			
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>Have foods to taste and objects to smell ready.</li> <li>Keep food allergies in mind when choosing products.</li> </ul>	Ⓜ Play Video			<ul style="list-style-type: none"> <li>Have students taste food and tell what kind of taste it has—sweet, sour, or salty. Have students smell the objects and guess what the objects are.</li> </ul>
<b>Phonics</b>	<p> <i>gas leg sea</i> <i>gave let Sam</i> <i>get live save</i> <i>gum line seat</i></p> <ul style="list-style-type: none"> <li>Have blend ladders ready that your students need to review.</li> </ul>	Ⓜ Play Video			<ul style="list-style-type: none"> <li>Students will find the word displayed as directed by the video teacher. Have students mark and read the words.</li> <li>Use blend ladders to review blends.</li> <li>Have students mark and read the remaining words displayed.</li> </ul>



cont.

<b>Writing (cursive)</b> p. 133	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 133 and a sharpened pencil ready. Write students' first names in the first and second houses. Include a red starting dot.</li> <li>☞ Students will be learning to write their names. Be ready to assist.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—slant, posture, and pencil position. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 133.</li> <li>☞ Sample writing papers have been included for this lesson in Appendix C to help evaluate students' writing.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 131	<ul style="list-style-type: none"> <li>• Display <i>MFF Ww</i>.</li> <li>• Have <i>WT</i> p. 131 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> <li>• Check <i>WT</i> p. 131.</li> <li>☞ Sample writing papers have been included for this lesson in Appendix D to help evaluate students' writing.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 65–68	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 61–64 from L 156, <i>BAB</i> pp. 65–68, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Students will combine <i>BAB</i> pp. 61–68 to complete Old Testament Bible Story Book. Assist as needed.</li> </ul>
<b>Numbers</b>	 <ul style="list-style-type: none"> <li>• Have number cards 1–20, twenty objects for counting, and combination flashcards from previous lessons ready.</li> <li>⊕ Have a bell ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 1–100 with the video class.</li> <li>Students will count out objects with the video class.</li> <li>• Have students write the correct <i>before/after</i> numbers in the blanks displayed. Let students who answer correctly ring the bell.</li> <li>• Check that students can put number cards 1–20 in the correct order.</li> <li>• Use flashcards to review combinations.</li> </ul>
<b>Numbers Review</b> p. 229	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>• Have <i>ABC-123</i> p. 229, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—slant, posture, pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> <li>• Check <i>ABC-123</i> p. 229.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss manners in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>manners interrupt reverent</i></li> </ul>

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Review of Psalm 23:1; Philippians 4:19; Isaiah 43:5; Psalm 118:1</li> <li>• Lesson: Review—Queen Esther</li> </ul>	<p>Ⓜ Play Video</p>
<b>Skills Development</b> p. 155	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 155 and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 155. Assist as needed.</li> </ul>

<b>Phonics</b>	 ham yes hug goat rope pen rake Pug  Pam can hide. The game is fun. Mike is wet. <ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> </ul>	 <ul style="list-style-type: none"> <li>• Use blend ladders to review blends. Have students sing the blend ladders.</li> <li>• Have students read the words displayed. Have students use the words in sentences. For more review, use words from the word lists in Appendix B.</li> <li>• Have students mark and read the sentences displayed.</li> </ul>												
<b>Writing (cursive)</b> p. 134	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 134 and a sharpened pencil ready. Write students' names in the first and second houses. Include a red starting dot. <ul style="list-style-type: none"> <li> Students will be learning to write their names. Be ready to assist.</li> </ul> </li> </ul>	 <ul style="list-style-type: none"> <li>• Have students complete <i>WT</i> p. 134. Assist as needed.</li> </ul>												
OR														
<b>Writing (manuscript)</b> p. 132	<ul style="list-style-type: none"> <li>• Display <i>MFF Xx</i>.</li> <li>• Have <i>WT</i> p. 132 and a sharpened pencil ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 132.</li> </ul>												
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a favorite poem or story they have learned after the video instruction. You may wish to have simple props ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students act out a favorite poem or story.</li> </ul>												
<b>Numbers</b>	 <table style="display: inline-table; vertical-align: middle;"> <tr><td>12</td><td>7</td><td>14</td></tr> <tr><td>16</td><td>9</td><td>8</td></tr> <tr><td>9</td><td>4</td><td>10</td></tr> <tr><td>11</td><td>9</td><td>15</td></tr> </table> <ul style="list-style-type: none"> <li>• Have combination flashcards from previous lessons and a combination flashcard for <math>5 + 1 = 6</math> ready.</li> </ul>	12	7	14	16	9	8	9	4	10	11	9	15	 <ul style="list-style-type: none"> <li>•  Check that students are counting 1–100 with the video class. Students will circle correct numbers displayed with the video class.</li> <li>• Use flashcards to review combinations. Save for future lessons.</li> </ul>
12	7	14												
16	9	8												
9	4	10												
11	9	15												
<b>Numbers Review</b> p. 231	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>7, 8, 9</i>.</li> <li>• Have <i>ABC-123</i> p. 231, a sharpened pencil, and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 231.</li> </ul>												
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss neighbors in this lesson.</li> </ul>	 <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>stranger</i>                      <i>Samaritan</i></li> </ul>												

Lesson **163**

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Review of Luke 11:28; John 3:16; James 1:17; 1 John 3:23</li> <li>• Lesson: Review—Jonah</li> </ul>	
<b>Skills Development</b> p. 157	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 157 and crayons ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 157. Assist as needed.</li> </ul>













cont. >


<b>Seatwork Explanation</b> <i>WP</i> pp. 99–100 <i>ABC-123</i> pp. 233–234	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Yy</i>.</li> <li>• Have <i>WP</i> pp. 99–100, <i>ABC-123</i> pp. 233–234, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 99–100 and <i>ABC-123</i> pp. 233–234.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Dave</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Dave</i> pp. 2–4. Save <i>Dave</i> for L 164.</li> </ul>
Group 2 <i>Zebras</i>	<ul style="list-style-type: none"> <li>• Have <i>Tess and Bess</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Tess and Bess</i> pp. 10–11.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have <i>Little Book 12</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students read orally <i>Little Book 12</i> pp. 6–7. Save <i>Little Book 12</i> for L 164.</li> </ul>
<b>Activity Time</b> Art p. 109	<ul style="list-style-type: none"> <li>• Have materials ready and be familiar with instructions for <i>AP</i> p. 109, “Sunflower.”</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Assist students with projects.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9 ready.</li> <li>• Have construction-paper bees ready with the numbers 14–20 written on them.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–100 with the video class. Students will choose the correct bee with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> </ul>
<b>Phonics Review</b>	<p><input type="checkbox"/> rake game bite bake tame kite</p> <p><input type="checkbox"/> Ted has a kite. I see five ducks. Jane will run and hide.</p>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Students will choose the correct word displayed with the video class.</li> <li>• Say words from the sentences displayed and have students find the word. Have students mark and read the sentences. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss table manners in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Look for ways to reinforce the use of table manners.</li> </ul>



	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Review of Matthew 8:27; Matthew 28:20; Psalm 56:3; 1 John 4:8</li> <li>• Lesson: Review—Jesus Is Born; Shepherds See the Savior; Wise Men Worship Jesus</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>high/low</i>.</li> </ul>

<b>Seatwork Explanation</b> WP pp. 101–102 ABC-123 pp. 237–238	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Zz</i>.</li> <li>• Have <i>WP</i> pp. 101–102, <i>ABC-123</i> pp. 237–238, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 101–102 and <i>ABC-123</i> pp. 237–238.</li> </ul>
<b>Reading Circle</b>		
Group 1 <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>Dave</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read orally <i>Dave</i> pp. 5–7. Save <i>Dave</i> for L 165.</li> </ul>
Group 2 <i>Zebras</i>	<p><input type="checkbox"/> at ate pal pail</p> <ul style="list-style-type: none"> <li>• Have <i>Pet Pete</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Pet Pete</i> pp. 2–3. Save <i>Pet Pete</i> for L 165.</li> </ul>
Group 3 <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have <i>Little Book 12</i> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Use blend ladders to review blends.</li> <li>• Have students read orally <i>Little Book 12</i> pp. 8–9. Save <i>Little Book 12</i> for L 165.</li> </ul>
<b>Activity Time</b> Music		<p>Ⓜ Play Video</p>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9, combination flashcards from previous lessons, and a combination flashcard for <math>6 + 1 = 7</math> ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>☞ Check that students are counting 1–100 with the video class. Students will use <i>INC</i> as directed by the video teacher.</li> <li>• Use flashcards to review combinations.</li> </ul>
<b>Phonics Review</b> pp. 235–236	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 235–236, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 235–236.</li> <li>☞ You may wish to save this word sheet for additional practice and review.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss spring and fall in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>seasons    spring    fall</i> <i>blossom    harvest</i></li> </ul>

	Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Review of Genesis 16:13; 1 John 4:19; 1 Timothy 1:15</li> <li>• Lesson: Review—First Miracle</li> </ul>	<p>Ⓜ Play Video</p>
<b>Skills Development</b>		<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss the opposite concept <i>tame/wild</i>.</li> </ul>
<b>Seatwork Explanation</b> WP pp. 103–104 ABC-123 pp. 239–240	<ul style="list-style-type: none"> <li>• Have <i>WP</i> pp. 103–104, <i>ABC-123</i> pp. 239–240, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 103–104 and <i>ABC-123</i> pp. 239–240.</li> </ul>

<b>Reading Circle</b>																						
Group 1 <b>Elephants</b>	 <i>jam road sit wife</i> <ul style="list-style-type: none"> <li>• Have <i>Dave</i> ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Dave</i> pp. 8–11.</li> </ul>																				
Group 2 <b>Zebras</b>	 <i>bed bead pep peep</i> <ul style="list-style-type: none"> <li>• Have <i>Pet Pete</i> ready.</li> </ul>	 <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Pet Pete</i> pp. 4–5. Save <i>Pet Pete</i> for L 168.</li> </ul>																				
Group 3 <b>Tigers</b>	 <i>dig ate hid wag</i> <ul style="list-style-type: none"> <li>• Have <i>Little Book 12</i> and crayons ready.</li> <li>• Have blend ladders ready that your students need to review.</li> </ul>	 <ul style="list-style-type: none"> <li>• Review blends with long-vowel sounds.</li> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Little Book 12</i> p. 10 and complete p. 11.</li> </ul>																				
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>																				
<b>Numbers</b>	 <table style="display: inline-table; border: none;"> <tr><td>4</td><td>5</td><td>10</td></tr> <tr><td>17</td><td>9</td><td>12</td></tr> <tr><td>3</td><td>6</td><td>11</td></tr> <tr><td>15</td><td>8</td><td>16</td></tr> </table> <ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>10</i>.</li> <li>• Have number cards 1–20 and combination flashcards from previous lessons ready.</li> </ul>	4	5	10	17	9	12	3	6	11	15	8	16	 <ul style="list-style-type: none"> <li>• Check that students are counting 1–100 with the video class. Students will write <i>20s</i> on board or blank paper with the video class. Students will circle the correct number displayed with the video class.</li> <li>• Check that students can put number cards 1–20 in the correct order.</li> <li>• Use flashcards to review combinations.</li> </ul>								
4	5	10																				
17	9	12																				
3	6	11																				
15	8	16																				
<b>Phonics Review</b>	 <table style="display: inline-table; border: none;"> <tr><td><i>ta</i></td><td><i>me</i></td><td><i>do</i></td><td><i>ha</i></td><td><i>ra</i></td></tr> <tr><td><i>bo</i></td><td><i>pi</i></td><td><i>gi</i></td><td><i>yo</i></td><td><i>tu</i></td></tr> <tr><td><i>fa</i></td><td><i>je</i></td><td><i>jo</i></td><td><i>za</i></td><td><i>fa</i></td></tr> <tr><td><i>ro</i></td><td><i>ni</i></td><td><i>ti</i></td><td><i>bo</i></td><td><i>gu</i></td></tr> </table>  <i>The pig is in the mud.</i>	<i>ta</i>	<i>me</i>	<i>do</i>	<i>ha</i>	<i>ra</i>	<i>bo</i>	<i>pi</i>	<i>gi</i>	<i>yo</i>	<i>tu</i>	<i>fa</i>	<i>je</i>	<i>jo</i>	<i>za</i>	<i>fa</i>	<i>ro</i>	<i>ni</i>	<i>ti</i>	<i>bo</i>	<i>gu</i>	 <ul style="list-style-type: none"> <li>• Students will use the blends displayed with the video class.</li> <li>• Have students read the sentence displayed.</li> <li>• For more review, add letters to the blends displayed to make words for students to read and use in sentences.</li> </ul>
<i>ta</i>	<i>me</i>	<i>do</i>	<i>ha</i>	<i>ra</i>																		
<i>bo</i>	<i>pi</i>	<i>gi</i>	<i>yo</i>	<i>tu</i>																		
<i>fa</i>	<i>je</i>	<i>jo</i>	<i>za</i>	<i>fa</i>																		
<i>ro</i>	<i>ni</i>	<i>ti</i>	<i>bo</i>	<i>gu</i>																		
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss summer and winter in this lesson.</li> </ul>	 <ul style="list-style-type: none"> <li>• Discuss new words introduced: <i>summer</i>                      <i>winter</i> <i>evergreens</i>                <i>hibernate</i></li> </ul>																				

	<b>Preparation</b>	<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Review—Exodus 20:12; Psalm 145:9; John 14:6</li> <li>• Lesson: Review—Fishing with Jesus</li> </ul>	

<b>Skills Development</b>		<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss the senses of seeing, hearing, and touching.</li> </ul>
<b>Phonics</b>	<p>  <i>h__me</i> a, o   <i>g__te</i> a, e   <i>b__ne</i> i, o  <i>c__ke</i> i, a   <i>h__ke</i> o, i   <i>r__se</i> e, o         </p> <ul style="list-style-type: none"> <li>• Have letter flashcards and blend ladders ready that your students need to review.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>☞ Students will choose the correct vowel for the words displayed.</li> </ul> </li> <li>• Use blend ladders to review blends. Add letter flashcards to blends. Have students read the words and use the words in sentences.</li> </ul>
<b>Writing (cursive)</b> p. 135	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 135 and a sharpened pencil ready. Write students' first names in the first and second houses. Include a red starting dot.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—slant, posture, and pencil position. Praise students who practice good habits.</li> <li>Students will be learning to write their names. Be ready to assist.</li> </ul> </li> <li>• Have students complete <i>WT</i> p. 135. Assist as needed.</li> </ul>
----- OR -----		
<b>Writing (manuscript)</b> p. 133	<ul style="list-style-type: none"> <li>• Display <i>MFF Yy</i>.</li> <li>• Have <i>WT</i> p. 133 and a sharpened pencil ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—posture and pencil position—and that students start on the red dot and carefully trace each letter as the video teacher talks them through formation. Praise students who practice good habits.</li> </ul> </li> <li>• Check <i>WT</i> p. 133.</li> </ul>
<b>Activity Time</b> Bible Activity pp. 69–72	<ul style="list-style-type: none"> <li>• Have <i>BAB</i> pp. 69–72 and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Students will combine <i>BAB</i> pp. 69–72 to complete New Testament Bible Story Book. Assist as needed.</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have number flashcards 1–20, combination flashcards from previous lessons, and a combination flashcard for <math>7 + 1 = 8</math> ready.</li> </ul> <p>         __ 12 __     __ 15 __                __ 10 __     __ 19 __         </p>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>☞ Check that students are counting 1–100 with the video class.</li> </ul> </li> <li>• Have students write the correct number <i>before/after</i> numbers in the blanks displayed.</li> <li>• Check that students can put number cards 1–20 in the correct order.</li> <li>• Use flashcards to review combinations.</li> </ul>
<b>Numbers Review</b> p. 241	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>10</i>.</li> <li>• Have <i>ABC-123</i> p. 241, a sharpened pencil, and crayons ready.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>☞ Remember to periodically check writing habits—slant, posture, and pencil position—and that students carefully trace each number as the video teacher talks them through formation.</li> </ul> </li> <li>• Check <i>ABC-123</i> p. 241.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss Thomas Edison in this lesson.</li> </ul>	<p>Ⓜ Play Video</p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>Thomas Edison</i>    <i>light switch</i>  <i>light bulb</i>        <i>lanterns</i>  <i>candles</i>            <i>oil lamps</i>  <i>electricity</i>        <i>inventor</i> </li> </ul>



	Preparation	Procedure												
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Review—Exodus 20:12; Proverbs 20:11; Psalm 145:9</li> <li>• Have <i>Miniature Bible Memory Picture Cards</i> 25–26 ready.</li> <li>• Lesson: Review—Jesus Stills the Storm</li> <li>• Use a chart and stars to indicate the completion of each verse.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students individually say Exodus 20:12 and Psalm 145:9.</li> <li>• Give <i>Miniature Bible Memory Picture Cards</i> 25–26 to students.</li> </ul>												
<b>Skills Development</b> p. 159	<ul style="list-style-type: none"> <li>• Have <i>RS</i> p. 159, crayons, and scissors ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>RS</i> p. 159. Assist as needed.</li> </ul>												
<b>Phonics</b>	<p> <i>Jack and Jill ran up the hill. Jack fell. Jill got Mom. God made Jack well.</i></p> <ul style="list-style-type: none"> <li>• Have seashells ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students mark and read the sentences displayed. Have students read the story aloud using expression. Give a seashell to students who answer correctly.</li> </ul>												
<b>Writing (cursive)</b> p. 136	<ul style="list-style-type: none"> <li>• Have <i>WT</i> p. 136 and a sharpened pencil ready. Write students' names in the first and second houses. Include a red starting dot.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students complete <i>WT</i> p. 136. Give assistance as needed.</li> </ul>												
OR														
<b>Writing (manuscript)</b> p. 134	<ul style="list-style-type: none"> <li>• Display <i>MFF Zz</i>.</li> <li>• Have <i>WT</i> p. 134 and a sharpened pencil ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>WT</i> p. 134.</li> </ul>												
<b>Activity Time</b> Poetry / Drama	<ul style="list-style-type: none"> <li>• Be prepared to have students act out a favorite poem or story they have learned after the video instruction. You may wish to have simple props ready.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Have students act out a favorite poem or story.</li> </ul>												
<b>Numbers</b>	<p> <table style="display: inline-table; border: none; vertical-align: middle;"> <tr><td>12</td><td>7</td><td>14</td></tr> <tr><td>10</td><td>9</td><td>8</td></tr> <tr><td>6</td><td>5</td><td>11</td></tr> <tr><td>13</td><td>19</td><td>20</td></tr> </table></p> <ul style="list-style-type: none"> <li>• Have objects for counting, combination flashcards from previous lessons, and a combination flashcard for <math>8 + 1 = 9</math> ready.</li> </ul>	12	7	14	10	9	8	6	5	11	13	19	20	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–100 with the video class. Students will use objects for counting with the video class.</li> <li>• Have students give the largest and smallest number in each row of numbers displayed.</li> <li>• Use flashcards to review combinations. Use objects for counting to illustrate combinations. Save for future lessons.</li> </ul>
12	7	14												
10	9	8												
6	5	11												
13	19	20												
<b>Numbers Review</b> p. 243	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF 1, 2, 3</i> and <i>10</i>.</li> <li>• Have <i>ABC-123</i> p. 243, a sharpened pencil, and crayons ready.</li> <li>• <i>ABC-123</i> p. 256 may be assigned for students who need extra practice writing numbers 16–20.</li> </ul>	<p> Play Video</p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> p. 243.</li> </ul>												

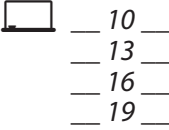
<b>Language Development</b>	<ul style="list-style-type: none"> <li>The video teacher will discuss Alexander Graham Bell in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Discuss new words introduced:  <i>Mr. Alexander Graham Bell</i>  <i>deaf</i>                      <i>experiment</i>  <i>electricity</i>              <i>telegraph</i>  <i>Thomas Watson</i>        <i>digits</i></li> </ul>
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	<b>Preparation</b>	<b>Procedure</b>												
<b>Bible</b>	<ul style="list-style-type: none"> <li>Memorization: Review—Exodus 20:12; Ephesians 4:32; Psalm 145:9</li> <li>Lesson: Review—Jesus Walks on Water</li> </ul>	<p><a href="#">Play Video</a></p>												
<b>Skills Development</b> p. 161	<ul style="list-style-type: none"> <li>Have <i>RS</i> p. 161 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students complete <i>RS</i> p. 161. Assist as needed.</li> </ul>												
<b>Seatwork Explanation</b> <i>WP</i> pp. 105–106 <i>ABC-123</i> pp. 245–246	<ul style="list-style-type: none"> <li>Display <i>CFF/MFF Ss</i>.</li> <li>Have <i>WP</i> pp. 105–106, <i>ABC-123</i> pp. 245–246, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check <i>WP</i> pp. 105–106 and <i>ABC-123</i> pp. 245–246.</li> </ul>												
<b>Reading Circle</b>														
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>Have <i>A Pal</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read orally <i>A Pal</i> pp. 2–4. Save <i>A Pal</i> for L 169.</li> </ul>												
Group <b>2</b> <i>Zebrawords</i>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <i>dim</i>   <i>dime</i>   <i>kit</i>   <i>kite</i> </div> <ul style="list-style-type: none"> <li>Have <i>Pet Pete</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Have students read the words displayed.</li> <li>Have students read orally <i>Pet Pete</i> pp. 6–7. Save <i>Pet Pete</i> for L 169.</li> </ul>												
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>Have letter flashcards and blend ladders <i>g</i> and <i>m</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Use letter flashcards to review letter sounds.</li> <li>Use blend ladders to review blends.</li> </ul>												
<b>Activity Time</b> Art pp. 111, 113	<ul style="list-style-type: none"> <li>Have materials ready and be familiar with instructions for <i>AP</i> pp. 111, 113 “Father’s Day Card.”</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Assist students with projects.</li> </ul>												
<b>Numbers</b>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;"> </div> <table style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 0 10px;">4</td><td style="padding: 0 10px;">5</td><td style="padding: 0 10px;">10</td></tr> <tr><td style="padding: 0 10px;">17</td><td style="padding: 0 10px;">9</td><td style="padding: 0 10px;">12</td></tr> <tr><td style="padding: 0 10px;">3</td><td style="padding: 0 10px;">6</td><td style="padding: 0 10px;">11</td></tr> <tr><td style="padding: 0 10px;">5</td><td style="padding: 0 10px;">8</td><td style="padding: 0 10px;">16</td></tr> </table> <ul style="list-style-type: none"> <li>Have number flashcards 1–20 and combination flashcards from previous lessons ready.</li> </ul>	4	5	10	17	9	12	3	6	11	5	8	16	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>Check that students are counting 0–100 with the video class.</li> <li>Have students give the smallest and largest number in each row of numbers displayed.</li> <li>Use flashcards to review combinations.</li> <li>Check that students can put number cards 1–20 in the correct order.</li> </ul>
4	5	10												
17	9	12												
3	6	11												
5	8	16												

<b>Phonics Review</b>	<p><input type="checkbox"/> t__me i, e      b__ke a, o</p> <p><input type="checkbox"/> Have words from the word lists in Appendix B ready.</p> <ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>•  Students will choose the correct letter for the words displayed.</li> <li>• Use blend ladders to review blends.</li> <li>• Have students read the words displayed and use the words in sentences.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will discuss George Washington Carver in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Discuss new words introduced:  <i>peanuts      pod</i>  <i>shell          George Washington Carver</i>  <i>college       Booker T. Washington</i></li> </ul>


Lesson **169**

<b>Preparation</b>		<b>Procedure</b>
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Review—Exodus 20:12; Jeremiah 33:3; Psalm 145:9</li> <li>• Lesson: Review—Jesus Loves the Children</li> </ul>	<p><a href="#">Play Video</a></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Have manipulatives such as building blocks, puzzles, and lacing beads ready.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students play with manipulatives. Assist as needed.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 107–108 <i>ABC-123</i> pp. 249–250	<ul style="list-style-type: none"> <li>• Display <i>CFF/MFF Bb</i>.</li> <li>• Have <i>WP</i> pp. 107–108, <i>ABC-123</i> pp. 249–250, a sharpened pencil, and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 107–108 and <i>ABC-123</i> pp. 249–250.</li> </ul>
<b>Reading Circle</b>		
Group <b>1</b> <i>Elephants</i>	<p><input type="checkbox"/> <i>fast</i></p> <ul style="list-style-type: none"> <li>• Have <i>A Pal</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have student read the word displayed.</li> <li>• Have students read orally <i>A Pal</i> pp. 5–8. Save <i>A Pal</i> for L 170.</li> </ul>
Group <b>2</b> <i>Zebras</i>	<p><input type="checkbox"/> <i>hop hope not note</i></p> <ul style="list-style-type: none"> <li>• Have <i>Pet Pete</i> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Pet Pete</i> pp. 8–9. Save <i>Pet Pete</i> for L 170.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have letter flashcards and blend ladders ready that your students need to review.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review letter sounds.</li> <li>• Use blend ladders to review blends.</li> </ul>
<b>Activity Time</b> Music	<p><a href="#">Play Video</a></p>	

<b>Numbers</b>	 <ul style="list-style-type: none"> <li>• Have <i>INC</i> 0–9, combination flashcards from previous lessons, and a combination flashcard for <math>9 + 1 = 10</math> ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 0–100 with the video class.</li> <li>• Students will use <i>INC</i> to give the correct answers to combinations with the video class.</li> <li>• Students will write the <i>before/after</i> numbers for the numbers displayed with the video class.</li> <li>• Students will use <i>INC</i> as directed by the video teacher.</li> <li>• Use flashcards to review combinations. Save for L 170.</li> </ul>
<b>Phonics Review</b> pp. 247–248	<ul style="list-style-type: none"> <li>• Have <i>ABC-123</i> pp. 247–248 and crayons ready.</li> </ul>	<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>ABC-123</i> pp. 247–248.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will review opposites in this lesson.</li> </ul>	<p><a href="#">Play Video</a></p>

Lesson <b>170</b>		<a href="#">Play Video</a> Lesson  Board  Optional  Teacher Note	
		Preparation	Procedure
<b>Bible</b>	<ul style="list-style-type: none"> <li>• Memorization: Exodus 20:12; 1 Peter 5:7; Psalm 145:9</li> <li>• Lesson: Review—Triumphal Entry and Last Supper; Christ’s Crucifixion and Resurrection; Jesus Appears Alive and Returns to Heaven; Heaven</li> </ul>		<p><a href="#">Play Video</a></p>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• There is no video for this lesson.</li> <li>• Have several books ready.</li> </ul>		<ul style="list-style-type: none"> <li>• Have students look at books. Encourage them to find words they can read.</li> </ul>
<b>Seatwork Explanation</b> <i>WP</i> pp. 109–110 <i>ABC-123</i> pp. 251–252	<ul style="list-style-type: none"> <li>• Have <i>WP</i> pp. 109–110, <i>ABC-123</i> pp. 251–252, a sharpened pencil, and crayons ready.</li> </ul>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Check <i>WP</i> pp. 109–110 and <i>ABC-123</i> pp. 251–252.</li> </ul>
<b>Reading Circle</b>			
Group <b>1</b> <i>Elephants</i>	<ul style="list-style-type: none"> <li>• Have <i>A Pal</i> ready.</li> </ul>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read orally <i>A Pal</i> pp. 9–11.</li> </ul>
Group <b>2</b> <i>Zebras</i>	 <ul style="list-style-type: none"> <li>• Have <i>Pet Pete</i> ready.</li> </ul>		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read the words displayed.</li> <li>• Have students read orally <i>Pet Pete</i> pp. 10–11.</li> </ul>
Group <b>3</b> <i>Tigers</i>	<ul style="list-style-type: none"> <li>• Have letter flashcards and blend ladders ready that your students need to review.</li> </ul> 		<p><a href="#">Play Video</a></p> <ul style="list-style-type: none"> <li>• Use letter flashcards to review letter sounds.</li> <li>• Use blend ladders to review blends.</li> <li>• Have students read the words displayed. For more review, use words from the word lists in Appendix B.</li> </ul>
<b>Activity Time</b> Show and Tell	<ul style="list-style-type: none"> <li>• Use this time to conduct Show and Tell or use a conversation starter to have a discussion with students.</li> </ul>		<ul style="list-style-type: none"> <li>• Have students tell about the objects they brought or discuss a topic of your choice.</li> </ul>

cont.

<b>Numbers</b>	<ul style="list-style-type: none"> <li>• Have number flashcards 1–20, combination flashcards from previous lessons, and board or blank paper ready.</li> </ul>	<p><a href="#">▶ Play Video</a></p> <ul style="list-style-type: none"> <li>• Check that students are counting 1–100 with the video class. Students will write numbers with the video class.</li> <li>• Check that students can put number cards 1–20 in the correct order.</li> <li>• Use groups of three number cards to check that students can identify the smallest and largest number to put them in the correct order.</li> <li>• Use flashcards to review combinations.</li> </ul>
<b>Phonics Review</b>	<p> <i>See the bee. It is a big bee. Hide, the bee will bite. The bee bit Joan.</i></p> <ul style="list-style-type: none"> <li>• Have blend ladders ready that your students need to review.</li> <li>• Have construction-paper fish ready.</li> </ul>	<p><a href="#">▶ Play Video</a></p> <ul style="list-style-type: none"> <li>• Have students read the sentences displayed; then have students read the story using good expression. Give fish to students who answer correctly.</li> <li>• Use blend ladders to review blends. Give fish to students who answer correctly.</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• The video teacher will review opposites in this lesson.</li> </ul>	<p><a href="#">▶ Play Video</a></p>

*Congratulations!*



*We* trust you had a successful and enjoyable school year. Please let us know how we can serve your commitment to Christian education in the future.

Sincerely,  
the Abeka team



4-Year-Old Kindergarten  
**Appendix A**

... Bible ...

Appendix A—Bible





# Leading Children to Christ

As a Christian teacher, it is a humbling privilege to introduce our children to God who created them, loves them, and desires to have a personal relationship with them. Perhaps you have wondered if your children are capable of beginning to understand their need for a personal relationship with God. The biblical account of Jesus' earthly ministry records that He intentionally spent time with the children who came to Him. Jesus knew that a child's natural humility and curiosity make him receptive to acknowledging his need for God.

*But when Jesus saw it, he was much displeased, and said unto them, Suffer [permit] the little children to come unto me, and forbid them not: for of such is the kingdom of God.* —Mark 10:14

*Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven. Whosoever therefore shall humble himself as this little child, the same is greatest in the kingdom of heaven.* —Matthew 18:3–4

Preschoolers can begin to understand their need for a personal relationship with God through age-appropriate elements of biblical teaching—learning about God and His love, praising Him in song, talking to Him in prayer, and learning basic truths and lessons from Scripture along with age-appropriate applications to daily living. Each of these elements will develop a child's trust in believing what God says. Providing this instruction comes in the form of Bible lessons, as well as in day-to-day interactions. Therefore, we must be just as prepared for these opportunities on the playground or at the lunch table, as we are in the classroom. Because the decision to trust God for forgiveness is the most important decision of a lifetime, we must make this instruction a priority and prayerfully rely on the Holy Spirit to do His work in the heart of the child.

*But sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear.* —1 Peter 3:15

*How then shall they call on him in whom they have not believed? and how shall they believe in him of whom they have not heard? and how shall they hear without a preacher?* —Romans 10:14

God's Word clearly explains our need for a personal relationship with Him. Understanding this need often begins with teaching children about God as the wise and loving Creator. As a child develops a love for and a confidence in the God who created them, the groundwork is laid for him to see his need for God's forgiveness once he has the maturity to understand what Jesus has done for him. **Spiritual maturity will occur at varying times in the lives of children; some children will be ready to make this decision earlier than others.** We must be vigilant to use each opportunity presented by the Lord to share His love and

His willingness to forgive, knowing that each conversation will bring a child closer to trusting Him for forgiveness when he is ready. When that time comes, the following biblical truths give us a framework for communicating effectively with children.

**God always does right, but we often do wrong.** Children need to know that the loving God who created us is perfect and just. Their humility will allow them to see that doing wrong prevents us from getting to know Him better, but it does not change His love for us.

*But God, who is rich in mercy, for his great love wherewith he loved us . . .* —Ephesians 2:4

*There is none holy as the LORD. –1 Samuel 2:2*

*As it is written, There is none righteous, no, not one. –Romans 3:10*

**Our wrongdoing (sin) deserves punishment which Jesus took for us.** It is essential for a child to begin grasping the concept of wrongdoing and consequences, as well as the need for forgiveness. Help them see that Jesus (God the Son) who was perfect took upon Himself the consequences we deserve because of His love for us. He did so, by His death and resurrection, to make a way for us to be forgiven and have eternal life.

*For all have sinned, and come short of the glory of God. –Romans 3:23*

*But God commendeth his love toward us, in that, while we were yet sinners, Christ died for us. –Romans 5:8*

*For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. –John 3:16*

*Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live. –John 11:25*

**Trusting God’s forgiveness begins a relationship with Him that will last forever.** With an understanding of the need for forgiveness and God’s plan for providing it, each child now faces the personal decision to trust God’s plan. Keep in mind that while many preschool-age children are not developmentally prepared to understand these truths, some will be through the work of the Holy Spirit.

*Believe on the Lord Jesus Christ, and thou shalt be saved. –Acts 16:31*

When a child expresses interest in making this wonderful life-changing decision, you can simply talk through those truths to see if he understands or has more questions. When he is ready, encourage him to tell God through prayer what he has learned and what he wants to do (recognizes God’s love and perfection, admits his sin and need for forgiveness, believes that Christ’s death and resurrection makes that forgiveness possible, and commits to putting his trust in God for forgiveness and eternal life). If he is not sure what to say, you can guide him with key words or phrases that are age-appropriate.

Because God’s plan is simple, doubt can creep into our minds later. Help the child be prepared for this by explaining that his confidence is in his decision to trust what God did for him, not in the exact words of his prayer or anything else he can do. Help him see that this trust is a one-time commitment, just as Christ’s death on the cross was a one-time event. Explain that once he places his trust in God, God is committed to a relationship with him forever, even providing a home with Him in heaven one day.

*I will never leave thee, nor forsake thee. –Hebrews 13:5*

*And I give unto them eternal life; and they shall never perish, neither shall any man pluck them out of my hand. –John 10:28*

*And if I go and prepare a place for you, I will come again, and receive you unto myself; that where I am, there ye may be also. –John 14:3*

The Abeka preschool Bible Flash-a-Card lessons lays the foundation for children to understand God’s desire and plan for a relationship with us and will help you teach biblical truths simply to children. While we recognize that a child’s decision to trust God for forgiveness is a work that only the Holy Spirit can accomplish, what a privilege to be the human vessel that God will use to guide a child to a personal relationship with Him. An understanding of these truths opens the door to a lifetime of learning to love and serve God—all because He first loved us!

*Go ye therefore, and teach all nations . . . Teaching them to observe all things whatsoever I have commanded you. –Matthew 28:19–20*

## Sample Wording for Helping a Child Trust Christ for Forgiveness \_\_\_\_\_

(See “Leading Children to Christ” at the front of this lesson guide for more explanation of the biblical basis of this sample wording.)

If a child expresses an interest in trusting God for forgiveness and eternal life, the following information can assist you in talking with him about the foundational truths of that decision.

Get a response after each question.

Do you understand that God loves you very much and wants to have a relationship with you?

*Ephesians 2:4—But God, who is rich in mercy, for his great love wherewith he loved us . . .*

Are you willing to admit to God that you have done wrong things and need His forgiveness?

*Romans 3:23—For all have sinned, and come short of the glory of God.*

Do you believe that Jesus is God and that He died for you?

*Romans 5:8—While we were yet sinners, Christ died for us.*

Do you want to accept God’s forgiveness for your sin?

*Acts 16:31—Believe on the Lord Jesus Christ, and thou shalt be saved.*

If the responses are positive, then say—

Let’s talk to God in prayer, and you can tell Him what you’ve told me.

If help is needed, lead them in something similar to—

Dear God,

Thank You for loving me even though You are perfect and I am not.

Please forgive me for the wrong things I’ve done.

I believe Jesus is God and that He died on the cross and rose again for me.

I accept the forgiveness and the home in heaven You are offering me.

Thank You, God, for forgiving me.

You pray similar to—

Thank You, God, that You heard     (name’s)     prayer, and that You have forgiven     (his/her)     sins. Now help     (him/her)     learn to love You more each day. Amen.

Ensure that the child understands it is his decision, not the words of the prayer, that results in receiving God’s forgiveness.

Because of what you have just told God, where will you go after your life here on Earth ends?

A response of “heaven” will be an indication of understanding the decision to trust Christ.

Why do you get to go to heaven?

A response similar to “because I trusted in God’s forgiveness for my sin” will further indicate understanding and lead to assurance.

Give him an **assurance verse**.

Accepting God’s forgiveness is a one-time decision that lasts forever. God promises to be with you always when He says in His Word—“I will never leave thee, nor forsake thee.”—Hebrews 13:5

Have him make a fist and then put up one finger at a time saying, “I will never leave you.”

Your five fingers can remind you every day of the five words of this wonderful promise.

**Or** you could use again Acts 16:31 from above or John 3:16 as verses of assurance.

*John 3:16—For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.*



# Bible Memory Verses

*from the Authorized  
King James Version*

**Card 1:** Lesson 1 \_\_\_\_\_

**Genesis 1:1**

In the beginning God created the heaven and the earth.

**Card 2:** Lesson 6 \_\_\_\_\_

**John 1:3**

All things were made by Him.

**Card 3:** Lesson 11 \_\_\_\_\_

**Psalms 139:14**

I am fearfully and wonderfully made.

**Card 4:** Lesson 22 \_\_\_\_\_

**Psalms 18:30**

As for God, His way is perfect.

**Card 5:** Lesson 25 \_\_\_\_\_

**Psalms 23:1**

The LORD is my shepherd.

**Card 6:** Lesson 30 \_\_\_\_\_

**Philippians 4:19**

My God shall supply all your need.

**Card 7:** Lesson 36 \_\_\_\_\_

**Isaiah 43:5**

Fear not: for I am with thee.

**Card 8:** Lesson 46 \_\_\_\_\_

**Psalms 118:1**

O give thanks unto the LORD; for He is good.

**Card 9:** Lesson 51 \_\_\_\_\_

**Luke 11:28**

Blessed are they that hear the Word of God, and keep it.

**Card 10:** Lesson 56 \_\_\_\_\_

**John 3:16**

For God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him should not perish, but have everlasting life.

**Card 11:** Lesson 66 \_\_\_\_\_

**James 1:17**

Every good gift and every perfect gift is from above.

**Card 12:** Lesson 71 \_\_\_\_\_

**1 John 3:23**

Love one another.

**Card 13:** Lesson 81 \_\_\_\_\_

**Matthew 8:27**

Even the winds and the sea obey Him!

**Card 14:** Lesson 86 \_\_\_\_\_

**Matthew 28:20**

Lo, I am with you always.

**Card 15:** Lesson 91 \_\_\_\_\_

**Psalms 56:3**

What time I am afraid, I will trust in Thee.

**Card 16:** Lesson 96

**1 John 4:8**

God is love.

**Card 17:** Lesson 106

**Genesis 16:13**

Thou God seest me.

**Card 18:** Lesson 111

**1 John 4:19**

We love Him, because He first loved us.

**Card 19:** Lesson 116

**1 Timothy 1:15**

Christ Jesus came into the world to save sinners.

**Card 20:** Lesson 121

**John 14:6**

I am the way, the truth, and the life.

**Card 21:** Lesson 126

**Proverbs 20:11**

Even a child is known by his doings.

**Card 22:** Lesson 131

**Ephesians 4:32**

Be ye kind one to another.

**Card 23:** Lesson 136

**Jeremiah 33:3**

Call unto Me, and I will answer thee.

**Card 24:** Lesson 146

**1 Peter 5:7**

Casting all your care upon Him; for He careth for you.

**Card 25:** Lesson 151

**Exodus 20:12**

Honour thy father and thy mother.

**Card 26:** Lesson 156

**Psalms 145:9**

The LORD is good to all.





4-Year-Old Kindergarten

# Appendix B

... Phonics ...





**b**

**a**

**d**

**c**

**f**

**e**

**h**

**g**

**j**

**i**

**l**

**k**

**n**

**m**

**p**

**o**

**r**

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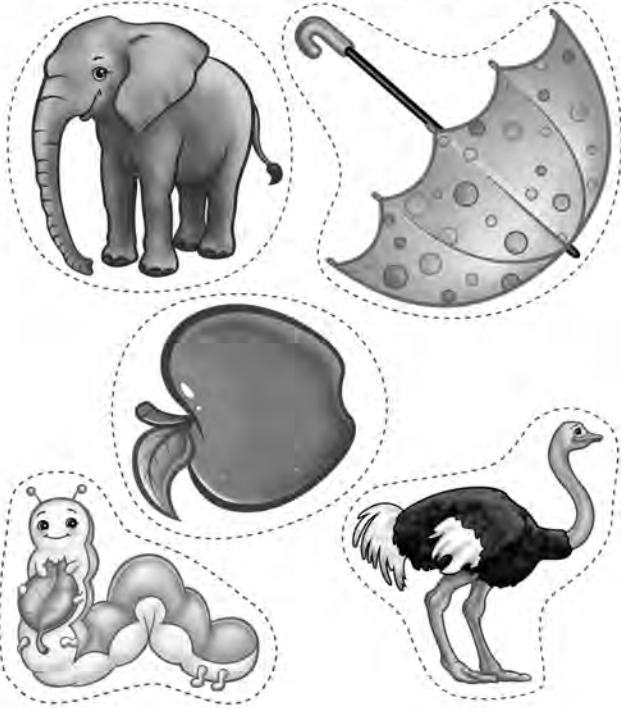
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J

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<b>z</b>	<b>y</b>

**Short-Vowel Pieces**



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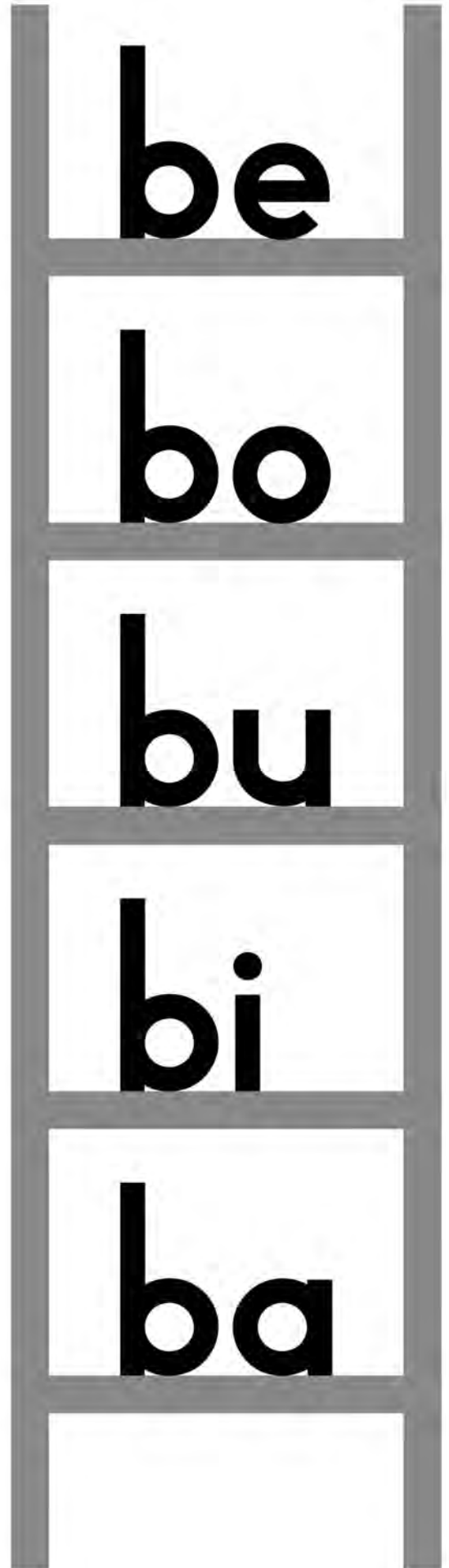
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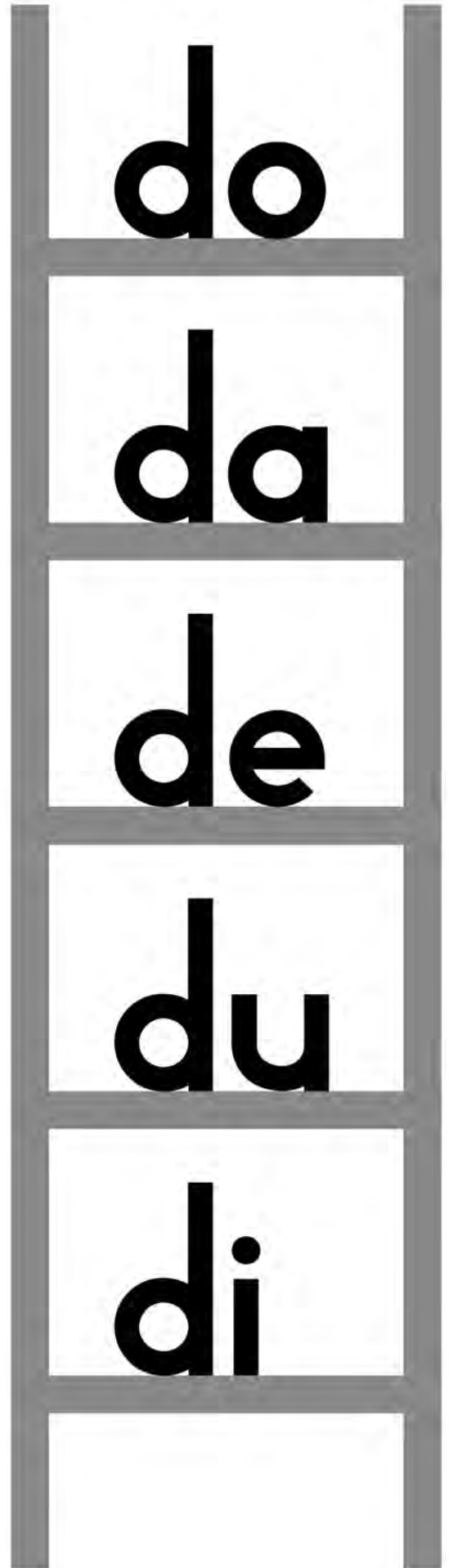
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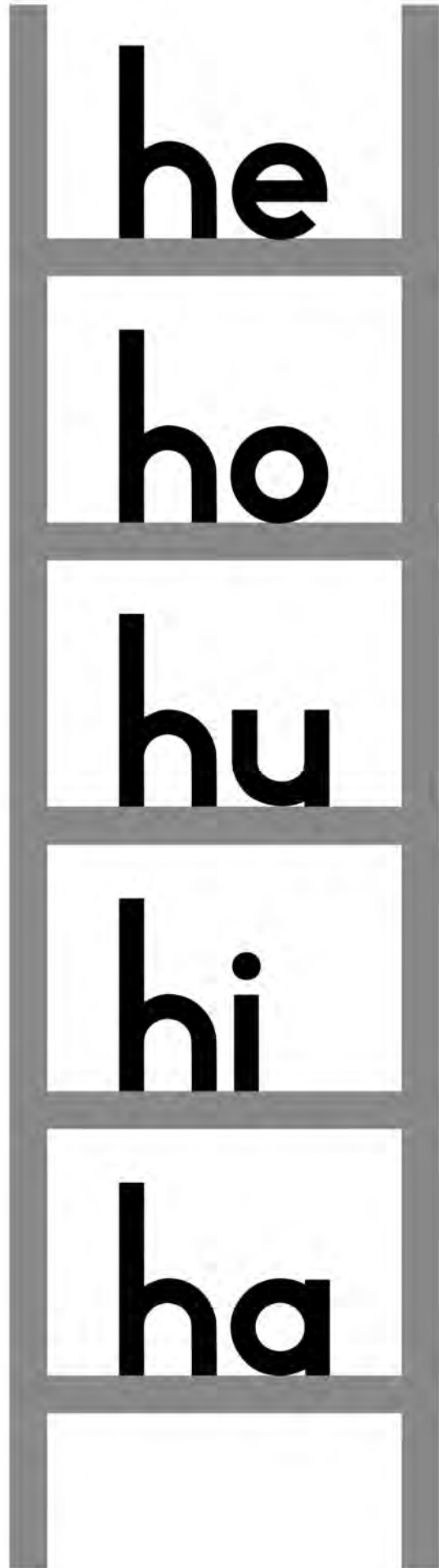
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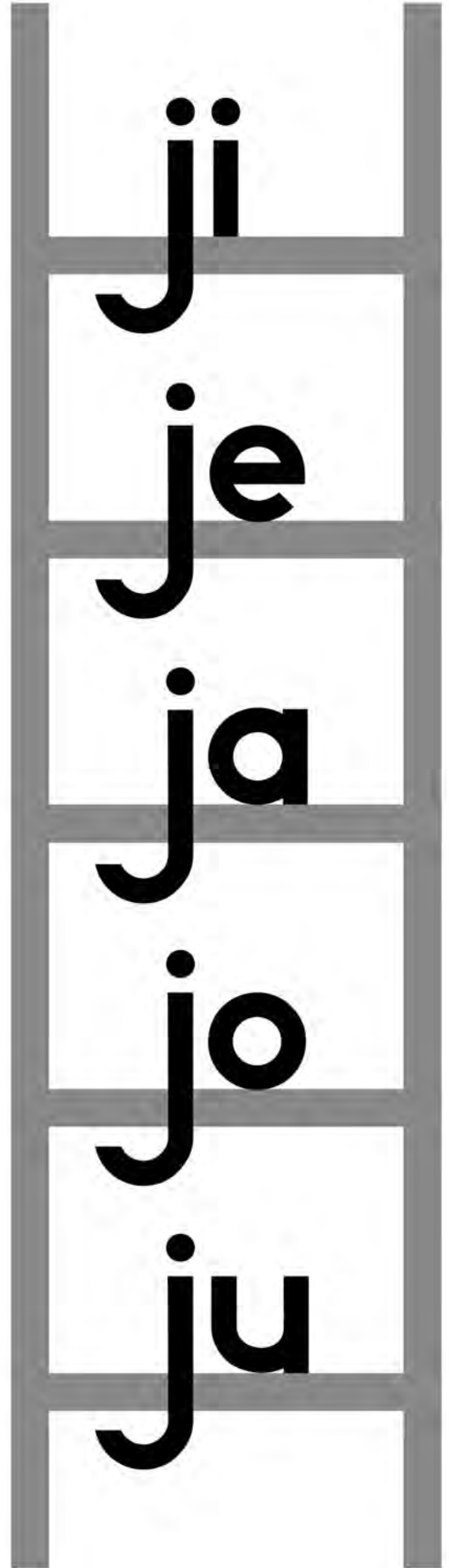
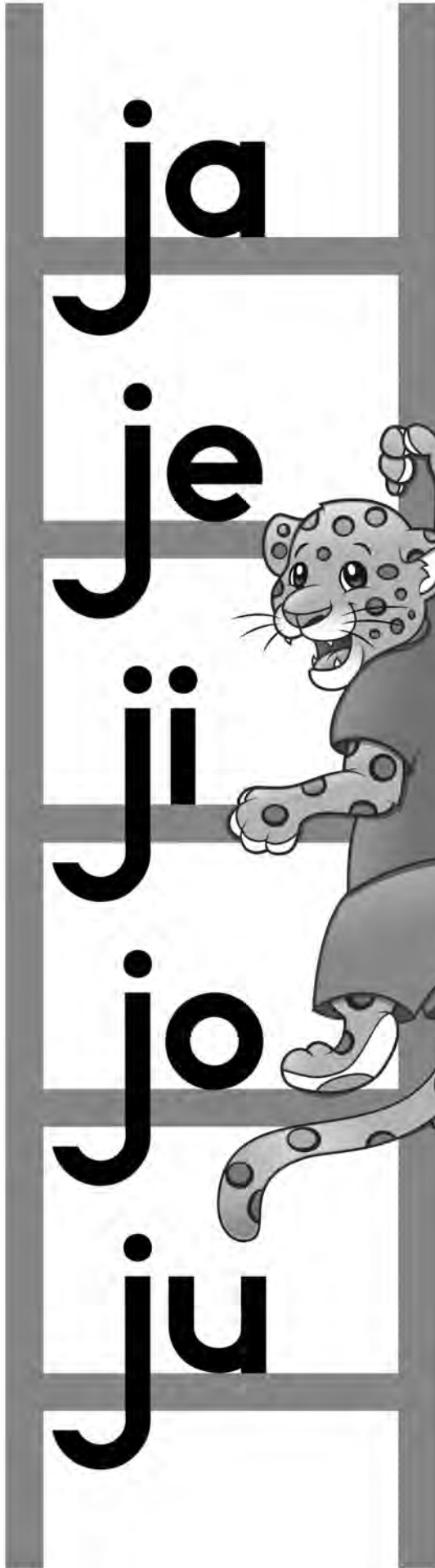
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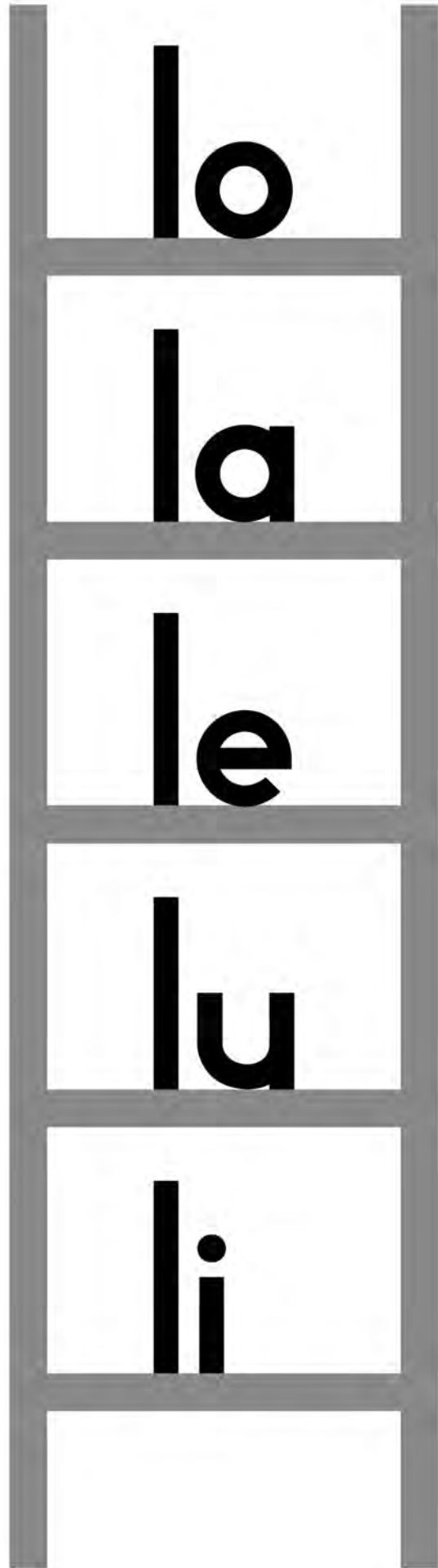
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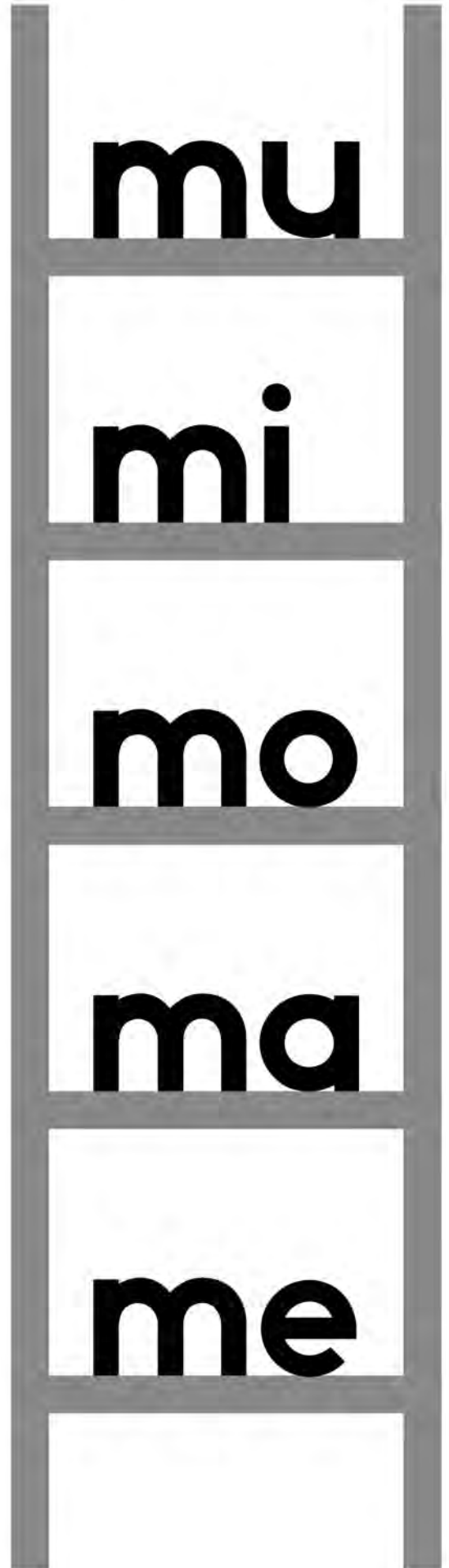
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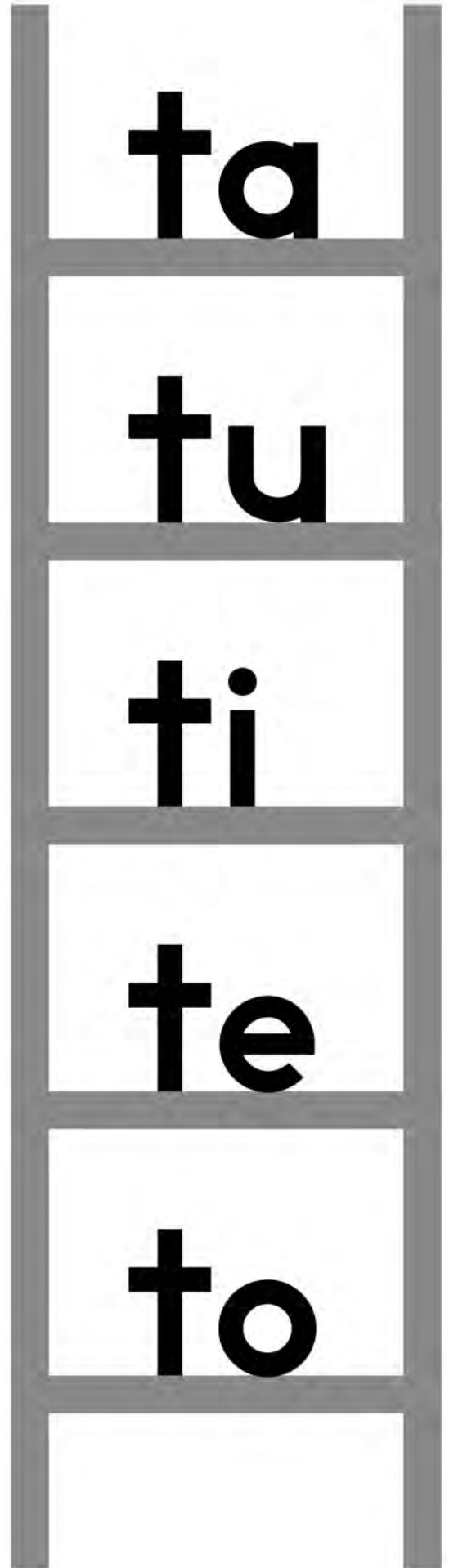
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# Phonics Word Lists

## Short Vowels

The following are alphabetical lists of words using short vowels. There is a total of 303 words. Both lists contain the same words.

### Words Beginning with the Following Letters

<b>A</b>	cob	fox	<b>J</b>	lock	<b>P</b>	rim	tick
add	cock	fun	jab	lot	pack	rip	till
Al	cop	fuss	Jack	luck	pad	rob	Tim
am	cot		jam	lug	pal	rock	tin
an	cub	<b>G</b>	Jan		Pam	rod	tip
as	cud	gag	Jed	<b>M</b>	pan	Ron	Tom
at	cuff	gal	Jeff	mad	pass	rot	top
	cup	gap	jell	man	pat	rub	tot
	cut	gas	jet	map	Pat	rug	tub
<b>B</b>		get	jig	mass	peck	run	tuck
back		gill	Jill	mat	peg	rut	tug
bad	<b>D</b>	God	Jim	Mel	pen		
bag	Dad	got	job	men	pep	<b>S</b>	<b>U</b>
bam	dam	gum	jog	mess	pet	sack	up
bass	Dan		Jon	met	pick	sad	us
bat	deck	<b>H</b>	jot	mill	pig	Sam	
bed	dell	hack	jug	miss	pin	sap	<b>V</b>
beg	den	had		mob	pit	sat	van
bell	Dick	ham	<b>K</b>	mock	pod	sell	vet
Ben	did	has	keg	Mom	pop	set	
Bess	dig	hat	Ken	mop	Pop	sick	<b>W</b>
bib	dill	hem	kick	mud	pot	sill	wag
bid	dim	hen	kid	mug	puff	sin	wax
big	dip	hid	kill	mum	pup	sip	web
bill	dock	hill	Kim	mutt	putt	sis	wed
Bill	doll	him	kin			sit	well
bin	Don	hip	kiss	<b>N</b>	<b>Q</b>	six	wet
bit	dot	his	kit	nab	quack	sob	wick
Bob	duck	hiss		nag	quick	sock	wig
bop	dug	hit	<b>L</b>	Nan	quill	suck	will
box		hog	lab	nap	quit	sum	win
buck	<b>E</b>	hop	lack	neck	quiz	sun	wit
bud	ebb	hot	lad	Ned			
Bud	egg	huff	lag	net	<b>R</b>	<b>T</b>	<b>Y</b>
buff		hug	lap	nick	rack	tab	yam
bug	<b>F</b>	hum	lass	Nick	rag	tack	yell
bun	fan	hut	led	nod	ram	tag	yes
bus	fat		leg	not	ran	tan	yet
but	fed	<b>I</b>	less	nun	rap	tap	yip
buzz	fell	if	let	nut	rat	tax	yum
	fig	ill	lick		red	Ted	
<b>C</b>	fill	in	lid	<b>O</b>	rib	tell	<b>Z</b>
cab	fin	is	lip	odd	rig	ten	zip
can	fit	it	lit	on			
cap	fog						
cat							



## Phonics Word Lists (cont.)

### Words Ending with the Following Letters

#### B

bib  
Bob  
cab  
cob  
cub  
jab  
job  
lab  
mob  
nab  
rib  
rob  
rub  
sob  
tab  
tub  
web

#### BB

ebb

#### CK

back  
buck  
cock  
deck  
Dick  
dock  
duck  
hack  
Jack  
kick  
lack  
lick  
lock  
luck  
mock  
neck  
nick  
Nick  
pack  
peck

pick  
quack  
quick  
rack  
rock  
sack  
sick  
sock  
suck  
tack  
tick  
tuck  
wick

#### D

bad  
bed  
bid  
bud  
cud  
Dad  
did  
fed  
God  
had  
hid  
Jed  
kid  
lad  
led  
lid  
mad  
mud  
Ned  
nod  
pad  
pod  
red  
rid  
rod  
sad  
Ted  
wed

#### DD

add  
odd

#### F

if

#### FF

buff  
cuff  
huff  
Jeff  
puff

#### G

bag  
beg  
big  
bug  
dig  
fig  
fog  
gag  
hog  
hug  
jig  
jog  
jug  
keg  
lag  
leg  
lug  
mug  
nag  
peg  
pig  
rag  
rig  
rug  
sag  
tag  
tug

wag  
wig

#### GG

egg

#### L

Al  
gal  
Mel  
pal

#### LL

bell  
bill  
Bill  
dell  
dill  
doll  
fell  
fill  
gill  
hill  
ill  
jell  
Jill  
kill  
mill  
quill  
sell  
sill  
tell  
till  
well  
will  
yell

#### M

am  
bam  
dam  
dim

gum  
ham  
hem  
him  
hum  
jam  
Jim  
Kim  
Mom  
mum  
Pam  
ram  
rim  
Sam  
sum  
Tim  
Tom  
yam  
yum

#### N

an  
Ben  
bin  
bun  
can  
Dan  
den  
Don  
fan  
fin  
fun  
hen  
in  
Jan  
Jon  
Ken  
kin  
man  
men  
Nan  
nun

on  
pan  
pen  
pin  
ran  
Ron  
run  
sin  
sun  
tan  
ten  
tin  
van  
win

#### P

bop  
cap  
cop  
cup  
dip  
gap  
hip  
hop  
lap  
lip  
map  
mop  
nap  
pep  
pop  
Pop  
pup  
rap  
rip  
sap  
sip  
tap  
tip  
top  
up  
yip  
zip

#### S

as  
bus  
gas  
has  
his  
is  
sis  
us  
yes

#### SS

bass  
Bess  
fuss  
hiss  
kiss  
lass  
less  
mass  
mess  
miss  
pass

#### T

at  
bat  
bit  
but  
cat  
cot  
cut  
dot  
fat  
fit  
get  
got  
hat  
hit  
hot  
hut  
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jot  
kit  
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mat  
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Pat  
pet  
pit  
pot  
rat  
rot  
rut  
quit  
sat  
set  
sit  
tot  
vet  
wet  
wit  
yet

**TT**  
mutt  
putt

**X**  
box  
fox  
six  
tax  
wax

**Z**  
quiz

**ZZ**  
buzz

## Phonics Word Lists (cont.)

### Long Vowels

The following is an alphabetical list of three- and four-letter words using long vowels.

#### Words Ending in Silent E

##### One Vowel – Two Vowels

at-e	dim-e	Jan-e	pal-e	rob-e
bit-e	fat-e	kit-e	pan-e	rod-e
can-e	fin-e	mad-e	pet-e	Sam-e
cap-e	hat-e	man-e	pin-e	Tim-e
cub-e	hid-e	mat-e	rat-e	van-e
cut-e	hop-e	not-e	rip-e	

##### Other Two-Vowel Words

<b>B</b>	<b>D</b>	gate	<b>L</b>	<b>N</b>	sake	vine
bake	date	gave	lake	name	sale	vote
base	Dave	<b>H</b>	lame	nine	sane	<b>W</b>
bike	daze	hive	lane	Nate	save	wade
bone	dike	hole	late	<b>P</b>	side	wake
<b>C</b>	<b>F</b>	home	like	pipe	sole	wave
cake	fade	<b>J</b>	line	pole	<b>T</b>	<b>Y</b>
came	fake	joke	<b>M</b>	<b>R</b>	take	yoke
case	fame	June	make	rake	tame	<b>Z</b>
cave	five	<b>K</b>	Mike	ride	tore	zone
coke	fire	Kate	mile	rope	tune	
cone	<b>G</b>		mine	<b>S</b>	<b>V</b>	
cure	game		more	safe	vase	
			mule			

#### Words with Two Vowels Together

##### One Vowel – Two Vowels

am	aim	den	dean	lid	lied	net	neat	red	read	reed
bat	bait	did	died	mad	maid	pad	paid	rod	road	
bed	bead	fed	feed	man	main	pal	pail	set	seat	
Ben	bean	got	goat	Mel	meal	pan	pain	van	vain	
can	Cain	lad	laid	men	mean	pep	peep	wed	weed	
cot	coat	led	lead	met	meat	meet	rain			

##### Other Two-Vowel Words

<b>A</b>	<b>D</b>	<b>G</b>	<b>J</b>	<b>M</b>	<b>R</b>	seem	<b>U</b>
aid	deal	gain	jail	mail	raid	seen	use
<b>B</b>	dear	gait	Joe	meek	rail	seep	<b>V</b>
bail	deed	goal	<b>K</b>	moan	reef	soap	veal
beak	deep	<b>H</b>	keep	<b>N</b>	reel	soul	<b>W</b>
beam	deer	hail	<b>L</b>	nail	roam	suit	wail
beat	due	head	lain	need	<b>S</b>	<b>T</b>	wait
bee	<b>E</b>	heap	leaf	<b>P</b>	sail	tail	weak
beef	eat	hear	leak	peal	sea	tea	week
beep	<b>F</b>	heat	lean	peek	seal	team	weep
bees	fail	heed	lie	peel	seam	tie	
beet	fear	heel	load	peer	sear	tied	<b>Z</b>
boar	fee	hoe	loaf	peep	see	toad	zeal
boat	feel		loan	seek	seed	toe	
	feet				seek		







# Oral Phonics Evaluation Sheet

## Lesson 24

Point to a letter and have the student tell you the sound only. On the Evaluation Form, put a ✓ under the letters the student knows.

a e i  
o u

# Oral Phonics Evaluation Sheet

## Lesson 44

Point to a letter and have the student tell you the sound only. On the Evaluation Form, put a ✓ under the letters the student knows.

t

l

b

n



# Oral Phonics Evaluation Sheet

## Lesson 64

Point to a letter and have the student tell you the sound only. On the Evaluation Form, put a ✓ under the letters the student knows.

s c d  
h m

# Oral Phonics Evaluation Sheet

## Lesson 79

Point to a letter and have the student tell you the sound only. On the Evaluation Form, put a ✓ under the letters the student knows.

g r f  
k j

# Oral Phonics Evaluation Sheet

## Lesson 99

Point to a letter and have the student tell you the sound only. On the Evaluation Form, put a ✓ under the letters the student knows.

y p v

w z

# Oral Phonics Evaluation Sheet

## Lesson 114

Point to a letter/blend/word and have the student tell you what it is. Record progress on Evaluation Form following guidelines given.

x qu de  
su job

# Oral Phonics Evaluation Sheet

## Lesson 134

Point to a blend/word and have the student tell you what it is. Record progress on Evaluation Form following guidelines given.

ra so pin

net mug

# Oral Phonics Evaluation Sheet

## Lesson 154

Point to a blend/word and have the student tell you what it is. Record progress on Evaluation Form following guidelines given.

nǔ      zǐ      fǒg

lěd      mātè



4-Year-Old Kindergarten  
**Appendix C**

... Writing (cursive) ...





K4-K5 Cursive Formation Guide

1 Ca Cc Da Dd Ee

2 Ff Gg Hh Ii Jj

3 Kk Ll Mm Nn

4 Oo Pp Qq Rr Ss

5 Tt Uu Vv Ww

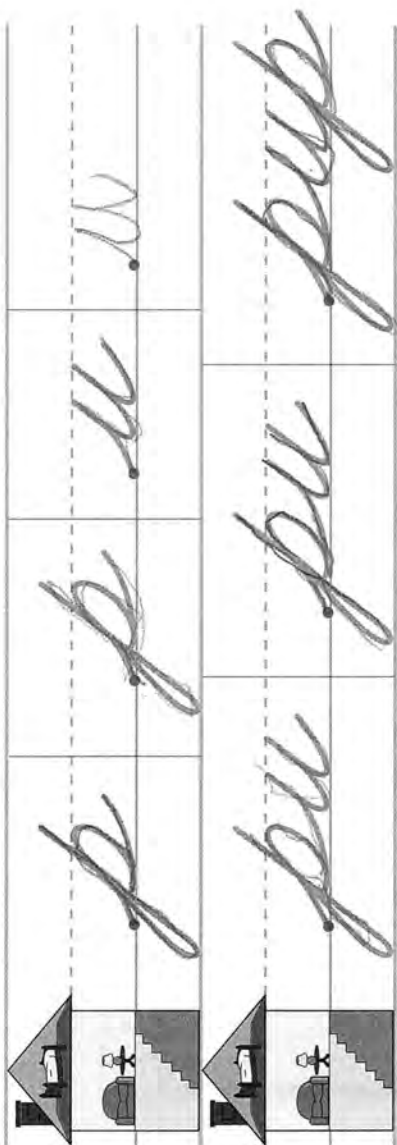
6 Xx Yy Zz . ? !

7 1 2 3 4 5 6 7 8 9 10



# Writing Lesson 110 (Above Average Work)

Trace and write.

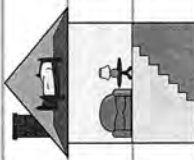
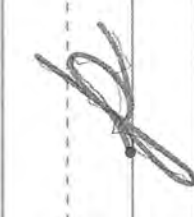
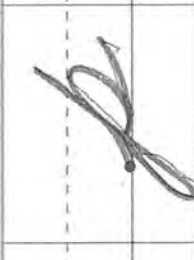
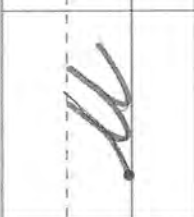
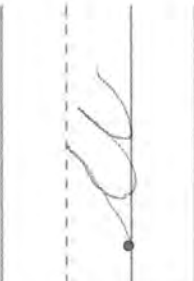
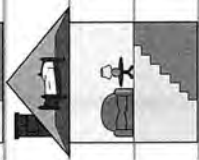

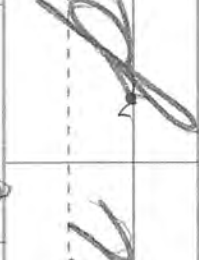
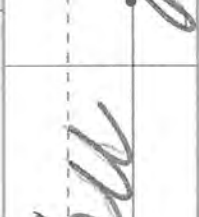



The puppy knocked over the pail. Trace the water.



# Writing Lesson 110 (Average Work)

Trace and write.

The puppy knocked over the pail. Trace the water.



# Writing Lesson 110 (Below Average Work)

Trace and write.

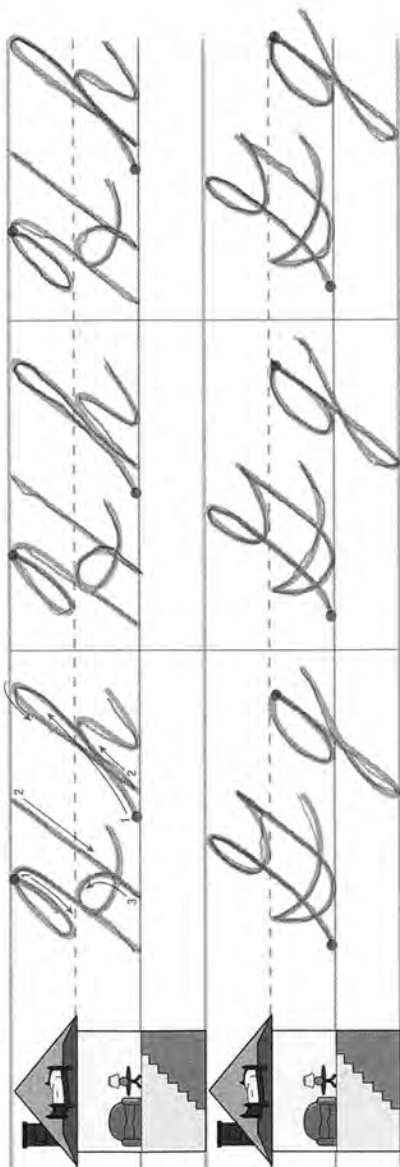
Tracing practice for cursive 'p' and 'pu'. The first row shows a house icon followed by three columns of a cursive 'p' on a four-line grid. The second row shows another house icon followed by three columns of 'pu' on a four-line grid. Each letter has numbered arrows indicating stroke order.

The puppy knocked over the pail. Trace the water.



# Writing Lesson 152 (Above Average Work)

Trace the letters.

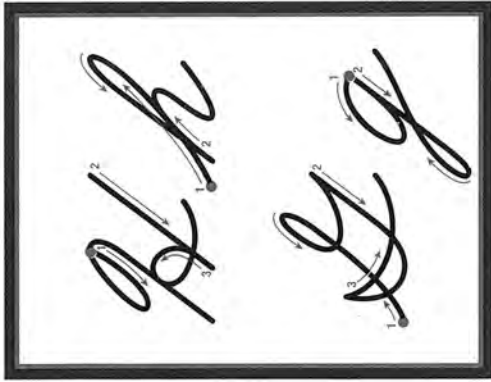




# Writing Lesson 152 (Average Work)

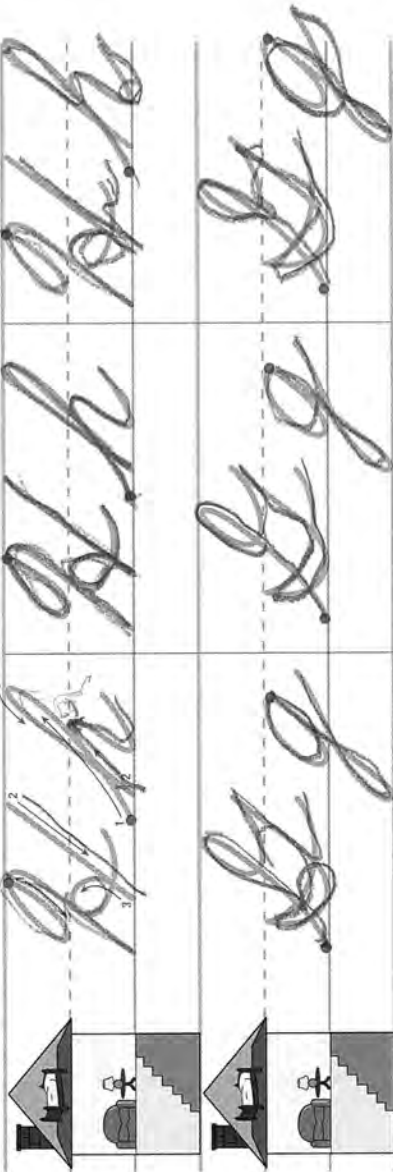
Trace the letters.

Tracing practice for cursive letters 'h' and 'g'. The first row shows a house illustration on the left, followed by three columns of cursive 'h' letters on a four-line grid. The second row shows another house illustration on the left, followed by three columns of cursive 'g' letters on a four-line grid. Each letter has numbered arrows indicating stroke order.



# Writing Lesson 152 (Below Average Work)

Trace the letters.



# Writing Lesson 161 (Above Average Work)

Trace and write your name.

Three sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set shows the name 'Victoria' written in cursive, starting from a small house icon on the left. The second set shows the name 'Victoria' written in cursive, also starting from a small house icon. The third set shows the name 'Victoria' written in cursive, starting from a small house icon.



# Writing Lesson 161 (Average Work)

Trace and write your name.

The handwriting practice section consists of three rows of three-line guides (top, middle dashed, bottom). Each row begins with a small illustration of a house with a chimney, a window, and a door. The name 'Danielle' is written in cursive across each row. The first row shows the name in a solid, clear cursive font for tracing. The second row shows the name in a lighter, dashed cursive font for tracing. The third row shows the name in a solid, clear cursive font for independent writing practice.





# Writing Lesson 161 (Below Average Work)

Trace and write your name.

Cassidy  
Cassidy  
Cassidy







4-Year-Old Kindergarten  
**Appendix D**  
... Writing (manuscript) ...









# Writing Lesson 109 (Above Average Work)

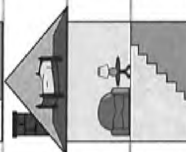
Trace and write your name.



Dylan



Dylan



Dylan



# Writing Lesson 109 (Average Work)

Trace and write your name.



Madison



Madison



Madison



# Writing Lesson 109 (Below Average Work)

Trace and write your name.



Braden



Braden



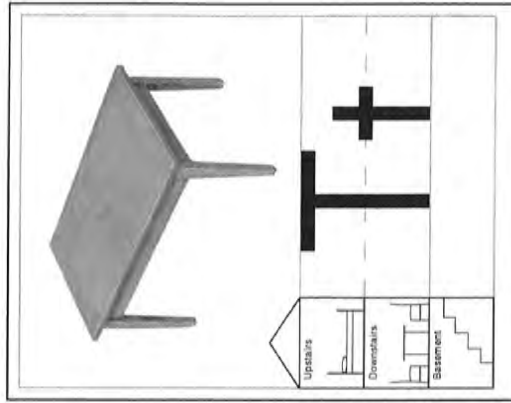
Braden



# Writing Lesson 152 (Above Average Work)

Write your name.

Trace and write.

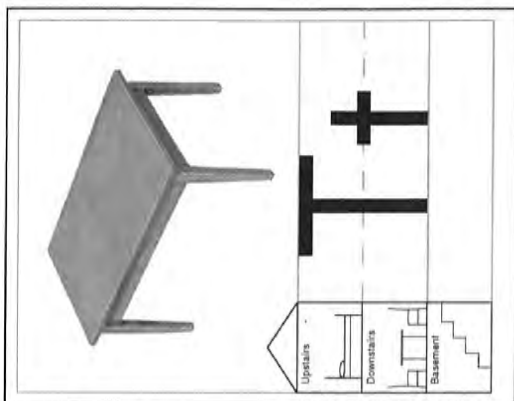




# Writing Lesson 152 (Average Work)

Write your name.

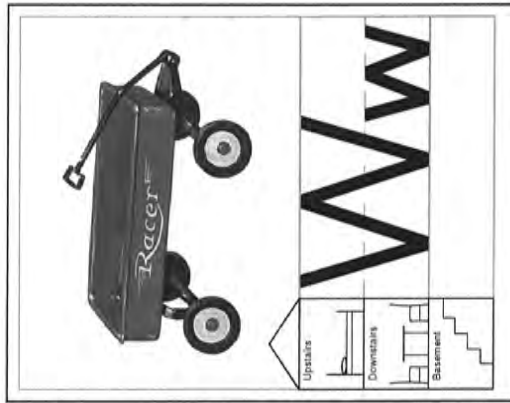
Trace and write.



# Writing Lesson 161 (Above Average Work)

Write your name.

Trace and write.



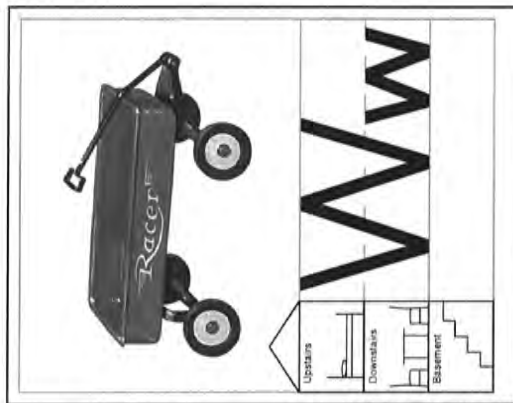
# Writing Lesson 161 (Average Work)

Write your name.

Two sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set is positioned above the 'Write your name.' instruction, and the second set is positioned below the 'Trace and write.' instruction.

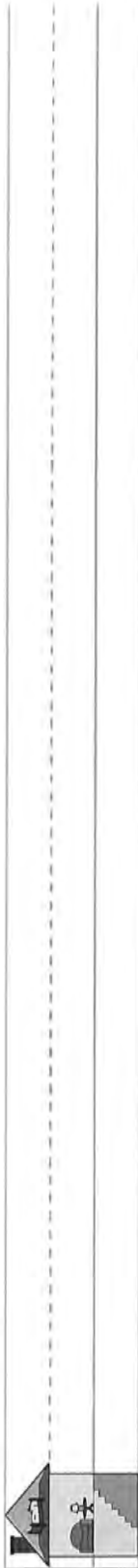
Trace and write.

Tracing practice for the letter 'W'. It features two rows of four houses. The top row shows a house with a 'W' on its roof, followed by a dashed 'W' for tracing, and then two solid 'W's for independent writing. The bottom row shows a house with a 'W' on its roof, followed by a dashed 'W' for tracing, and then two solid 'W's for independent writing.



# Writing Lesson 161 (Below Average Work)

Write your name.



Trace and write.

