

Unit 1: Lesson 1 to Lesson 15: Vowels

15 Days

EK5.1, EK 5.3, EK 7, EK.8, EK.9

Biblical Worldview Questions

**How is God’s order reflected in our language?
How can we see God’s nature in reading and writing?
Why is review important?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Begin to learn to recite the alphabet in order • Begin to learn to recognize the capital and little vowels by name in block print, typestyle print, and cursive • Begin to learn to recognize and distinguish between the sounds of the five vowels • Begin to learn how to hear vowel sounds in the middle of words • Begin to learn how to write the five vowels in manuscript • Learn the names of the three parts of the writing “house” • Begin to distinguish between right and left • Review, or if needed, begin to learn colors • Hear and discuss stories 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of vowel “sentences” to memorize vowel names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing vowel sentences • Saying “Indian Child” poem to emphasize I sound • Reading from Alphabet Fun Stories • Traditional alphabet song • Vowel sound songs • Games • Students “tracing” print vowels with their fingers in the air and on flashcards to help in recognition of letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Instruction in how to sit when writing, how to hold a pencil, how to slant the paper, and how to use a slant guide • Teacher writing manuscript examples on the board • Students practicing writing on the board 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics Charts and Games • Cursive Formation Flashcards • <i>Alphabet Fun Stories</i> • Supplemental coloring pages and vowel activities • Assorted objects used to illustrate vowel sounds (i.e. an umbrella for u) • Assorted objects for games • Crayola “fat” crayons that are flat on one side • Regular size #2 pencils with pencil grips • Felt vowels 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluation • Graded writing papers

	<ul style="list-style-type: none">• Students practicing “writing” letters in the air or on their hands• Teacher and aide helping students write letters on papers suggested homework: find vowels in stories and in the world around them, practice with Miniature Alphabet Flashcards, make their own flashcards, and practice writing vowels.		
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Unit 2: Lesson 16 to Lesson 29: consonants **5, l, b, n, m, and h**; Begin to Blend and Read One-Vowel Words

14 Days

EK5.1, EK5.3, EK5.5, EK5.7, EK5.8, EK5.9

Biblical Worldview Questions

Without oral communication, how would we tell people about Jesus?

Why is it important to distinguish between letter sounds?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Continue to learn to recite the alphabet in order • Continue to learn to recognize the capital and little vowels by name • Continue to learn to recognize and distinguish between the sounds of the vowels • Continue to learn how to hear vowel sounds in the middle of words • Continue to learn how to write the vowels in manuscript • Continue to learn right and left • Review colors • Hear and discuss stories • Begin to learn to recognize by name the capital and little consonants <i>t, l, b, n, m, and h</i> in block print, typestyle print, and cursive • Begin to learn and distinguish between the sounds of the consonants introduced • Begin to learn how to hear consonant sounds at the beginning of words • Begin to learn how to blend consonant and vowel sounds together • Begin to learn how to hear blends at the beginning of words • Begin to learn how to sound out one-vowel words • Begin to learn how to put letters together to form blends and words • Begin to learn how to write the consonants and blends 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of letter “sentences” to memorize names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing letter sentences • Reading from Alphabet Fun Stories • Traditional alphabet song • Vowel songs • Blend songs • Games • Students “tracing” print letters with their fingers in the air and on flashcards to help in recognizing the letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Practice in how to sit when writing, how to hold a pencil how to slant the paper and how to use a slant guide • Teacher writing manuscript examples on the board • Students practicing writing on the board • Students practicing “writing” letters in the air or on their hands 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics charts and games • Blend ladders • Blend practice cards • Cursive formation flashcards • <i>Alphabet Fun Stories</i> • Supplemental coloring pages, worksheets, and activities • Assorted objects used to illustrate letter sounds • Assorted objects for games • Picture books • Crayola “fat” crayons that re flat on one side • Regular size #2 pencils with pencil grips 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluations • Graded writing papers

	<ul style="list-style-type: none">• Teacher and aid helping students write on papers• Suggested homework: find letters in stories and in the world around them, practice with Miniature Alphabet Flashcards, make their own flashcards, and practice writing		
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Unit 3: Lesson 30 to Lesson 67; The Rest of the Consonants

38 days

EK5.1, EK5.2, EK5.3, EK5.5, EK5.6, EK5.7, EK5.8, EK5.9

Biblical Worldview Questions

How is understanding a complete thought similar to understanding God’s Word?

What should a Christian’s attitude be towards learning new things?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Begin to learn sight words <i>the</i> and <i>a</i> • Continue to learn to recite the alphabet in order • Continue to learn to recognize by name the capital and little version of the letters introduced previously • Continue to learn to recognize and distinguish between the sounds of the vowels • Continue to learn how to hear vowel sounds in the middle of words • Continue to learn, and distinguish between, the sounds of the consonants • Continue to learn how to hear consonant sounds at the beginning of words • Continue to learn how to write the letters introduced previously • Continue to learn right and left • Hear and discuss stories • Begin to learn to recognize by name the rest of the capital and little consonants in block print, typestyle print, and cursive • Continue to learn how to blend • Continue to learn how to hear blends at the beginning of words • Continue to learn how to sound out one-vowel words • Continue to learn how to put letters together to form blends and words • Continue to learn how to write the letters and blends previously introduced • Begin to learn how to write the rest of the consonants and their blends • Begin to learn how to write words • Learn the c/k rule • Learn the double consonant rule 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of letter “sentences” to memorize names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing letter sentences • Reading from <i>Alphabet Fun Stories</i> • Phonics songs • Games • Students “tracing” print letters with their fingers in the air and on flashcards to help in recognizing the letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Practice in how to sit when writing, how to hold a pencil, how to slant the paper, and how to use a slant guide • Teacher writing manuscript examples on the board • Students practicing writing on the board • Students practicing “writing” letters in the air or on their hands • Teacher and aide helping students write on papers 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics charts and games • Blend ladders • Blend practice cards • Cursive formation flashcards • <i>Alphabet Fun Stories</i> • Supplemental coloring pages, worksheets, and activities • Assorted objects used to illustrate letter sounds • Assorted objects for games • Picture books • Sight word flashcards • Crayola “fat” crayons that are flat on one side • Regular size #2 pencils with pencil grips 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluations • Graded writing papers

<ul style="list-style-type: none">• Learn the two sounds of s• Begin to learn the concept of a sentence: complete thought, capitalize the first letter and punctuation at the end• Learn what the title of a story is	<ul style="list-style-type: none">• Suggested homework: find letters, blends, and sight words in stories and in the world around the, practice with flashcards, and practice writing		
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Unit 4: Leeson 68 to Lesson 75; Begin Reading Groups; Begin Writing Names; Begin Spelling

8 Days

EK5.1, EK5.2, EK5.3, EK5.5, EK5.6, EK5.7, EK5.8, EK5.9, EK5.10

Biblical Worldview Questions

Why is writing your name is important to God?

How is reading in a group like worshipping with other Christians?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Continue to learn to recite the alphabet in order • Continue to learn to recognize by name the capital and little versions of all the letters • Continue to learn to recognize and distinguish between the sounds of the vowels • Continue to learn right and left • Hear and discuss stories • Continue to learn, and distinguish between, the sounds of the consonants • Continue to learn how to hear consonant sounds at the beginning of words • Continue to learn how to blend • Continue to learn how to hear blends at the beginning of words • Continue to learn how to sound out one-vowel words • Continue to learn how to put letters together to form blends and words • Begin formal instruction on spelling words • Continue to learn how to write letters, blends and words • Begin to learn how to blend 2 consonants at the end of a word • Begin reading in reading groups • Begin doing seatwork on their own during reading groups • Begin to learn how to copy handwriting seatwork off the board • Begin learning how to write their own first names • Review phonics rules previously introduced • Continue to learn the concept of the sentence • Review what the title of a story is 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of letter “sentences” to memorize names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing letter sentences • Phonics songs • Games • Students “tracing” print letters with their fingers in the air and on flashcards to help in recognizing the letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Worksheets done individually as seatwork • Continued practice in how to sit when writing, how to hold a pencil, how to slant the paper, and how to use a slant guide • Teacher writing manuscript examples on the board • Students practicing writing on the board • Students practicing “writing” letters in the air or on their hands • Teacher and aide helping students 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics charts and games • Blend ladders • Blend practice cards • Cursive formation flashcards • <i>My Blend and Word Book</i> • <i>Basic Phonics Readers, Book A</i> • Writing tablet paper • Supplemental coloring pages, worksheets, and activities • Assorted objects used to illustrate letter sounds • Assorted objects for games • Picture books • Sight word flashcards • Crayola “fat” crayons that are flat on one side • Regular size #2 pencils with pencil grips 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluations • Oral reading grades • Graded writing papers

	<p>write on papers</p> <ul style="list-style-type: none">• Students copying handwriting seatwork off the board• Suggested homework activities• Required homework: reading in reader books and doing worksheets• Specialized individual practice during and after class		
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Unit 5: Lesson 76 to lesson 82: Phonics Review

7 days

EK5.1, EK5.2, EK5.3, EK5.5, EK5.6, EK5.7, EK5.8, EK5.9, EK5.10

Biblical Worldview Questions

How does the Bible use stories to tell us what God wants us to do?

Why is reading important to God and us?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Review difficult manuscript letters and difficult connections between letters • Sight words <i>to</i> and <i>do</i> • Continue to learn to recite the alphabet in order • Continue to learn to recognize by name the capital and little version of all the letters • Continue to learn how to hear vowel sounds in the middle of words • Continue to learn right and left • Hear and discuss stories • Continue to learn, and distinguish between, the sounds of all the letters • Continue to learn how to hear consonant sounds at the beginning of words • Continue to learn how to blend • Continue to learn how to hear blends at the beginning of words • Continue to learn how to sound out one-vowel words • Continue to learn how to write letters, blends, and words • Review phonics rules previously introduced • Continue to learn the concept of the sentence • Review what the title of a story is 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of letter “sentences” to memorize names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing letter sentences • Phonics songs • Games • Students “tracing” print letters with their fingers in the air and on flashcards to help in recognizing the letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Continued practice in how to sit when writing, how to hold a pencil, how to slant the paper, and how to use a slant guide • Teacher writing manuscript examples on the board • Students practicing writing on the board • Students practicing “writing” letters in the air or on the hands • Teacher and aide helping students write on papers • Suggested homework 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics charts and games • Blend ladders • Blend practice cards • Cursive formation flashcards • Supplemental coloring pages, worksheets, and activities • Assorted objects for games • Picture books • Crayola “fat” crayons that are flat on one side • Regular size #2 pencils with pencil grips 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluations • Oral reading grades • Graded writing papers

	<p>activities</p> <ul style="list-style-type: none">• Required homework: doing worksheets• Specialized individual practice during and after class		
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Unit 6: Lesson 83 to Lesson 92: Resume Reading Groups

10 Days

EK5.1, EK5.2, EK5.3, EK5.5, EK5.6, EK5.7, EK5.8, EK5.9, EK5.10

Biblical Worldview Questions

Why is spelling helpful for reading?

Why are rules important to God, even with spelling?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Begin writing own names on papers • Begin writing capitals • Sight words <i>of</i> and <i>I</i>; • (If needed) Continue to learn to recite the alphabet in order • (If needed) Continue to learn to recognize by name the capital and little version of all the letters • (If needed) Continue to learn how to hear vowel sounds in the middle of words • (If needed) Continue to learn right and left • (If needed) Continue to learn, and distinguish between, the sounds of all the letters • (If needed) Continue to learn how to hear consonant sounds at the beginning of words • (If needed) Continue to learn how to blend • Continue to learn how to hear blends at the beginning of words • Hear and discuss stories • Continue to learn how to sound out one-vowel words • Continue to learn how to spell one-vowel words • Continue to practice handwriting • Practice writing sentences • Continue to learn how to copy handwriting seatwork off the board • Review phonics rules previously introduced • Continue to understand the concept of a sentence • Continue to understand what the title of a story is • Begin writing capital letters: <i>A</i> and <i>T</i> • Learn the one-vowel and two-vowel rules • Learn the long vowel sounds and how to mark vowels 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of letter “sentences” to memorize names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing letter sentences • Phonics songs • Games • Students “tracing” print letters with their fingers in the air and on flashcards (if needed) to help in recognizing the letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Continued practice in how to sit when writing, how to hold a pencil, how to slant the paper, and how to use a slant guide • Teacher writing manuscript examples on the board • Students practicing writing on the board • Students practicing “writing” letters in the air or on the hands • Teacher and aide helping students write on papers • Students copying handwriting 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics charts and games • Blend ladders • Blend practice cards • Cursive formation flashcards • <i>My blend and Word Book</i> • <i>Basic Phonics Readers</i> • Writing tablet paper • Supplemental coloring pages, worksheets, and activities • Assorted objects for games • Picture books • Crayola “fat” crayons that are flat on one side • Regular size #2 pencils with pencil grips 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluations • Oral reading grades • Graded writing papers

<ul style="list-style-type: none">• Begin learning how to read and spell two-vowel words	seatwork off the board <ul style="list-style-type: none">• Suggested homework activities• Required homework: reading in reader books and doing worksheets• Specialized individual practice during and after class• <i>Tacky the Penguin</i> literature unit		
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Unit 7: Lesson 93 to 145: Longer Reading Groups; Begin Learning Special Sounds

53 Days

EK5.1, EK5.2, EK5.3, EK5.4, EK5.5, EK5.6, EK5.7, EK5.8, EK5.9, EK5.10

Biblical Worldview Questions

**Do you think rules are important to God?
What would happen if language had no rules?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • (If needed) Continue to learn to recite the alphabet in order • (If needed) Continue to learn to recognize by name the capital and little version of all the letters • (If needed) Continue to learn how to hear vowel sounds in the middle of words • (If needed) Continue to learn right and left • (If needed) Continue to learn, and distinguish between, the sounds of all the letters • (If needed) Continue to learn how to hear consonant sounds at the beginning of words • (If needed) Continue to learn how to blend • Continue to learn how to hear blends at the beginning of words • Hear and discuss stories • Continue learning how to read two-vowel words • Continue to learn how to spell one-vowel and two-vowel words • Continue to practice handwriting • Continue to practice writing their own names on their papers • Continue to learn how to copy handwriting seatwork off the board • Review phonics rules previously introduced • Continue to understand the concepts of the sentence and the title • Begin writing these capital letters: <i>I, J, S, B, C, D, M, L, G, H</i> • Continue to learn the one-vowel and two-vowel rules • Continue to learn how to mark vowels • Learn sight words <i>says</i> in reading groups 1 and 2 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of letter “sentences” to memorize names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing letter sentences • Phonics songs • Games • Students “tracing” print letters with their fingers in the air and on flashcards (if needed) to help in recognizing the letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Continued practice in how to sit when writing, how to hold a pencil, how to slant the paper, and how to use a slant guide • Worksheets done individually as seatwork • Teacher writing cursive examples on the board • Students practicing writing on the board • Students practicing “writing” letters in the air or on the hands • Teacher and aide helping students write on papers 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics charts and games • Blend ladders • Blend practice cards • Cursive formation flashcards • <i>My Blend and Word Book</i> • <i>Basic Phonics Readers</i> • Sight word flash cards • Writing tablet paper • Supplemental coloring pages, worksheets, and activities • Assorted objects for games • Picture books • Crayola “fat” crayons that are flat on one side • Regular size #2 pencils with pencil grips 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluations • Oral reading grades • Graded writing papers

<ul style="list-style-type: none">• Begin to learn special phonics sounds	<ul style="list-style-type: none">• Students copying handwriting seatwork off the board• Suggested homework activities• Required homework: reading in reader books and doing worksheets• Specialized individual practice during and after class•		
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Unit 8 Lesson 146 to 165: Reading Groups Every Day

20 Days

EK5.1, EK5.2, EK5.3, EK5.4, EK5.5, EK5.6, EK5.7, EK5.8, EK5.9, EK5.10

Biblical Worldview Questions

Does God want us to work independently?

Why should we be responsible for what we say, do and write?

What should our attitude be toward people who work faster or slower than we do?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Continue learning special sounds and sigh words • (If needed) Continue to learn to recite the alphabet in order • (If needed) Continue to learn to recognize by name the capital and little version of all the letters • (If needed) Continue to learn how to hear vowel sounds in the middle of words • (If needed) Continue to learn right and left • (If needed) Continue to learn, and distinguish between, the sounds of all the letters • (If needed) Continue to learn how to hear consonant sounds at the beginning of words • (If needed) Continue to learn how to blend • Continue to learn how to hear blends at the beginning of words • Hear and discuss stories • (If needed) continue to learn how to read three-letter words • Continue learning how to read two-vowel words • Continue to learn how to spell one-vowel and two-vowel words • Continue to practice handwriting • Continue to practice writing their own names on their papers • Continue to learn how to copy handwriting seatwork off the board • Review phonics rules previously introduced • Continue to learn the one-vowel and two-vowel rules • Continue to learn how to mark vowels • Learn the sigh words <i>says</i> in reading group 3; <i>was</i>, <i>Bible</i>, 	<ul style="list-style-type: none"> • Oral instruction with visual aids • Repetition of letter “sentences” to memorize names, sounds, and clue words • Doing motions that correspond with clue word while saying/singing letter sentences • Phonics songs • Games • Students “tracing” print letters with their fingers in the air and on flashcards (if needed) to help in recognizing the letters • Phonics worksheets done together as a class • Handwriting worksheets done together as a class • Continued practice in how to sit when writing, how to hold a pencil, how to slant the paper, and how to use a slant guide • Worksheets done individually as seatwork • Teacher writing cursive examples on the board • Students practicing writing on the board • Students practicing “writing” letters in the air or on the hands • Teacher and aide helping students 	<ul style="list-style-type: none"> • <i>A Beka Book 5-year-old Kindergarten Curriculum Teacher’s Guide</i> • <i>Letters and Sounds K Teacher Edition</i> • <i>Letters and Sounds K</i> • <i>Writing with Phonics K</i> • Miniature Alphabet Flashcards • Large Alphabet Flashcards • Letter-Picture Flashcards • One-Vowel Word Cards • Phonics charts and games • Blend ladders • Blend practice cards • Basic phonics flashcards • Clue word cards • Cursive formation flashcards • <i>My Blend and Word Book</i> • <i>Basic Phonics Readers</i> • Sight word flash cards • Writing tablet paper • Supplemental coloring pages, worksheets, and activities • Assorted objects for games • Picture books • Crayola “fat” crayons that are flat on one side • Regular size #2 pencils with pencil grips 	<ul style="list-style-type: none"> • Student participation • Phonics oral evaluations • Phonics written evaluations • Oral reading grades • Graded writing papers

<p><i>are, from</i> and <i>they</i> in reading group 2; <i>was, said Bible, are from, they school, about, Jesus, washes, clothes, presses, when, was, and you</i> in reading group 1.</p> <ul style="list-style-type: none"> • Continue to learn special phonics sounds 	<p>write on papers</p> <ul style="list-style-type: none"> • Students copying handwriting seatwork off the board • Suggested homework activities • Required homework: reading in reader books and doing worksheets • Specialized individual practice during and after class • 		
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Unit 9 Lesson 166 to 170: Review and Kindergarten Graduation Practice

5 Days

EK5.1, EK5.2, EK5.3, EK5.4, EK5.5, EK5.6, EK5.7, EK5.8, EK5.9, EK5.10

Biblical Worldview Questions

How does doing our best glorify God?

Why is learning to perform in front of people important?

Objectives	Methods	Resources	Assessment
The students will <ul style="list-style-type: none">Continue to practice phonics sounds, rules, and reading as they practice for Kindergarten Graduation	<ul style="list-style-type: none">Phonics songsRecitation of phonics rules and special soundsStudents reading aloudPhonics worksheets sent home as homeworkWriting practice sheets sent home as homeworkSuggested rading homework	<ul style="list-style-type: none"><i>A Beka Book 5-year-old Kindergarten Curriculum Teacher's Guide</i><i>Letters and Sounds K Teacher Edition</i><i>Letters and Sounds K</i>Phonics charts and gamesBlend laddersBasic phonics flashcards<i>My Blend and Word Book</i><i>Basic Phonics Readers</i>Writing tablet paper	<ul style="list-style-type: none">Kindergarten Graduation Program

Unit 1: ????

??? weeks

Objectives	Methods	Resources	Assessment
The students will •	•	•	•