

Introduction to Language Arts

Language is a gift from God. Through the ages God has imparted His truth to His people through verbal and written communication. Without faithful men who were willing to listen to God's voice and pass on His message to generations to come, we would have very little of God's Word in written form. Language is also the means through which we communicate ideas or feelings to those about us.

The ultimate goal in teaching language arts skills is to enable the child to receive God's truth and communicate it to others, whether through the spoken or written word. As you teach language arts skills to the students, keep in mind what they could and may become. It will add a greater dimension to your teaching experience, and as your students sense your desire for them, it will enhance their learning experience.

Many skills are included in the language arts program. Language Arts 1 expands the student's phonics skills as he works with vowel blends, vowel sets, consonant blends, consonant digraphs, etc. As the student learns to write words, he also learns to build sentences. Punctuation and capitalization, along with several other sentence-writing skills, are also taught in the course.

The Language Arts 1 course correlates with and complements the Christian Light Education's Learning to Read. Language Arts is designed to start with Learning to Read LightUnit 105 Lesson 5. The first six Language Arts LightUnits overlap with Learning to Read. The number of the Learning to Read lesson that coincides with each Language Arts lesson is given in the teacher's guide on the right side of the lesson title bar. This will help keep Language Arts on schedule with Learning to Read. A daily schedule showing the sequence of all first grade subjects is on pages xvii and xviii of this teacher's guide.

Components of Language Arts

Language Arts 1 has ten LightUnits. The LightUnits are consumable and include all of the

student's written activities. Support material includes this teacher guide, wall charts, and extra practice worksheets. A separate workbook, *I Can Write Manuscript*, may be used to provide additional penmanship practice.

Teacher's Guide

This section explains the structure of each lesson. Each lesson plan gives detailed instructions for teaching new concepts and systematically reviewing previous concepts. Following those instructions will ensure that each lesson is covered correctly.

In the lesson instructions, bold text should be read or communicated to students. Regular-type information is for the teacher only. Several symbols are used to assist you to quickly recognize what the activity contains.



– Activities that require teacher participation.



– Activities that students can do on their own.



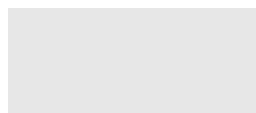
– The LightUnit page(s) for the activity.



– Important information for the teacher about the activity.



– Separates teaching preparation from class time information.

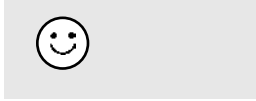


– Additional information for teachers.

Introduction



– Optional activities to add fun and variety to the routine.



– Optional mnemonic that may help students

remember rules. They are only suggestions; you may use them, create your own, or use other techniques to teach the rules.

Following is an explanation for the various sections of the daily lesson plans and how they relate to the lesson:

Objectives

The new concepts and Key Words taught in the lesson are listed here.

Class Preparation

This list tells what materials are needed to teach the lesson. It also alerts you to illustrations you need to write on the board before class. Develop the habit of checking the list, gathering materials, and preparing before class time. Students do better when classes are well structured with few distractions.

Review

A good class begins with a short oral review. This list contains concepts to review. If students are struggling, insert extra drill at this point. Repetition is essential to the learning process. It establishes what they have been taught and builds confidence, which sparks enthusiasm. Be creative with reviews so the children do not lose interest.

Key Words

The box for Key Words in the LightUnit lessons contains a picture of a snail. These are usually words that go with the new concept or that will be used in LightUnit directions. Many do not follow standard phonics rules. Learning them will help students to read directions on their own.

Teach Key Words by reading them slowly and having students repeat them after you. Making flash cards with the key words provides a simple tool for teaching and reviewing the words.

New

Here you will find instructions for teaching the new concept for the day. There is also a “teaching box” in the LightUnit. Teaching boxes give examples to assist in teaching the new concept. When two new concepts are taught in a lesson, there is a box for each.

Sometimes a new item simply expands on a previous concept. When this occurs the item is designated as “new” in the LightUnit but there is no teaching box.

Words to Read

Many lessons (beginning in LightUnit 104) include a list of words that uses the sound taught in the lesson and also reviews sounds taught in previous lessons. The boxes with words are designated with an anchor. As students study these words you will be able to detect which sounds have not been mastered. You may want to keep a record of those sounds and drill them more.

Spelling

Spelling practice with the new sounds begins in LightUnit 104. Students need to see, hear, and write sounds for mastery. Whenever a new sound is introduced this activity gives opportunity for students to write words with those sounds. This spelling practice can be done on the board, on other paper, or in a special notebook for this purpose.

In LightUnit 106 students begin to have lists of spelling words. Sections 1 and 2 of each LightUnit contain new spelling words. Section 3 reviews both groups of spelling words. LightUnit lessons use the spelling words in various ways to help students master the spelling and meaning of the words.

We Remember

Activities in this section review previously learned concepts. The goal is for students to work this section with little teacher assistance. You may need to read the directions with the children and explain the exercises.

All concepts in Language Arts 1 are reviewed a minimum number of times before they are tested.

Penmanship

Penmanship exercises start in LightUnit 105. The formation of the letters has already been taught in Learning to Read; however, students still need practice.

Starting with LightUnit 106 the penmanship activity is placed in the back of the book. For additional penmanship tips see Appendix D.

Creative Writing

Starting with LightUnit 107 students are expected to do a creative writing assignment. Instructions for the activity are given in the front of the LightUnit and in the teacher's guide. It is broken down into three steps: thinking/drawing, writing, and sharing my story. Teachers may choose when they want to have students do each step. It is recommended that it be done over several consecutive days and combined with the regular Language Arts lesson. Additional information on creative writing is available in Appendix C.

LightUnits

Each LightUnit has twelve lessons. Each lesson is one day's work. Lessons in LightUnits 101-103 have two or three pages; 104-110 have four pages. Lessons 4 and 8 are shortened to allow time to take a quiz.

In the beginning, work very closely with your students to guide, explain, and supervise their work. Teach them to work through a lesson from beginning to end. As time progresses, help them

gain confidence in their abilities to work on their own. In time, you should be able to read all the directions on a page with the students, and then let them work independently. Later, you may go over two pages or the entire lesson and let them work on their own.

In order to keep students from being overwhelmed, you may want to divide the lessons into two class periods. The main part of each lesson could be taught in the morning, leaving penmanship and spelling to be done in the afternoon.

Several symbols used in the LightUnit guide students through a lesson. These symbols indicate when a student can proceed to the next activity and when he needs to wait for permission from the teacher or teacher's aide to continue.



– indicates an exercise that may be checked by a teacher's aide, but the student must stop and have the triangle initialed by the teacher or an aide before he can proceed.



– indicates an exercise that must be checked by the teacher or teacher's aide before the lesson can be considered complete. However, the student may continue working through the lesson before this exercise is checked and initialed.



– indicates a student must stop and the teacher initial the circle before he can proceed.



– indicates an exercise that must be checked by a teacher. However, the student may continue working through the lesson without the circle being initialed by the teacher.

Quizzes and Self Checks

Lesson 11 in each LightUnit is a self check, which will help the student prepare for the test. After a student has taken the self check, score it and give further direction. If he did well, he should be ready for the test. If he did poorly, review the areas he is weak in before giving him the LightUnit Test.

Introduction

The final lesson is the LightUnit Test. Because first grade students have not learned to study on their own, we recommend that you review with the student before giving tests and quizzes.

Tests are in the middle of each LightUnit and should be removed before giving the LightUnit to the student. Quizzes are perforated and located in the back of each LightUnit. Removing them is optional.

Scoring and Grading

<div>80</div> <div>100</div>	
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Score _____

These score boxes are found on self checks, quizzes, and tests. In the first box, the bottom number is the total number of points possible on the self check, quizzes, and LightUnit test. The top number is the number of points the student must score before he can continue working in the LightUnits. Point values in all LightUnit tests, quizzes, and self checks are 100. Write the total number of points earned on the score line. Initial the second box.

To obtain a final LightUnit grade, average the two quiz grades and any other optional grades. Add this average to the LightUnit Test grade and divide by two. This average will be the final grade for the LightUnit.

Example: Quiz 1 – 96%
 Quiz 2 – 98%
 Average – 97%
 Test score – 93%
 Average – 95%
 LightUnit score is 95.

Scores Below 80. If a student scores 75-79% on a LightUnit Test, he may review the concepts he is weak in. Verify that he knows the material by quizzing him or giving a remedial assignment.

If a student scores 70-74%, have him restudy for the test and take the Alternate LightUnit Test located in Appendix I.

If a student scores 70% or below, have him do a thorough review of the LightUnit before taking the Alternate LightUnit Test or have him redo the entire LightUnit and then take the Alternate LightUnit Test. For both scenarios, if the student scores between 75-100% on the Alternate LightUnit Test, record the score for the LightUnit as 80%.

If all controls are followed but the student consistently fails to achieve 80%, consider underlying causes. What is the student's natural ability? Can he be expected to achieve 80% or above? These students may need to be evaluated by a trained person or to have one-on-one assistance.

Phonics Cards

Full color, durable 8½" × 11" phonics cards are available. You will find they are a valuable teaching tool.

Use the cards to introduce and drill phonics sounds. For example with Phonics Card #5 you might recite the letters and sound several times: *a-i, a-y = /ā/*. Then read the words on the front of the card, repeating the underlined letters like this: *tail – a-i, hay – a-y*, etc. Then put the card down and have students repeat the words and letters with eyes closed, picturing it in their minds. Finally, read the lists of words on the back of the card to build fluency. Read them over and over.

Words in small print on the back of the card, can be used in a variety of ways too. These may be used on the board and read in class. Or you could make flash cards with these words.

Use the phonics cards during oral review on following days. Most likely you will not have time to read all the words on the cards every day. Instead, recite the letters and sounds on the ten most current cards. Oral recitation is a helpful tool in memorizing sounds and letters.

Use the phonics cards as you teach and students will refer to them in doing their work. Place them where students can easily see them as they work through the lesson.

Support Material

Extra Practice Sheets

Extra Practice Sheets are available for students who need more practice or for those who need something constructive to do. They are sold separately as blackline masters and may be photocopied as needed.

Classroom Schools

Use plenty of classroom discussions, and make use of the suggestions for reviews given in the teacher's guide. Use wall charts and other aids to benefit the child as much as possible. Most children will benefit from using visual aids.

A child at this age needs much guidance and supervision. He needs to feel the security of a well-ordered and disciplined classroom. Do not deny him that privilege.

Individualized Schools

If your school uses the individualized approach in second grade, start reducing your input after LightUnit 108. You will still need to teach new concepts introduced in each lesson. Students will be able to do many of the review exercises independently, but be there in situations where your students need you.

Suggested Lesson Plan

The following lesson plan explains one way to teach a typical lesson in Language Arts 1. However, teachers should tailor their class procedure to meet the needs in their situation. The number of students in the classroom, the number of grade

levels the teachers is supervising, the amount of time available for the lesson, and the ability of the students are all factors to consider when developing an effective teaching plan.

- First class session.
- Begin class with reviewing concepts listed in the teacher's guide. Use flashcards, charts, etc.
- Introduce the new concepts.
- Illustrate new concepts on the board, or with charts, flashcards, etc.
- Discuss examples shown in the teaching box in the LightUnit.
- As a class, work the LightUnit exercises up to the *We Remember* section.
- Practice the Words to Read as a class. (Starts in LightUnit 104.)
- Do *Spelling Practice With the New Sounds*, using words from the teacher's guide. (Starts in LightUnit 104.)
- Assign *We Remember* as seatwork.
- End of the first class session.
- Students should practice Words to Read and complete *We Remember*.
- Listen to each student read the Words to Read.
- Second class session.
- Assign *Penmanship* as seatwork. (Starts in LightUnit 105.)
- Drill Spelling Words. (LightUnits 106–110)
- Assign the *Spelling* section of the LightUnit lesson as seatwork. (LightUnits 106–110)

Outline of LTR and LA

Language Arts			Learning to Read		
LA LU and Lesson	LA Concept	LA Key Words	LTR LU and Lesson	LTR Concept	LTR Sight Word
LA 101 1	Vowels and Consonants	color, consonant, circle, picture, vowel	LTR 105 5	Review	
2	Capital Letters; Short Vowels	capital letter, match, lowercase letter	6	/z/; zz	zero
3	Sentences	sentences, words, write	7	/x/	said
4	Capitals and Periods; Quiz 1	period	8	/q/	
5	Writing a Sentence		9	Review; Self Check	
6	Beginning /k/ Sound	or	10	Review; Test 105	
7	Double Consonants: ff, ll, ss, zz		LTR 106 1	/ā/	baby
8	Is and Are; Quiz 2		2	Long Vowel – Silent e	quiet
9	The /ə/ Sound		3	Review /ā/ /ă/	
10	Care of Books		4	/sh/	and should
11	Self Check		5	/ō/	obey happy
12	Test 101		6	Review	gives come
LA 102 1	Capitals: Names of People		7	/th/	they
2	Question Marks	question mark, underline	8	/ī/	
3	Consonant Digraph: sh; Alphabet	alphabet, order consonant digraph	9	Review; Self Check	Bible
4	Long Vowels; Quiz 1		10	Review; Test 106	
5	Consonant Digraph: th		LTR 107 1	/wh/	what
6	Using I	correct, sound	2	/ū/	
7	Writing Sentences in Order		3	Review	does, of
8	Ending /k/ Sound; Quiz 2		4	Review	
9	The ve Rule		5	/ch/	children, thank
10	Consonant Digraph: wh		6	/ē/	look, easy
11	Self Check		7	Vowel set: ēe	because
12	Test 102		8	Vowel set: ōi, ōy	

Language Arts			Learning to Read		
LA LU and Lesson	LA Concept	LA Key Words	LTR LU and Lesson	LTR Concept	LTR Sight Word
LA 103 1	Question Words		9	Vowel set: ēā	Sunday
2	Questions and Statements		10	Review; Self Check	
3	Consonant Digraph: <i>ch</i>		11	Review; Test 107	
4	<i>Was</i> and <i>Were</i> ; Quiz 1		LTR 108 1	Vowel set: īē; <i>y</i> = /ī/	teacher, loves, Jesus
5	Rhyming Words	rhyme	2	Review	please
6	Learning Contractions; Answering Questions	apostrophe, contraction	3	Vowel sets: ōā, ōē	teaches, about
7	Vowel Sets: <i>ai, ay</i>		4	Vowel sets: ūē, ūī	who
8	<i>I Am</i> ; Quiz 2		5	Review	color, pretty, purple, orange
9	Capitals: Names of Pets		6	Blends: <i>bl, cl, fl, gl</i>	boys, others
10	Vowel Sets: <i>ee, ea</i>		7	Blends: <i>br, cr, pl, sl</i>	too
11	Self Check		8	Blends: <i>dr, fr, gr, pr, tr</i>	shoe
12	Test 103		9	Blends: <i>sc, sm, sp, sk</i>	oh, one
LA 104 1	Vowel Set: <i>ie</i> ; <i>y</i> = /ī/; Blends: <i>bl, fl, gl, pl, sl</i>		10	Blends: <i>sn, st, sw, tw</i>	from
2	<i>c</i> = /k/ or /s/; Blends: <i>cl, dr, tr</i>		11	Review; Self Check	girl, too
3	Vowel Sets: <i>oa, oe, ow</i> ; Contractions; Blends: <i>br, fr, gr</i>		12	Review; Test 108	
4	<i>g</i> = /g/ or /j/; Quiz 1		LTR 109 1	Suffix: -s	saw
5	<i>ch</i> and <i>tch</i> ; Vowel Sets: <i>ui, ue</i>		2	Review	were, eyes
6	<i>ge</i> and <i>dge</i> = /j/; Contractions; Blends: <i>cr, pr, st, sn, sp</i>		3	Suffix: -ing	as, any, ready
7	Alphabetical Order; More Contractions	alphabetical, answer, first	4	Ending Blends: <i>ld, nd, lp, sp</i>	book, picture
8	<i>er, ir, and ur</i> = /ēr/; Quiz 2		5	Ending Blends: <i>mp, lb, lf</i>	find
9	One or More Than One; Blends: <i>sc, sk, sm, sw, tw</i>		6	Review	
10	<i>wor</i> = /ēr/		7	Ending Blends: <i>sk, nk, lk</i>	school, story
11	Self Check		8	Ending Blends: <i>nt, ft, pt</i>	where
12	Test 104		9	Ending Blends: <i>st, lt, ct, xt</i>	friend, paper

Outline of LTR and LA

Language Arts			Learning to Read		
LA LU and Lesson	LA Concept	LA Key Words	LTR LU and Lesson	LTR Concept	LTR Sight Word
LA 105 1	<i>ar</i> = /ör/; Blends: <i>lp, nd, nk</i> ; Contractions		10	Ending Vowels: <i>ē, ō</i>	want
2	<i>oo</i> and <i>ew</i> = /ü/; Blends: <i>lb, ld, lf, mp</i>		11	Review; Self Check	four, learn, number
3	Root Words and Suffixes; Blends: <i>lk, sk, sp</i>	suffix	12	Review; Test 109	
4	<i>oo</i> and <i>o</i> = /ü/; Blends: <i>ft, nt, pt, st</i> ; Quiz 1		LTR 110 1	Digraph Blends: <i>thr, shr</i>	walk, water
5	<i>oi</i> and <i>oy</i> = /oi/; Blends: <i>ct, lt, xt</i>		2	Blends: <i>scr, spl, spr, str</i>	animals
6	Suffixes: <i>-s</i> or <i>-es</i>	breve, macron	3	Compound Words	
7	<i>ou</i> and <i>ow</i> = /ou/		4	Suffix: <i>-ed</i> = /d/	
8	<i>ou</i> and <i>u</i> = /ü/; Quiz 2		5	<i>s</i> = /z/	
9	Suffix: <i>-ed</i> = /t/, /d/		6	<i>o, al</i> = /ò/	
10	Suffix: <i>-ed</i> = /əd/	wrong	7	<i>or</i> = /ör/	
11	Self Check		8	<i>igh</i> = /ī/	
12	Test 105		9	<i>ind</i> = /īnd/	
LA 106 1	Silent Letters: <i>kn</i> and <i>gn</i> ; Contractions		10	Review; Self Check	
2	Silent Letters: <i>wr</i> ; Suffixes: <i>-est, -er</i>		11	Review; Test 110	
3	<i>ild</i> = /īld/; <i>ind</i> = /īnd/; <i>igh</i> = /ī/				
4	<i>o</i> = /ò/; Quiz 1				
5	<i>au</i> and <i>aw</i> = /ō/ Small Words With <i>e, o</i>				
6	<i>al</i> = /ò/; Suffixes: <i>-ly, -y</i>				
7	<i>augh, ough</i> = /ō/; Three-Letter Blends: <i>spl, squ, thr</i>				
8	<i>are, ere</i> = /ēr/; Quiz 2				
9	<i>air, ear</i> = /ēr/; Three-Letter Blends: <i>scr, shr, spr, str</i>				
10	Compound Words	compound word			
11	Self Check				
12	Test 106				

Language Arts		
LA LU and Lesson	LA Concept	LA Key Words
LA 107 1	<i>or</i> = /ôr/	
2	Sentences or Phrases; Sounds of <i>y</i>	phrase
3	<i>ea</i> = /ë/	
4	Contractions; Quiz 1	
5	<i>A</i> and <i>An</i> ; Consonant Digraph: <i>ng</i>	
6	Contractions	
7	Prefixes: <i>a-</i> , <i>un-</i> , <i>in-</i>	prefix
8	Prefixes: <i>de-</i> , <i>dis-</i> ; Quiz 2	
9	Contractions	
10	<i>s</i> = /s/ or /z/	
11	Self Check	
12	Test 107	
LA 108 1	<i>old</i> = /öld/	
2	Adding Vowel Suffixes	
3	Adding Consonant Suffixes	
4	Silent Letters: <i>mb</i> ; Quiz 1	
5	Alphabetical Order	
6	Capitals: Names for God; <i>To</i> and <i>Two</i>	
7	<i>ost</i> = /öst/; <i>oth</i> = /öth/	
8	Synonyms; Quiz 2	
9	<i>eer</i> , <i>ear</i> , <i>ere</i> = /ïr/; Contractions	
10	<i>oll</i> = /öll/; <i>olt</i> = /ölt/	
11	Self Check	
12	Test 108	

Language Arts		
LA LU and Lesson	LA Concept	LA Key Words
LA 109 1	Adding Suffixes to <i>y</i> , Part 1	
2	Adding Suffixes to <i>y</i> , Part 2	
3	Naming and Doing Words	divide
4	Adding Suffixes to <i>y</i> , Part 3; Quiz 1	
5	Capitals: Days of the Week	
6	Contractions	
7	Commas	
8	Opposites; Quiz 2	opposites
9	Counting Syllables; Words with <i>le</i>	syllable
10	Prefixes, Root Words, Suffixes	
11	Self Check	
12	Test 109	
LA 110 1	Apostrophes	
2	<i>ph</i> and <i>gh</i> = /f/	
3	Adding Suffixes, Part 1	
4	Adding Suffixes, Part 2; Quiz 1	
5	Contractions	
6	Contractions; Birthdate	
7	Telephone Numbers	
8	Telephone Manners; Quiz 2	
9	Review	
10	Review	
11	Self Check	
12	Test 110	

Daily Schedule, First Semester

	Day	LTR	BI	MA
Week 1	1	101:1	101:1	101:1
	2	2		2
	3	3	1	3
	4	4		4
	5	5	2	5
Week 2	6	6		6
	7	7	3	7
	8	8		8
	9	Rev.	4	9
	10	Test		10
Week 3	11	102:1	5	11
	12	2		12
	13	3	6	13
	14	4		14
	15	5	7	15
Week 4	16	6		16
	17	7	8	17
	18	8		18
	19	9	9	19
	20	Rev.		Test
Week 5	21	Test	10	102:21
	22	103:1		22
	23	2	11	23
	24	3		24
	25	4	12	25
Week 6	26	5		26
	27	6	13	27
	28	7		28
	29	8	14	29
	30	9		30

	Day	LTR	LA	BI	MA
Week 7	31	Rev.		15	31
	32	Test			32
	33	104:1		16	33
	34	2			34
	35	3			35
Week 8	36	4		102:1	36
	37	5			37
	38	6		2	38
	39	7			39
	40	8		3	Test
Week 9	41	Rev.			103:41
	42	Test		4	42
	43	105:1			43
	44	2		5	44
	45	3			45
Week 10	46	4		6	43
	47	5	101:1		47
	48	6	2	7	48
	49	7	3		49
	50	8	4	8	50
Week 11	51	Rev.	5		51
	52	Test	6	9	52
	53	106:1	7		53
	54	2	8	10	54
	55	3	9		55
Week 12	56	4	10	11	56
	57	5	Rev.		57
	58	6	Test	12	5
	59	7	102:1		59
	60	8	2	13	Test

	Day	LTR	LA	BI	MA
Week 13	61	Rev.	3		104:61
	62	Test	4	14	62
	63	107:1	5		63
	64	2	6	15	64
	65	3	7		65
Week 14	66	4	8	16	66
	67	5	9		67
	68	6	10		68
	69	7	Rev.	103:1	69
	70	8	Test		70
Week 15	71	9	103:1	2	71
	72	Rev.	2		72
	73	Test	3	3	73
	74	108:1	4		74
	75	2	5	4	75
Week 16	76	3	6		76
	77	4	7	5	77
	78	5	8		78
	79	6	9	6	79
	80	7	10		Test
Week 17	81	8	Rev.	7	105:81
	82	9	Test		82
	83	10	104:1	8	83
	84	Rev.	2		84
	85	Test	3	9	85
Week 18	86	109:1	4		86
	87	2	5	10	87
	88	3	6		88
	89	4	7	11	89
	90	5	8		90

Learning to Read – LTR

Language Arts – LA

Reading – RE

Bible – BI

Math – MA

Daily Schedule, Second Semester

	Day	LTR	LA	RE	BI	MA
Week 19	91	6	9		12	91
	92	7	10			92
	93	8	Rev.		13	93
	94	9	Test			94
	95	10	105:1		14	Test
Week 20	96	Rev.	2			106:96
	97	Test	3		15	97
	98	110:1	4			98
	99	2	5		16	99
	100	3	6			100
Week 21	101	4	7			101
	102	5	8		104:1	102
	103	6	9			103
	104	7	10		2	104
	105	8	Rev.			105
Week 22	106	9	Test		3	106
	107	Rev.	106:1			107
	108	Test	2		4	108
	109		3	101:1		109
	110		4	2	5	Test
Week 23	111		5	3		107:111
	112		6	4	6	112
	113		7	5		113
	114		8	6	7	114
	115		9	7		115
Week 24	116		10	8	8	116
	117		Rev.	9		117
	118		Test	10	9	118
	119		107:1	11		119
	120		2	12	10	120

	Day	LA	RE	BI	MA
Week 25	121	3	102:1		121
	122	4	2	11	122
	123	5	3		123
	124	6	4	12	124
	125	7	5		Test
Week 26	126	8	6	13	108:126
	127	9	7		127
	128	10	8	14	128
	129	Rev.	9		129
	130	Test	10	15	130
Week 27	131	108:1	11		131
	132	2	12	16	132
	133	3	103:1		133
	134	4	2		134
	135	5	3	105:1	135
Week 28	136	6	4		136
	137	7	5	2	137
	138	8	6		138
	139	9	7	3	139
	140	10	8		Test
Week 29	141	Rev.	9	4	109:141
	142	Test	10		142
	143	109:1	11	5	143
	144	2	12		144
	145	3	104:1	6	145
Week 30	146	4	2		146
	147	5	3	7	147
	148	6	4		148
	149	7	5	8	149
	150	8	6		150

	Day	LA	RE	BI	MA
Week 31	151	9	7	9	151
	152	10	8		152
	153	Rev.	9	10	153
	154	Test	10		154
	155	110:1	11	11	Test
Week 32	156	2	12		110:156
	157	3	105:1	12	157
	158	4	2		158
	159	5	3	13	159
	160	6	4		160
Week 33	161	7	5	14	161
	162	8	6		162
	163	9	7	15	163
	164	10	8		164
	165	Rev.	9		165
Week 34	166	Test	10		166
	167		11		167
	168		12		168
	169				169
	170				Test
Week 35	171				
	172				
	173				
	174				
	175				
Week 36	176				
	177				
	178				
	179				
	180				