

LESSON PLAN OVERVIEW

Reading 4 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	<ul style="list-style-type: none"> Identify and locate key features of this book Relate the title of this book to its contents Define the term <i>genre</i> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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Look Again: William Shakespeare, Playwright (7)	28–29	16–21		<ul style="list-style-type: none"> 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			<ul style="list-style-type: none"> 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 <i>The Canterbury Tales</i> by Geoffrey Chaucer, retold by Eileen M. Berry	32–41	22–31	13–14	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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	78–85	61–67	25–26	<ul style="list-style-type: none"> 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: <i>Gifted Hands</i> (16)	86–87	42–67	27–28	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Create a continuation of the folktale Orally share the new ending with others Evaluate the continuation from a biblical worldview
SSR Journal: <i>Setting</i> (22) Comprehension Assessment 2	108–9			<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Look Again: Fables and Parables (31)	142–43	106–13	55–56	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Recall how the Ten Boom family used coded language to communicate secret information • Interpret a coded message • Create a coded message
“The Best Kind of Love” (36–37) Realistic fiction by Eileen M. Berry	166–71	132–36	65–66	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Book Report: <i>Become the Character, Part 2</i> (39) Comprehension Assessment 3	184–85			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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			<ul style="list-style-type: none"> • 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 <i>Understood Betsy</i> by Dorothy Canfield Fisher	230–41	180–90	83–84	<ul style="list-style-type: none"> • 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

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	242–52	191–99	85–86	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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			<ul style="list-style-type: none"> • 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
<p>“Seashells” (53) Poetry by Douglas Florian</p> <p>“maggie and milly and molly and may” Poetry by E. E. Cummings</p>	268–71	212–15	93–94	<ul style="list-style-type: none"> • 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
<p>“The Mother Who Lost Her Daughter” (54) Myth retold by Anne Rockwell</p>	272–81	216–25	95–96	<ul style="list-style-type: none"> • 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
<p>“God Sends a Flood” (55) Bible account taken from Genesis 6–9</p>	282–89	226–33	97–98	<ul style="list-style-type: none"> • 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
<p>Look Again: “The Mother Who Lost Her Daughter” & “God Sends a Flood” (56)</p>	290–91	216–33	99–100	<ul style="list-style-type: none"> • Compare and contrast the myth and the Bible account • Evaluate the explanation in this myth from a biblical worldview
<p>“Something Told the Wild Geese” (57) Poetry by Rachel Field</p>	292–93	234–35	101–2	<ul style="list-style-type: none"> • 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
<p>Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy (58) Narrative nonfiction by Kate Waters</p>	294–307	236–49	103–4	<ul style="list-style-type: none"> • 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
<p>Look Again: Samuel Eaton’s Day (59)</p>	308–9	236–49	105–6	<ul style="list-style-type: none"> • 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

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Cranberry Thanksgiving (60) Mystery by Wende Devlin	310–21	250–61	107–8	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Infer the theme of <i>Cranberry Thanksgiving</i> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify the biblical meaning of <i>pilgrim</i> • Evaluate Molly's mother's definition of <i>pilgrim</i> based on Hebrews 11 • Compare the meaning of <i>pilgrim</i> in <i>Molly's Pilgrim</i> 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			<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify key elements of Christian fiction • Infer character emotions • Infer the theme • Analyze how symbolism supports the theme • Support the theme with Bible passages

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Look Again: "The Cherry Trees" (67)	356–57	278–87	119–20	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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"Confucius" (74–75) Informational text by Brian Collins	392–400	318–25	133–34	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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			<ul style="list-style-type: none"> • 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