**Reading 4 Lesson Plan Overview**  
Unit 1: Dreams

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| **Welcome to Reading 4 (1)** | 2–3 | All | 1–2 | * Identify and locate key features of this book * Relate the title of this book to its contents * Define the term genre * Locate a variety of genres in the Contents page * Demonstrate current reading skills |
| **“Dreams” (2)**  Poetry  by Langston Hughes | 4–5 | 2–3 | 3–4 | * Identify the key elements of this poem * Explain how repetition and rhyme make the poem more memorable * Identify the comparison a metaphor makes * Evaluate the theme based on Proverbs 13:12, 19 * Propose a dream that could be used for God’s glory in the home, classroom, school, or community |
| **Fire on the Mountain (3–4)**  Folktale  an Ethiopian folktale by Jane Kurtz | 6–12 | 4–9 | 5–6 | * Identify the key elements of a folktale * Identify the parts of a story’s structure * Identify the main characters and the setting * Use text and picture clues to comprehend words in an unfamiliar language * Predict the significance of the title |
| 13–19 | 10–15 | 7–8 | * Verify the accuracy of the title prediction * Analyze the main characters’ motivations and actions * Summarize the plot * Complete the Story Structure graphic organizer * Explain why the rich man’s actions were unjust |
| **Look Again:** Fire on the Mountain **(5)** | 20–21 | 4–15 | 9–10 | * Infer the theme of the story * Evaluate the theme based on biblical teaching about justice * Identify the theme of a hymn text |
| **Reader’s Theater:** William Shakespeare, Playwright **(6)**  by Beki Gorham  adapted as reader’s theater | 22–27 | 16–21 | 11–12 | * Identify the key elements of reader’s theater * Identify experiences that may influence a person’s future * List ways that Shakespeare’s writing has influenced culture * Assess the importance of one person’s influence on culture |
| Look Again: William Shakespeare, Playwright (7) | 28–29 | 16–21 |  | * Perform reader’s theater as a class and in small groups * Create a recording (audio or video) of the reader’s theater * Evaluate fluency and expression in oral reading using a rubric |
| Book Report: Become the Character, Part 1 (8)  Comprehension Assessment 1 | 30–31 |  |  | * Enjoy recreational reading * Choose a book on the student’s independent reading level * Create a simple book report * Demonstrate mastery of reading skills |
| “A Tale of Chanticleer” (9)  Fable  taken from The Canterbury Tales by Geoffrey Chaucer, retold by Eileen M. Berry | 32–41 | 22–31 | 13–14 | * Identify the key elements of a fable * Identify foreshadowing as a part of an author’s craft * Identify and evaluate pride as a character trait * Infer the moral * Explain why pride brings harm to the proud |
| “Nebuchadnezzar’s Dream” (10)  Bible account  taken from Daniel 4 | 42–51 | 32–41 | 15–16 | * Identify Nebuchadnezzar’s sin * Identify consequences of Nebuchadnezzar’s sin * Analyze how Nebuchadnezzar changes in response to God’s judgment * Infer the theme * Sequence the events of a Bible account |
| Look Again: Chanticleer & Nebuchadnezzar (11) | 52–53 | 22–41 | 17–18 | * Identify a fable as fiction and a Bible account as nonfiction * Compare the moral of the fable to the theme of the Bible account * Contrast God’s response to pride with His response to humility |
| Gifted Hands: The Ben Carson Story (12–15)  Biography  an excerpt from the book by Gregg Lewis and Deborah Shaw Lewis | 54–60 | 42–47 | 19–20 | * Identify the key elements of a biography * Interpret motives and responses * Identify problem-solving methods * Evaluate problem-solving methods |
| 61–69 | 48–54 | 21–22 | * List the requirements of Sonya’s plan * Judge the effectiveness of the plan * Analyze the change in Ben’s attitude based on the effectiveness of the plan |
| 70–77 | 55–60 | 23–24 | * Identify the effects Ben’s anger had on his relationships * Evaluate Ben’s method for resolving his anger problem * Relate Ben’s method of problem solving to his mother’s method |
| 78–85 | 61–67 | 25–26 | * Identify and complete an acrostic * Sequence events in the biography * Evaluate Ben’s philosophy for success using his acrostic * Evaluate Ben’s philosophy for success based on biblical truth * Apply problem-solving methods to everyday situations |
| **Look Again:** Gifted Hands **(16)** | 86–87 | 42–67 | 27–28 | * Identify two different worldviews regarding anger * Interpret verses on “anger” and “angry” in the book of Proverbs * Explain how several different verses address the sin of anger |
| “How Does the Human Brain Compare to a Computer?” (17–18)  Informational text  taken from an online article by Answers in Genesis | 88–90 | 68–69 | 29–30 | * Identify the key elements of informational text * Identify the main idea of the article * Find supporting details for the main idea * Relate Ben Carson’s biography to the informational text |
| 91–93 | 70–71 | 31–32 | * Follow directions to complete the scientific procedure that demonstrates the brain’s flexibility * Interpret results of the scientific procedure * Defend God’s purpose and design in creation |
| Haiku (19)  Poetry  translation by Peter Beilenson and Harry Behn | 94–95 | 72–73 | 33–34 | * Recognize haiku as Japanese poetry * Identify elements of haiku: three lines, syllabic pattern 5-7-5, talk about nature * Compare three haiku poems * Describe how a poem’s imagery can enhance enjoyment of God’s creation * Create a haiku |
| “The Man Who Bought a Dream” (20)  Folktale  a Japanese folktale, retold by Stephanie R. Suhr | 96–106 | 74–84 | 35–36 | * Recall the key elements of a folktale * Infer the theme * Evaluate the theme based on God’s perspective on how wealth is gained and valued |
| Look Again: “The Man Who Bought a Dream” (21) | 107 | 74–84 | 37–38 | * Create a continuation of the folktale * Orally share the new ending with others * Evaluate the continuation from a biblical worldview |
| SSR Journal: Setting (22)  Comprehension Assessment 2 | 108–9 |  |  | * Enjoy and respond to recreational reading * Choose a book on the student’s independent  reading level * Respond to reading by providing information about the setting * Demonstrate mastery of reading skills |

Unit 2: Friendships

| Lesson Title and Number | | | | | | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| “Fog” (23)  Poetry  by Carl Sandburg  “The Crickets”  Poetry  by Charlotte Zolotow | | | | | | 110–11 | 86–87 | 39–40 | * Identify elements of a free verse poem * Infer the mood of a poem * Identify simile or metaphor within a poem * Analyze how a simile or metaphor makes a poem more visual * Complete a simile and a metaphor |
| The Cricket in Times Square **(24–25)**  Fantasy  by George Selden | | | | | | 112–21 | 88–96 | 41–42 | * Identify elements of fantasy * List details from the text about a character * Infer character traits based on text clues |
| 122–29 | 97–103 | 43–44 | * Recall elements of fantasy * Contrast traits of three characters * Evaluate the strengths or weaknesses of a particular character trait * Devise a plan for showing friendship to a person in need |
| Look Again: The Cricket in Times Square (26) | | | | | | 130–31 | 88–103 | 45–46 | * Choose an animal to write about * Organize ideas using a word web * Compose a paragraph about the animal that includes something that could not happen in real life |
| Limericks (27)  Poetry  by Edward Lear and anonymous | | | | | | 132–33 | 104–5 | 47–48 | * Identify the rhyme scheme of limericks * Identify the author’s use of humor to support the purpose (to entertain) in a limerick * Compose/complete a limerick that demonstrates a proper use of humor for the purpose of entertaining |
| “The Ant and the Grasshopper” (28)  Fable  retold by Eileen M. Berry | | | | | | 134–35 | 106–7 | 49–50 | * Recall key elements of a fable * Contrast traits of two characters * Distinguish between wise and foolish counsel using biblical principles * Apply the moral of preparing for the future to real-life situations |
| “The Town Mouse and the Country Mouse” (29)  Fable  retold by Kelly A. Payne | | | | | | 136–37 | 108–9 | 51–52 | * Recall key elements of a fable * Compare and contrast values of two characters * Evaluate the teaching of a moral by comparing it to biblical truth * Apply the moral of contentment to real-life situations |
| “Parable of the Prodigal Son” (30)  Bible account  Luke 15:11–32 | | | | | | 138–41 | 110–13 | 53–54 | * Identify the purpose of a parable * Contrast a parable with a fable * Infer the spiritual lesson of a parable * Analyze a Bible passage to identify how it supports the spiritual lesson of the parable |
| Look Again: Fables and Parables (31) | | | | | | 142–43 | 106–13 | 55–56 | * Compare and contrast a fable with a parable * Conclude that all truth (wisdom) comes from God |
| “Two Brothers” (32)  Folktale  a Middle Eastern folktale, retold by Elaine L. Lindy | | | | | | 144–49 | 114–19 | 57–58 | * Recall that folktales may reflect cultural values and beliefs * Identify irony as part of an author’s craft * Analyze how irony makes a story more interesting * Evaluate the theme in light of the biblical principles of love and humility * Apply the principle of putting others before self to real-life situations |
| “Corrie ten Boom” (33–34)  Informational text  by Michele Layson | | | | | | 150–57 | 120–26 | 59–60 | * Identify informational text features (section titles, captions, sidebars) * Analyze the purposes of informational text features in the article * Evaluate the actions of the Ten Boom family based on Genesis 12:3 * Locate information using a house diagram * Identify the main idea of each section |
| 158–63 | 127–31 | 61–62 | * Identify the main idea of each section * Explain how the photographs enhance understanding of the information * Identify the author’s purpose in the article * Evaluate the actions of Corrie and Betsie based on Matthew 5:44 |
| Look Again: “Corrie ten Boom” (35) | | | | | | 164–65 | 123–25 | 63–64 | * Recall how the Ten Boom family used coded  language to communicate secret information * Interpret a coded message * Create a coded message |
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| “The Best Kind of Love” (36–37)  Realistic fiction  by Eileen M. Berry | | | | | | 166–71 | 132–36 | 65–66 | * Infer the meaning of Spanish words using context clues * Identify similes in the story * Identify characters’ words or actions that reveal how they think and feel |
| 172–81 | 137–45 | 67–68 | * Identify characters’ words or actions that reveal how they think and feel * Evaluate characters’ motives and actions based on biblical truth * Infer the theme of the story |
| Look Again: “The Best Kind of Love” (38) | | | | | | 182–83 | 132–45 | 69–70 | * Determine the kind of love God has for sinners * Evaluate the theme of “The Best Kind of Love” in light of Ephesians 2:4–10 * List ways we can show God’s unconditional love to others |
| Book Report: Become the Character, Part 2 (39)  Comprehension Assessment 3 | | | | | | 184–85 |  |  | * Enjoy recreational reading * Create a written first-person summary of the book * Prepare an oral presentation following the rubric guidelines |
| “Janwahr’s Bridge” (40–42)  Fantasy  by Dawn L. Watkins | | | | | | 186–94 | 146–53 | 71–72 | * Differentiate between realistic fiction and fantasy * Recall that a plot has a beginning, middle, and end * Summarize the events at the beginning of the plot * Identify challenges the main character faces |
| 195–204 | 154–61 | 73–74 | * Summarize the events in the middle of the plot * Identify the problem faced by the main characters * List solutions presented by the main characters * Predict the outcome of the chosen solution |
| 205–11 | 162–67 | 75–76 | * Summarize the events at the end of the plot * Identify character development as part of an author’s craft * Infer character traits * Verify the outcome of the chosen solution * Analyze the main character’s development as the story progresses |
| Look Again: “Janwahr’s Bridge” (43) | | | | | | 212–13 | 146–47 | 77–78 | * Infer various meanings of the story’s title as the story progresses * Relate the story to the unit title * Compare and discuss the types of friendships experienced by the students |
| “Ruth and Naomi” (44–45)  Bible account  taken from Ruth 1–4 | | | | | | 214–21 | 168–74 | 79–80 | * Identify examples of Ruth’s kindness to Naomi * Identify examples of Boaz’s kindness to Ruth * Identify the change that these human kindnesses brought to Naomi’s view of God |
| 222–27 | 175–79 | 81–82 | * Identify Boaz’s redemptive role as the source of many blessings in the account * Compare the role of Boaz as redeemer of the family to Christ’s role as Redeemer * Identify a primary way God has shown kindness according to Romans 5:8 * Sequence the events of the Bible account |
| Book Report Presentations (46) | | | | | | 228–29 |  |  | * Demonstrate mastery of reading skills * Present a character from a book orally * Develop appreciative listening skills |
| “Betsy Holds the Reins” (47–49)  Realistic fiction  an excerpt from Understood Betsy  by Dorothy Canfield Fisher | | | | | | 230–41 | 180–90 | 83–84 | * Identify the main character’s emotions * Infer the cause and effect of the main character’s emotions and behavior * Infer the cause and effect of the supporting characters’ words and actions |
| 242–52 | 191–99 | 85–86 | * Identify the main character’s emotions * Infer the cause and effect of the main character’s emotions and behavior * Infer the cause and effect of the supporting characters’ words and actions |
| 253–61 | 200–207 | 87–88 | * Analyze the main character’s change in attitude * Analyze how the supporting characters’ attitudes and actions affect the main character * Evaluate the supporting characters’ actions based on Proverbs 27:17 |
| Look Again: “Betsy Holds the Reins” (50) | | | | | | 262–63 | 196–99 | 89–90 | * Recall the literal and symbolic meanings of the title “Janwahr’s Bridge” * Identify the symbolic meaning of the title “Betsy Holds the Reins” * Analyze how the symbolic meaning of the story title supports character development |
| “Stories” (51)  Poetry  by J. Patrick Lewis | | | | | | 264–66 | 208–10 | 91–92 | * Recall key elements of free verse poetry * Identify onomatopoeia as part of an author’s craft * Analyze the poem’s theme * Relate the poem’s title to the theme * Infer the value of memories created by friendships |
| SSR Journal: Characters (52)  Comprehension Assessment 4 | | | | | | 267 |  |  | * Enjoy recreational reading * Choose a book on the student’s independent  reading level * Respond to recreational reading by providing information about a character’s traits * Demonstrate mastery of reading skills |

Unit 3: Seasons

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| “Seashells” (53)  Poetry  by Douglas Florian  “maggie and milly and molly and may”  Poetry  by E. E. Cummings | 268–71 | 212–15 | 93–94 | * Identify common elements in the poems * Distinguish differences in the presentation of the poems * Explain how a poem’s shape can support its content * Infer differences in theme, using the titles of the poems * Contrast the depth of meaning in the poems |
| “The Mother Who Lost Her Daughter” (54)  Myth  retold by Anne Rockwell | 272–81 | 216–25 | 95–96 | * Identify key elements of a myth * Classify characters in a myth as gods and goddesses or humans * Identify cause-and-effect relationships in the myth * Evaluate the actions of the mythical deities * Contrast the mythical deities with the God of the Bible |
| “God Sends a Flood” (55)  Bible account  taken from Genesis 6–9 | 282–89 | 226–33 | 97–98 | * Sequence events in the Bible account * Identify cause-and-effect relationships in the Bible account * Describe God’s character as revealed in the Bible account * Explain the meaning of seasons in light of biblical truth |
| Look Again: “The Mother Who Lost Her Daughter” & “God Sends a Flood” (56) | 290–91 | 216–33 | 99–100 | * Compare and contrast the myth and the Bible account * Evaluate the explanation in this myth from a  biblical worldview |
| “Something Told the Wild Geese” (57)  Poetry  by Rachel Field | 292–93 | 234–35 | 101–2 | * Explain how imagery increases the poem’s sensory appeal * Read orally to demonstrate how rhyme and rhythm give the poem auditory appeal * Evaluate the theme (instinct) based on biblical truth about creation |
| Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy **(58)**  Narrative nonfiction  by Kate Waters | 294–307 | 236–49 | 103–4 | * Identify key elements of narrative nonfiction * Identify the historical setting of this text * Infer the meaning of language that is specific to the setting * Explain how first-person point of view makes the text enjoyable to read * Analyze how photos support the main text |
| Look Again: Samuel Eaton’s Day (59) | 308–9 | 236–49 | 105–6 | * Reread the text to discover details about the Pilgrims’ way of life * Infer values of the Pilgrims and evaluate them based on the Bible * Rewrite a portion of the text in modern language |
| Cranberry Thanksgiving (60)  Mystery  by Wende Devlin | 310–21 | 250–61 | 107–8 | * Identify key elements of a mystery * Identify outward and inward characteristics of Mr. Whiskers and Mr. Horace * Analyze the accuracy of Grandmother’s first impressions of the two characters * Analyze how Grandmother’s attitude toward each character changes * Evaluate Grandmother’s prejudices based on  1 Samuel 16:7 |
| Look Again: Cranberry Thanksgiving (61) | 322–23 | 250–61 | 109–10 | * Infer the theme of Cranberry Thanksgiving * Analyze how the illustrations support the theme * Create a drawing of your Thanksgiving table |
| Molly’s Pilgrim (62–63)  Realistic fiction  by Barbara Cohen | 324–32 | 262–69 | 111–12 | * Recall the key elements of realistic fiction * Infer background details about characters and setting * Infer character emotions * Predict character actions * Evaluate the actions and responses of characters |
| 333–41 | 270–77 | 113–14 | * Analyze how a character’s beliefs affect her actions * Analyze the story structure to see that a story’s plot often depends on its unique setting and characters * Infer the theme * Evaluate the theme based on biblical truth |
| Look Again: Molly’s Pilgrim (64) | 342–43 | 262–77 | 115–16 | * Identify the biblical meaning of pilgrim * Evaluate Molly’s mother’s definition of pilgrim based on Hebrews 11 * Compare the meaning of pilgrim in Molly’s Pilgrim with its meaning in an informational text on the Plymouth Pilgrims * Make a Pilgrim clothespin doll |
| SSR Journal: Plot (65)  Comprehension Assessment 5 | 344–45 |  |  | * Enjoy and respond to recreational reading * Choose a book on the student’s independent  reading level * Respond to reading by providing information about the book’s plot * Demonstrate mastery of reading skills |
| “The Cherry Trees” (66)  Christian fiction  by Eileen M. Berry | 346–55 | 278–87 | 117–18 | * Identify key elements of Christian fiction * Infer character emotions * Infer the theme * Analyze how symbolism supports the theme * Support the theme with Bible passages |
| Look Again: “The Cherry Trees” (67) | 356–57 | 278–87 | 119–20 | * Relate symbolism of names to Bible content * Infer why the Babylonian conquerors changed the names of the four Hebrew captives (Daniel 1) * Evaluate the effect of the name change on the four young Hebrews * Find the meaning of a name using technology |
| “A Christmas Carol” (68)  Poetry  by Christina Rossetti | 358–59 | 288–89 | 121–22 | * Relate poetry to hymns * Identify the theme * Analyze the poet’s use of imagery to support the theme * Generate a list of practical ways that one could demonstrate a heart of love for Christ |
| Shooting at the Stars: The Christmas Truce of 1914 (69)  Historical fiction  by John Hendrix | 360–71 | 290–301 | 123–24 | * Analyze the characters’ actions and dialogue to identify emotional responses * Infer the story’s theme * Assess the setting’s importance to the theme * Complete a Story Map |
| Look Again: Shooting at the Stars (70) | 372–73 | 290–301 | 125–26 | * Review the structure of a friendly letter * Review historical fiction as a genre * Write a response to Christ’s birth in the form of a friendly letter |
| Snowflake Bentley (71)  Biography  by Jacqueline Briggs Martin | 374–87 | 302–15 | 127–28 | * Recall the elements of a biography * Examine the purpose of sidebars * Identify problem/solution relationships in the story * Analyze how Bentley’s determination helped to make him a good scientist |
| Look Again: Snowflake Bentley (72) | 388–89 | 303–6 | 129–30 | * Follow written directions * Create unique, six-sided snowflake designs * Locate Bentley’s snowflake photographs online using a keyword search * Compare the paper snowflakes with Bentley’s photos * Relate Bentley’s appreciation of God’s design of the snowflake to your own |
| Bible Proverbs (73) | 390–91 | 316–17 | 131–32 | * Identify key elements of a proverb * Contrast Bible proverbs with other sayings * Infer the meanings of several Bible proverbs * Apply Bible proverbs to daily living |
| “Confucius” (74–75)  Informational text  by Brian Collins | 392–400 | 318–25 | 133–34 | * Compare the historical time period of Confucius’s teachings to that of Solomon’s proverbs * Identify the main idea of the first section of the article * Identify the five important relationships in the teachings of Confucius * Explain how Confucius’s teachings have influenced many Asian cultures |
| 401–5 | 325–29 | 135–36 | * Identify the main idea of the second section of the article * Compare biblical teaching with Confucian teaching * Evaluate Confucius’s teachings on good and evil based on the Bible’s teachings |
| Older Brother, Younger Brother (76–77)  Folktale  a Korean folktale, retold by Nina Jaffe | 406–14 | 330–37 | 137–38 | * Predict a character’s actions * Identify the main characters’ traits through their words and actions * Classify the characters’ traits as wise (good) or foolish (evil) * Verify the outcome of the prediction |
| 415–23 | 338–43 | 139–40 | * Identify the main characters’ traits through their words and actions * Classify the characters’ traits as wise (good) or foolish (evil) * Analyze the author’s use of irony * Infer the theme * Evaluate the theme based on biblical truth |
| “Wind Song” (78)  Poetry  by Lilian Moore | 424–26 | 346–48 | 141–42 | * Recall onomatopoeia as part of an author’s craft * Identify personification as part of an author’s craft * Identify onomatopoeia and personification in the poem * Infer the theme * Create sentences using onomatopoeia and personification |
| SSR Journal: Plot and Character Development (79)  Comprehension Assessment 6 | 427 |  |  | * Enjoy and respond to recreational reading * Choose a book on the student’s independent  reading level * Respond to reading by providing information about the book’s plot and character development * Demonstrate mastery of reading skills |

Unit 4: Determinations

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| **“A Backwoods Boy” (80–82)**  Biography  by Russell Freedman | 428–36 | 350–57 | 143–44 | * Recall the key elements of a biography * Contrast biography and fiction * Identify ways that a biographer researches his subject * Create a graphic organizer to list details that make Lincoln “come alive” * Compare and contrast two individuals from the biography |
| 437–45 | 358–64 | 145–46 | * Identify details in the biography that make Lincoln “come alive” * Identify Lincoln’s character traits * Analyze the biography for specific incidents that illustrate Lincoln’s character traits |
| 446–55 | 365–73 | 147–48 | * Identify Lincoln’s character traits * Analyze the biography for specific incidents that illustrate Lincoln’s character traits * Develop a plan to incorporate into your life one positive character trait that was evident in Lincoln’s life * Sequence events using a timeline * Create a personal timeline |
| **“Lincoln” (83)**  Poetry  by Nancy Byrd Turner | 456–57 | 374–75 | 149–50 | * Identify the poet’s use of imagery * Infer the meaning of the symbolism used at the end of the poem * Draw a picture of the image created by one stanza of the poem |
| Look Again: “A Backwoods Boy” & “Lincoln” (84) | 458–59 | 355–58, 375 | 151–52 | * Conduct an interview to obtain biographical information * Organize information from the interview * Write a short biography using the organized information |
| “The Legend of John Henry” (85)  Tall tale  retold by Emily McAllister Kassales | 460–73 | 376–89 | 153–54 | * Identify the elements of a tall tale * Find examples of imagery in the story * Explain how exaggeration creates colorful imagery * Identify the conflict in the story’s plot * Debate the positive and negative effects of progress |
| Look Again: “The Legend of John Henry” (86) | 474–75 | 376–89 | 155–56 | * Recall the elements of a tall tale * Invent and name a larger-than-life character * Develop the larger-than-life character using a character web * Describe orally the larger-than-life character * Create a picture of the invented character based on an oral description |
| American Folksongs (87)  Informational text | 476–81 | 390–95 | 157–58 | * Identify folksongs as part of American literary heritage * Identify cultural and regional groups that contributed to American folksongs * Relate types of folksongs to specific groups of people * Interpret the song “Were You There?” * Create a personal response related to the song “Were You There?” |
| Dandelions (88–89)  Historical fiction  by Eve Bunting | 482–95 | 396–408 | 159–60 | * Recall the definition of setting * Define the term mood * Identify details about the setting of the story * Identify the mood of the story * Analyze how the setting supports the mood |
| 496–507 | 409–19 | 161–62 | * Infer the story’s theme * Identify two key symbols in the story * Explain how the symbols support the theme * Predict the story’s continuation beyond the ending |
| Look Again: Dandelions (90) | 508–9 | 397, 407–8, 417–18 | 163–64 | * Infer the attitudes of the main characters based on their actions and words * Compare the main characters’ attitudes toward their move out west * Write about a problem or difficult circumstance from personal experience * Evaluate personal attitudes and responses based on biblical truth |
| “Moving West: Then and Now” (91)  Informational text  by Emily McAllister Kassales | 510–19 | 420–29 | 165–66 | * Recall key elements of informational text * Identify the main idea of each section * Identify supporting details for each main idea * Create a packing list of items needed for a long trip in present times * Compare and contrast traveling in a wagon with modern travel |
| Book Report: Newsletter, Blog, or Website, Part 1 (92)  Comprehension Assessment 7 | 520–21 |  |  | * Enjoy recreational reading * Choose a book on the student’s independent  reading level * Create a newsletter, blog, or website book report * Demonstrate mastery of reading skills |
| The Black Stallion (93–95)  Realistic fiction  an excerpt from the book by Walter Farley | 522–31 | 430–38 | 167–68 | * Identify suspense as part of an author’s craft * Trace the author’s use of suspense through this part of the story * Infer the main character’s traits based on actions * Predict the outcome of the character’s actions * Verify the outcome predicted |
| 532–39 | 439–44 | 169–70 | * Trace the author’s use of suspense through this part of the story * Identify traits that help the character accomplish his goals * Explain how descriptive detail makes the story more vivid |
| 540–47 | 445–51 | 171–72 | * Predict an outcome based on the section title * Infer the main character’s traits based on his words and his actions * Verify the outcome of the prediction * Identify the irony that makes the ending satisfying * Evaluate the effectiveness of the author’s use of suspense |
| Look Again: The Black Stallion (96) | 548–49 | 430–51 | 173–74 | * Locate countries and bodies of water from the story on a political map * Trace the movements of Alec and the black stallion on the map * Identify ways that a map can add understanding to a story |
| Horses (97)  Informational text  an excerpt from the book by Seymour Simon | 550–59 | 452–61 | 175–76 | * Identify an author’s purpose(s) in writing a text * Identify the three groups of horse breeds and their origins * Contrast ponies and horses * List several ways that people have used ponies and horses * List responsibilities involved in owning a horse |
| Look Again: Horses & The Black Stallion (98) | 560–61 | 430–61 | 177–78 | * Identify ways that details of an informational text can add understanding to a story * Identify an informational topic that might add understanding to a particular story * Research to find more information on that topic |
| “Champion Stock” (99–100)  Realistic fiction  by Bud Murphy | 562–71 | 462–70 | 179–80 | * Interpret the author’s use of dialect and its importance to setting and characterization * Infer character traits and motives * Identify the problem * Predict possible solutions to the problem |
| 572–81 | 471–79 | 181–82 | * Identify the author’s use of foreshadowing and its purpose in the story * Infer emotions of the characters based on their actions * Infer the theme * Interpret the significance of the story’s title * Evaluate Pa’s and Billy’s actions based on biblical teaching about love |
| Look Again: “Champion Stock” & The Black Stallion (101) | 582–83 | 447–50, 477–78 | 183–84 | * Compare problems and solutions in “Champion Stock” and The Black Stallion * Explain how each story’s solution develops one of its characters |
| **Psalm 51 (102)**  Bible psalm | 584–87 | 480–83 | 185–86 | * Infer the theme * Identify images that make the theme clear * Apply the psalm to a specific personal experience |
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| “Word of Honor” (103–4)  Christian fiction  by Eileen M. Berry | 588–94 | 484–89 | 187–88 | * Identify climax as the highest point in the plot of a story * Identify character traits * Evaluate characters’ actions and motives |
| 595–604 | 490–98 | 189–90 | * Identify the climax of the plot * Infer character traits and emotions * Infer character growth * Evaluate characters’ responses * Summarize the events of the plot |
| Look Again: “Word of Honor” (105) | 605 | 494–97 | 191–92 | * Identify the climax in “Champion Stock” * Recall the climax in “Word of Honor” * Complete a plot diagram that shows rising action and climax in “Word of Honor” |
| SSR Journal: Story Climax (106)  Comprehension Assessment 8 | 606–7 |  |  | * Enjoy and respond to recreational reading * Choose a book on the student’s independent reading level * Respond to reading by providing information about the book’s climax * Demonstrate mastery of reading skills |

Unit 5: Exploits

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| “River’s Rising” (107–9)  Christian fiction  by Milly Howard | 608–14 | 500–505 | 193–94 | * Identify elements of Christian fiction * Recall the definition of worldview * Define the term crisis * Identify the impending crisis of the story * Predict possible outcomes of the crisis |
| 615–20 | 506–9 | 195–96 | * Identify the main crisis of the story * Recall the meaning of mood in a story * Identify the mood of the story * Analyze how the author uses mood to build  suspense in the story |
| 621–27 | 510–15 | 197–98 | * Verify the outcome of the crisis * Identify the main characters’ responses to the  crisis throughout the story * Infer the worldview of the characters based on their responses * Compare the characters’ worldview to biblical teaching about dependence on God through prayer |
| “John 3:16—A True Story” (110–11)  Biography  by Milly Howard | 628–34 | 516–21 | 199–200 | * Recall the elements of a biography * Identify the message of John 3:16 * Infer how Gladys’s words and actions exhibit her relationship with God * Write a prayer for people to receive the gospel |
| 635–43 | 522–29 | 201–2 | * Identify the different people who had a part in bringing the gospel to the monks * Analyze the message of 1 Corinthians 3:6–9 * Relate the events of the story to God’s love and sovereignty * Identity ways every believer can have a part in sharing the gospel with others |
| “When I Survey the Wondrous Cross” (112)  Poetry  by Isaac Watts | 644–45 | 530–31 | 203–4 | * Identify words in the hymn that create vivid  mental images * Explain why regular rhyme and rhythm are important in a hymn * Evaluate the theme of the hymn based on Galatians 6:14 * Sing the hymn to demonstrate fluency |
| Look Again: “John 3:16—A True Story” & “When I Survey the Wondrous Cross” (113) | 646–47 | 517–18,  525–28, 531 | 205–6 | * Identify the facts of the gospel * Recall how Isaac Watts responded to the gospel in “When I Survey the Wondrous Cross” * Identify Gladys Aylward’s response to the gospel in “John 3:16—A True Story” * Identify the monks’ response to the gospel in “John 3:16—A True Story” * Write a personal response to the truth of the gospel |
| The Cabin Faced West (114–15)  Historical fiction  an excerpt from the book by Jean Fritz | 648–55 | 532–38 | 207–8 | * Identify conflict as part of an author’s craft * Identify conflict in the story’s plot * Recall the definition of foreshadowing * List examples of foreshadowing * Predict the main character’s decision |
| 656–63 | 539–45 | 209–10 | * Verify predictions about the main character’s decision * Identify the resolutions of the conflicts * Analyze the author’s use of symbolism * Infer the meaning of the title |
| Our Farm (116–17)  Informational text  an excerpt from the book by Michael J. Rosen | 664–69 | 546–50 | 211–12 | * Recall the purpose of text features: section titles, captions, sidebars, and diagrams * Identify the format of the text * Define fact and opinion * Distinguish between fact and opinion in informational text * Identify examples of God’s purpose and design in creation |
| 670–77 | 551–57 | 213–14 | * Define fact and opinion * Distinguish between fact and opinion in informational text * Identify examples of God’s purpose and design in creation * Create a statement of fact * Create a statement of opinion |
| “Lost and Found” (118)  Poetry  by Nikki Grimes | 678–79 | 558–59 | 215–16 | * Identify the poem as narrative * Identify the characters, setting, and plot in the poem * Infer the theme * Interpret the meaning of the title |
| Look Again: “Lost and Found” (119) | 680–81 | 558–59 | 217–18 | * Read the poem orally, using expression * Write a paragraph about an experience of helping someone else * Arrange the paragraph into a narrative poem written in short lines |
| Book Report: Newsletter, Blog, or Website, Part 2 (120)  Comprehension Assessment 9 | 682–83 |  |  | * Enjoy recreational reading * Create a newsletter, blog, or website book report * Read and evaluate a peer’s book report * Demonstrate mastery of reading skills |
| My Prairie Year (121–22)  Autobiography  by Brett Harvey | 684–92 | 560–67 | 219–20 | * Identify the elements of autobiography * Distinguish between autobiography and biography * Infer information from details in the autobiography * Analyze how descriptive details make the setting come alive * Contrast details in My Prairie Year with details in Dandelions |
| 693–703 | 568–77 | 221–22 | * Identify family members’ responses to new challenges * Infer character traits of the pioneers * Contrast details in My Prairie Year with details in Dandelions * Evaluate the family members’ responses to events based on biblical truth |
| Look Again: My Prairie Year (123) | 704–5 | 397–99, 561–63 | 223–24 | * Interpret a timeline * Trace the westward movement on a map * Relate a timeline to the westward movement on  a map |
| Family History (124–25) | 706–7 |  | 225–26 | * Locate a family tree of Abraham Lincoln by doing a keyword search online * Interpret Lincoln’s family tree * Complete a family tree of Boaz using Scripture * Locate an image of Boaz’s family tree by doing a keyword search online * Compare an online family tree of Boaz to the Bible |
| 708 |  | 227–28 | * Create a family tree * Interpret a family tree * Evaluate a family tree |
| Book Report: Newsletter, Blog, or Website, Part 3 (126) | 709 |  |  | * Enjoy recreational reading * Create a newsletter, blog, or website book report * Revise, proofread, and prepare the book report for publishing |
| “John Wesley: A Fiery Brand” (127–28)  Biography  by Gail Fitzgerald | 710–16 | 578–83 | 229–30 | * Recall features of a biography * Identify cause-and-effect relationships in the story * Sequence story events * Evaluate John Wesley’s early beliefs about God |
| 717–23 | 584–89 | 231–32 | * Identify how John Wesley’s beliefs change throughout the story * List events that led to John Wesley’s conversion * Identify responses to John Wesley’s conversion * Explain the significance of the story’s title * Create a Story Map of John Wesley’s changing beliefs |
| Look Again: “John Wesley: A Fiery Brand” (129) | 724–25 | 582–85 | 233–34 | * Compare and contrast John Wesley’s beliefs before and after his conversion * Evaluate Wesley’s beliefs based on biblical truth * Evaluate the response of others to John Wesley’s beliefs based on biblical truth |
| “Night Ride to River Station” (130–31)  Historical fiction  by Milly Howard | 726–34 | 590–97 | 235–36 | * Recall the elements of historical fiction * Predict the challenges Seth may face on the ride * Analyze the author’s use of added details to increase emotion and suspense * Rewrite sentences to create a mood |
| 735–42 | 598–604 | 237–38 | * Verify the challenges that you predicted Seth may face on the ride * Analyze the author’s use of added details to increase emotion and suspense * Identify the climax of the story * Identify words or actions that reflect the characters’ values |
| Look Again: “Night Ride to River Station” (132) | 743 | 591–603 | 239–40 | * Identify historical details within the story * Compare details of the story with facts about the pony express riders to check for accuracy |
| Book Report Presentations (133)  Comprehension Assessment 10 | 744–45 |  |  | * Enjoy and respond to recreational reading * Present a newsletter, blog, or website publication * Demonstrate mastery of reading skills |

Unit 6: Creations

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| “God’s Creation” (134)  Bible account  taken from Genesis 1–2 | 746–51 | 606–11 | 241–42 | * List events for the seven days of the Creation week * Retell the events of the sixth day * Infer characteristics of the Creator based on His words and actions |
| “The Pea-Pod Man” (135)  Myth  an Eskimo creation myth, retold by Virginia Hamilton | 752–57 | 612–16 | 243–44 | * Recall the definition of a myth * Identify the purpose of this myth * Recall key events of the myth * Identify characteristics of the creator in the myth based on his words and actions * Analyze the myth for elements of biblical truth that have been distorted |
| The Fire Children (136)  Myth  a West African creation myth, retold by Eric Maddern | 758–63 | 617–21 | 245–46 | * Identify the purpose of this myth * Recall key events of the myth * Identify characteristics of the creator in the myth based on his words and actions * Analyze the myth for elements of biblical truth that have been distorted |
| Look Again: “The Pea-Pod Man” and The Fire Children (137) | 764–65 | 612–21 | 247–48 | * Retell one of the myths from memory * Conclude that God’s Word is truth and will never change |
| “Can You Tell the Difference?” (138)  Informational text  by Marilyn Elmer | 766–71 | 622–27 | 249–50 | * Recall the purpose of informational text * Identify the main purpose of this article * Recall the purpose of a T-chart * Compare and contrast two similar animals using a T-chart * Create a Venn diagram using information from the T-chart |
| “The Rhinoceros” (139)  Poetry  by Ogden Nash | 772–73 | 628–29 | 251–52 | * Identify the poem as humorous verse * Infer the theme * Analyze the poet’s worldview * Create a humorous poem |
| Look Again: “Can You Tell the Difference?” & “The Rhinoceros” (140) | 774–75 | 622–29 | 253–54 | * Research the rhinoceros * Research the hippopotamus * Compare and contrast two similar animals using a T-chart * Create a compare-and-contrast article |
| The Soup Stone (141–44)  Play  by Mary Nygaard Peterson | 776–82 | 630–35 | 255–56 | * Identify the elements of a play * Recognize the play as a folktale that has cultural variations * Read orally to convey emotions of the characters |
| 783–91 | 636–43 | 257–58 | * Read the play orally to convey emotions of the characters * Infer the characters’ motives for their actions * Evaluate the characters’ motives and actions using Bible verses * Determine the scenery and props needed for the play * Generate a list of questions to prompt audience evaluation of Traveler’s actions |
| 792 | 631–42 |  | * Create scenery * Create and gather props * Develop reading fluency and expression while reading the play orally * Rehearse the play |
| 793 | 631–42 |  | * Perform the play for an audience * Lead the audience in an evaluation of the main character’s flawed motives and actions |
| “Stone Soup Recipe” (145)  Procedural text | 794–95 | 644–45 | 259–60 | * Interpret the recipe for Stone Soup * Adapt the recipe * Explain the directions * Prepare the recipe by following the directions |
| Poster Design & Creation (146)  Comprehension Assessment 11 | 796–97 |  |  | * Design a poster that demonstrates how one selection from the reading book is personally memorable * Create the designed poster |
| “Firefly” (147)  Poetry  by Valerie Worth | 798–99 | 646–47 | 261–62 | * Identify elements of a free verse poem * Infer the meaning of words based on context * Infer the meaning of words using the illustration * Summarize what occurs in each stanza * Identify which senses the poem appeals to |
| Look Again: “Firefly” (148) | 800–801 | 646–47 | 263–64 | * Read “Firefly” again * Identify sensory words in “Firefly” * Review vocabulary words from “Firefly” * Generate a list of words that appeal to the senses * Write and illustrate a description of an experience using words that appeal to the sense of sight, smell, touch, taste, or sound |
| “Hornbill’s Hot Day” (149)  Poetry  by Avis Harley | 802–3 | 648–49 | 265–66 | * Identify the speaker in the poem * Locate the acrostics in the poem * Infer the theme of the poem * Analyze how the shape and acrostics support the theme * Create an acrostic |
| Hornbill (150–52)  Informational Text  by Susan H. Gray | 804–9 | 650–54 | 267–68 | * Identify chapter titles, pictures, and captions as informational text features * Locate the areas on a map where different types of hornbills live * Identify the main idea of each chapter * List supporting details for each main idea * Explain the relevancy of each chapter title |
| 810–15 | 655–58 | 269–70 | * Identify the main idea of each chapter * List supporting details for each main idea * Explain the relevancy of the chapter titles * Explain how hornbills can help the rainforests |
| 816–21 | 658–61 | 271–72 | * Identify the main idea of each chapter * List supporting details for each main idea * Explain the relevancy of the chapter titles * Identify the author’s purpose for writing the text |
| Look Again: Hornbill (153) | 822–23 | 658–60 | 273–74 | * Identify the messages of Genesis 1:27–28 and Genesis 2:15 * Define steward * Explain what it means to be a steward of God’s creation * List ways Christians can care for creation * Plan a class project that demonstrates caring for creation responsibly |
| Voyage of the Dawn Treader (154–55)  Fantasy  an excerpt from the book by C. S. Lewis | 824–32 | 662–69 | 275–76 | * Infer background details about the characters and setting * Identify the story’s problem * Infer character traits and motives * Analyze why Eustace cannot remove the dragon skin by himself |
| 833–39 | 669–73 | 277–78 | * Infer character traits and motives * Infer the traits of the key character in the solution * Identify the symbolism of Aslan * Identify the symbolism of the dragon skin and the bracelet * Defend the claim that the solution to Eustace’s problem is the only solution possible |
| Look Again: The Voyage of the Dawn Treader (156) | 840 | 662–73 | 279–80 | * Draw parallels between Eustace’s condition as a dragon and a real person in need of salvation * Draw parallels between Eustace’s encounter with Aslan and a person’s encounter with Christ * Evaluate the effectiveness of fantasy as a means of conveying spiritual truth |
| Media Connection: The Voyage of the Dawn Treader (157) | 841 | 662–73 | 281–82 | * Summarize the events of the plot * Recall the symbolism of the story * Compare and contrast an audio or visual adaptation with Lewis’s story |
| Look Again: The Voyage of the Dawn Treader (158) | 842–43 | 662–73 | 283–84 | * Plan a persuasive paragraph based on the “Media Connection” activity * Evaluate the effectiveness of the adaptation in a persuasive paragraph |
| “There Is No Frigate like a Book” (159)  Poetry  by Emily Dickinson | 844–45 | 674–75 | 285–86 | * Interpret word meaning based on context * Infer the theme * Analyze how imagery in the poem contributes to its theme * Evaluate the theme based on personal experience * Relate the theme to the title of the Reading 4 book |
| Comprehension Assessment 12  Poster Presentation (160) | 846 |  |  | * Share the way the chosen selection has shaped thinking * Demonstrate mastery of reading skills |

Novel Studies: **Sarah, Plain and Tall**

| Lesson Title and Number | Teacher’s Edition pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- |
| Chapter 1a (1) | 848–51 | * Infer information from the cover of the book * Identify the main characters and the setting * Identify the point of view * Identify main characters’ traits * Explain how a Christian can find comfort after a death |
| Chapter 1b (2) | 852–55 | * Identify additional main characters and their traits * Infer characters’ emotions through their words or actions * Infer the characters’ motives by their words and actions * Predict the significance of the title |
| Chapter 2 (3) | 856–60 | * Infer the main characters’ questions to Sarah * Infer Sarah’s traits through her response to each character’s letter * Verify the outcome of the title prediction * Infer a character’s needs or desires through his words or actions * Compose a friendly letter |
| Look Again: Chapter 2 (4) | 861 | * Summarize orally the story details found in Chapter 2 * Compare oral details to written details in Chapter 2 * Identify Sarah’s character traits |
| Chapter 3 (5) | 862–67 | * Explain homographs based on the context * Infer characters’ motives for their actions * Infer a character’s emotions through his words or actions * Identify an author’s craft of symbolism * Create an appropriate chapter title |
| Look Again: Chapter 3 (6) | 868–69 | * Identify dialogue and narration * Create an audio recording while reading the story aloud * Analyze oral reading using the audio recording and a rubric |
| Chapter 4a (7) | 870–73 | * Recall foreshadowing as an author’s craft * Infer characters’ attitudes and emotions through words and actions * Identify unfamiliar shells and flowers mentioned in the reading by conducting an internet inquiry of images * Create a dried flower bouquet by adapting Sarah’s technique |
| Chapter 4b (8) | 874–77 | * Infer character traits * Infer characters’ attitudes and emotions through words and actions * Infer significance of song title * Using the song “Sumer Is Icumen In,” infer the meaning of several Middle English words from the context |
| Chapter 5 (9) | 878–81 | * Infer a character’s emotions through his words or actions * Identify cause and effect of a character’s emotions * Identify the main characters’ first words and infer their significance * Explain the symbolism of Sarah’s drawing of the fields * Predict what is missing from Sarah’s drawing (prediction will be verified in Lesson 19) |
| Look Again: Chapter 5 (10) | 882–83 | * Create a written summary of the chapter events * Evaluate written summary of the chapter |
| Assessment 1 (11) | 884–85 | * Identify the setting * Identify main characters and their traits * Sequence plot events * Identify meanings of vocabulary words from context * Create a drawing of home by imitating Sarah’s charcoal drawing |
| Chapter 6a (12) | 886–89 | * Compare frontier education with modern education * Infer a character’s favorite season * List and analyze a character’s reasons for loving a particular season * Identify an author’s craft of exaggeration * Compose a list of persuasive reasons about a favorite season |
| Chapter 6b (13) | 890–93 | * Recall foreshadowing and identify the author’s use of foreshadowing * Infer characters’ responses * Infer characters’ attitudes and emotions through their words or actions * Analyze the author’s craft of symbolism * Analyze a character’s response |
| Chapter 7 (14) | 894–97 | * Infer characters’ attitudes and emotions through their words or actions * Conduct an internet inquiry of images to identify unfamiliar flowers mentioned in the reading * Identify events from the beginning, middle, and end of the chapter * Create a collage of things that might be missed |
| Look Again: Chapter 7 (15) | 898–99 | * Reread Chapter 7 orally with fluency, comprehension, accuracy, and expression * Identify what a character misses |
| Chapter 8a (16) | 900–903 | * Recall foreshadowing as part of the author’s craft * Infer a character’s attitudes and emotions through his words or actions * Predict a character’s actions (predictions will be verified in Lessons 18 and 19) |
| Chapter 8b (17) | 904–7 | * Identify the mood and explain ways the setting contributes to the mood * Apply the scriptural principle of trusting God * Predict what is missing from Sarah’s drawing (prediction verified in Lesson 19) * Compare the symbolism of the land and the sea * Create an appropriate chapter title |
| Chapter 9a (18) | 908–11 | * Analyze characters’ motives * Verify outcome of the prediction about whether Sarah will ride Jack (from Lesson 16) * Analyze a character’s thoughts and words in light of the biblical teaching on love * Predict whether Sarah will leave the family and return to Maine or stay on the prairie (prediction will be verified in Lesson 19) |
| Chapter 9b (19) | 912–16 | * Analyze characters’ emotional responses * Verify the outcome of the predictions about what is missing from Sarah’s drawing (from Lessons 9 and 17) and whether Sarah will stay with the family or leave (from Lesson 18) * Identify the climax * Infer the theme * Explain how the climax supports the theme |
| Assessment 2 (20) | 917 | * Summarize the plot and identify the climax * Infer the theme * Analyze character development * Review vocabulary * Create a drawing to depict either the land or the sea using Sarah’s favorite colors (optional) |

Novel Studies: **Medallion**

| Lesson Title and Number | Teacher’s Edition pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- |
| Introduction | 918–19 |  |
| Chapter 1: “What a Morning Will Bring Forth” (1) | 920–25 | * Recall the elements of a fantasy * Identify the setting of the story * Identify details about the main character * Contrast the two kings, Gris and Panii |
| Chapter 2: “An Afternoon Can Change Everything” (2) | 926–29 | * Explain the difference between being good and being great according to Gris * Identify a king’s first duty * Infer the meaning of the chapter’s title * Explain the significance of the novel’s title |
| Look Again: Chapter 2: “An Afternoon Can Change Everything” (3) | 930–31 | * Review the conversation between Gris and Trave about Dokos, Trave’s father * Contrast the qualities of a good king, as described by Gris, with Trave’s idea of a good king * Contrast the idea of being good (honorable) with the idea of being great (powerful) * Identify the source of true goodness according to Jeremiah 9:23–24 |
| Chapter 3: “Gris’s Camp” (4) | 932–35 | * Infer Trave’s character traits based on his words and actions * Infer Gris’s character traits based on his words and actions * Contrast Trave’s and Gris’s view of rank * Identify details about the setting on a map as it relates to the story |
| Chapter 4: “Out of Gadalla” (5) | 936–39 | * Identify Trave’s response to correction * Evaluate Trave’s response to correction based on Proverbs 15:32 * Evaluate personal response to correction based on Proverbs 15:32 * Contrast Gris’s and Thag’s treatment of Trave |
| Chapter 5: “Earthquake and Aftermath” (6) | 940–43 | * Identify Thag’s use of flattery to influence Trave * Contrast Gris, Thag, and Sard using a graphic organizer * Write a journal entry from Trave’s perspective predicting whether he will choose to follow Thag or whether he will stay with Gris and why (predictions will be verified in Lesson 11) |
| Chapter 6: “Sarda” (7) | 944–47 | * Identify details about the setting of Sard’s castle * Analyze how the setting of Sard’s castle reflects his character * Explain how the serpent is a fitting symbol for the country of Sarda * Explain why Trave is valuable to Sard * Infer Thag’s feelings toward Sard based on his actions |
| Chapter 7: “The Raiders of Ashenland” (8) | 948–51 | * Analyze the symbolism in Trave’s dream * Analyze how Trave’s attitude toward Volar changes * List ways a person can be friendly or show friendship to others |
| Assessment 1 (9) | 952–53 | * Identify key places of the setting * Contrast main characters and their traits * Sequence plot events * Identify meanings of vocabulary words |
| Chapter 8: “Decisions at Wrycan” (10) | 954–59 | * Listen to music typical of the medieval period * Recall how poetry set to music creates a song * Identify foreshadowing in the words of a song * Explain what it means to “rule yourself” using Proverbs 16:32 * Infer Trave’s motivation for going to Rock Tower |
| Chapter 9: “Rock Tower and Beyond” (11) | 960–63 | * Identify details about the setting * Recall the meaning of mood * Infer the mood * Explain how the setting creates the mood * Verify predictions from Lesson 6 about Trave’s decision to follow Gris or Thag |
| Chapter 10: “The Old Bogger” (12) | 964–67 | * Identify rhyme and riddles in the story * Infer the meaning of Nog’s words about Gris, Sard, and the Sardans * Infer the meaning of Nog’s rhymes about “good at first” and “good at last” * Identify foreshadowing in Nog’s words * Create rhymed couplets |
| Chapter 11: “To Sard’s Camp” (13) | 968–71 | * Contrast how Gris and Sard treat their animals * Evaluate how Gris’s and Sard’s treatment of their animals reveals their character * Infer the mood based on details of Skreel Forest * Infer Sard’s attitude toward Trave based on his words and actions * Predict the outcome of Gris going after Trave (predictions verified in Lesson 15) |
| Chapter 12: “What Fire Reveals” (14) | 972–75 | * Identify how Sard and the Sardans are like animals * Identify how and why Trave’s view of Sard changes * Identify how and why Trave’s attitude toward Gris changes * Infer the meaning of the chapter title |
| Chapter 13: “Skreels” (15) | 976–79 | * Contrast Sard and Gris in the treatment of their soldiers and prisoners * Identify a key change in Trave * Infer the cause of the key change in Trave * Verify predictions from Lesson 13 about what happens when Gris goes after Trave * Predict what will happen after Gris finds Trave (predictions verified in Lesson 16) |
| Chapter 14: “Another Dideran” (16) | 980–83 | * Contrast the mood created by Rock Tower and Skreel Forest with the mood  created by the Dideran meadow and cave * Predict how Trave will use the healing liquid that Enna gives him (prediction  verified in Lesson 18) * Identify the second and third duties of a king according to Gris * Verify predictions from Lesson 15 about what would happen after Gris found Trave * Identify causes and effects of choices Trave has made |
| Chapter 15: “Revenge” (17) | 984–89 | * Identify details that create suspense in the story * Evaluate Gris’s reason for not giving the medallion to Trave sooner * Explain the significance of the chapter title * Evaluate the idea of seeking revenge in light of Romans 12:19 * Create a paper medallion based on the chapter’s description |
| Chapter 16: “The Return” (18) | 990–95 | * Identify events that create suspense in the story * Infer motives for Trave’s actions * Explain the significance of Trave now being referred to as “the king” * Verify predictions from Chapter 14 of how Trave uses the healing liquid * Identify ways Trave has changed |
| Chapter 17: “The Battle and What Came After” (19) | 996–1001 | * Identify events that create suspense in the story * Identify ways Trave has changed (character development) * Infer the theme * Evaluate the theme based on Matthew 20:26–28 and Philippians 2:4–8 * Select and defend the best part of the story |
| Assessment 2 (20) | 1002–3 | * Select and defend the best part of the story * Infer the theme * Summarize how the main character has changed (character development) * Sequence plot events * Identify meanings of vocabulary words |

**Novel Studies: *The Lion, the Witch and the Wardrobe***

| Lesson Title and Number | Teacher’s Edition pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- |
| Introduction | 1004–5 |  |
| Chapter 1: “Lucy Looks into a Wardrobe” (1) | 1006–9 | * Recall the difference between fantasy and realistic fiction * Identify the setting of the book * Identify four main characters and a trait of each * Identify elements of fantasy in the first chapter * Predict whether the Faun will turn out to be a friend or an enemy |
| Chapter 2: “What Lucy Found There” (2) | 1010–13 | * Identify similarities and differences between Narnia and Lucy’s country (England) * Identify the problem in the land of Narnia * Infer character traits from words and actions * Verify the accuracy of the prediction about the Faun * Evaluate the Faun’s decision to keep Lucy’s visit a secret from the White Witch |
| Chapter 3: “Edmund and the Wardrobe” (3) | 1014–17 | * Infer character emotions * Infer character traits from words, actions, and thoughts * Contrast Lucy’s and Edmund’s motives for entering the wardrobe * Predict the identity of the Lady on the sledge based on descriptive details * Create a journal entry by one of the four siblings about the events in this chapter |
| Chapter 4: “Turkish Delight” (4) | 1018–21 | * Identify descriptive details that create mental pictures * Infer differing sinful motives of the Lady and Edmund * Verify the accuracy of the prediction about the Lady * Analyze how the author’s use of suspense promotes interest in reading further * Create a picture of an event that has happened in Narnia based on descriptive details |
| Chapter 5: “Back on This Side of the Door” (5) | 1022–25 | * Infer character emotions * Evaluate character motives * Analyze the logic of the Professor’s argument * Predict the outcome of the four children’s trip into the wardrobe |
| Chapter 6: “Into the Forest” (6) | 1026–29 | * Verify the outcome of the prediction about the trip into the wardrobe * Identify the new problems introduced in this chapter * Infer cause-and-effect relationships in the disappearance of Mr. Tumnus * Evaluate character motives and responses |
| Chapter 7: “A Day with the Beavers” (7) | 1030–33 | * Identify elements of fantasy in the chapter * Infer character traits of the Beavers * Infer what Aslan is like by the children’s responses to his name * Evaluate character motives and responses |
| Chapter 8: “What Happened After Dinner” (8) | 1034–37 | * Infer character traits of Aslan from other characters’ descriptions * Analyze dialogue to learn important information about Narnian lore * Infer character emotions * Read a portion of the story as reader’s theater |
| Chapter 9: “In the Witch’s House” (9) | 1038–41 | * Explain how the author’s use of imagery helps with visualizing the story * Infer character motives * Evaluate character actions * Complete a character profile of Edmund * Create a picture based on the story’s description |
| Assessment 1 (10) | 1042–43 | * Identify two characters and two traits of each * Contrast the two settings, Narnia and England * Sequence plot events * Evaluate character actions * Identify meanings of vocabulary words from context |
| Chapter 10: “The Spell Begins to Break” (11) | 1044–47 | * Identify each character’s Christmas present and its use in Narnia * Infer upcoming events being foreshadowed by these presents * Explain the significance of Father Christmas’s visit * Explain the meaning of the chapter title |
| Chapter 11: “Aslan Is Nearer” (12) | 1048–51 | * Trace changes in characters * Explain how imagery contributes to the mood of the story * Evaluate character actions * Create a timeline of the events in this chapter |
| Chapter 12: “Peter’s First Battle” (13) | 1052–55 | * Identify character traits of Aslan * Infer character emotions * Identify the climax of the chapter * Analyze causes and effects of Peter’s brave actions * Write a message from the wolf who escaped to the White Witch |
| Chapter 13: “Deep Magic from the Dawn of Time” (14) | 1056–60 | * Infer information about future events from dialogue * Infer character motives * Analyze the relationship between Aslan and the Witch based on character words and actions * Evaluate Edmund’s response to his situation |
| Chapter 14: “The Triumph of the Witch” (15) | 1061–65 | * Explain the bargain between Aslan and the Witch * Infer character motives * Analyze how the mood contributes to suspense * Identify earlier information that has foreshadowed this event in the plot * Compare Aslan’s sacrifice to the one described in Isaiah 53 |
| Chapter 15: “Deeper Magic from Before the Dawn of Time” (16) | 1066–69 | * Identify this chapter as the turning point in the novel * Infer character emotions * Analyze cause-and-effect relationships in the magic of Narnia * Predict what will happen at the Witch’s house * Create a sense poem about the ride on Aslan’s back, based on descriptive details |
| Chapter 16: “What Happened About the Statues” (17) | 1070–73 | * Identify the solution to the problem in Narnia * Identify uses of humor and its purpose * Verify the prediction about what will happen at the Witch’s house * Contrast Aslan’s leadership with the Witch’s leadership * Evaluate the actions of Aslan and his followers based on Ephesians 6 |
| Chapter 17: “The Hunting of the White Stag” (18) | 1074–78 | * Infer character motives * Evaluate character responses * Relate character growth in the story to spiritual growth in real life * Analyze the author’s twofold purpose in writing this novel |
| Look Again: The Lion, the Witch and the Wardrobe (19) | 1079–80 | * Identify the theme of the novel * Compare Edmund’s actions to our own actions * Compare Aslan’s actions to the work of Christ * Compare Edmund’s position in Aslan’s kingdom to a Christian’s position in Christ * Create a chart showing the parallels between the plot of the novel and real Christian experience |
| Assessment 2 (20) | 1081 | * Sequence events in the plot * Trace development in the character of Edmund * Identify the theme * Compare the novel with real Christian experience |