

Bob Jones University Press

Course Outline—Third-Grade

Reading, 2nd Edition

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 1: MAKING MELODY</p> <p>“The Singing Knight” The Students Will:</p> <ul style="list-style-type: none"> • identify emotional responses of characters. • note rhyming words within a narrative text. • identify problems and solutions. • identify with a story character. • recognize and choose homonyms. • interpret homonyms in sentences for illustration. • identify fanciful elements in story content. • recognize character traits of bravery, kindness, and loyalty. • appreciate the relevance of a story title. • recall facts and details. • think critically. • use letter-sound association for consonant blends. • read words with consonant blends. • identify short vowel sounds: /K/, /Λ/, /M/, /N/, /O/. • use letter-sound association for short vowels. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the phonics patters VC and VCC. • demonstrate knowledge of word families. • identify consonant digraphs. • use words with digraphs in sentences. 	<p>60-90 min. per day/ 5 days per week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p>Evaluation Techniques and Materials: Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading3-1 for Christian Schools</i>, Second Edition</p> <p><i>Teacher's Edition</i> Pages 1-129</p> <p><i>Student Worktext</i> Pages 1-38</p> <p><i>Student Reader</i> Pages 1-86</p> <p><i>Favorite Poems Old and New</i></p> <p>Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart</p> <p>BookLinks and supplemental novels: <i>The Case of the Dognapped Cat</i> <i>Jenny Wren</i> <i>These Are My People</i> Other materials as specified in the Teacher's Edition</p>	<p>Bible Action Truths (BATs) Bible Promises (BP)</p> <p>“The Singing Knight” BATs : 2c Faithfulness 2d Dedication 5a Kindness 5a Thankfulness to men 6c Spirit-filled 8d Courage</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 1: MAKING MELODY (continued)</p> <p>“Music in Your Heart” The Students Will:</p> <ul style="list-style-type: none"> • identify the conflict in the story. • recognize that some words have more than one meaning. • note the author’s use of imagery. • recall a logical sequence. • recognize character growth and change. • relate story content to personal experience. • demonstrate understanding of the author’s message (Hard work has its rewards) • use letter-sound association: <i>sh, /sh/; ch, /ch/; wh, /hw/; ph, /f/; th, /th/.</i> • read words with consonant digraphs. • read a diagram. • use letter-sound association: <i>ea</i> as /Λ/ in <i>head, ou</i> as /ϵ/ in <i>touch</i>.. • supply rhyming words in rhymes. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the long vowel patterns: open syllable V as in <i>go</i>, VCe as in <i>cake</i>, VV as in <i>goat</i>. • read words with long vowels. • write sentences using long vowel words. 				<p>“Music in Your Heart” BATs : 2c Faithfulness 2c Responsibility 2d Goal setting 2e Work 5a Thankfulness</p>

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<p>Unit 1: MAKING MELODY (continued) “Trumpets and Pitchers” The Students Will:</p> <ul style="list-style-type: none"> • identify character traits. • note elements of setting. • relate story content to biblical truth (God answers prayers.) • relate story content to biblical truth (God keeps His promises.) • demonstrate an understanding of the author’s message (A man’s character is demonstrated by his actions.) • draw conclusions. • recall facts and details. • read words with long-vowel patterns: long-vowel, marker e (<i>make</i>); two-vowels (<i>coat</i>); open syllable (<i>no</i>). <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • read words with long vowels in closed syllables: /Σ/ as in <i>gold</i> and /P/ as in <i>mind</i>. • demonstrate knowledge of the concept of r-influenced vowels. • read words with r-influenced vowels: /är/ as in <i>shark</i>, /or/ as in <i>stork</i>, /ûr/ as in <i>nurse</i>, <i>sir</i>, and <i>her</i>. • read words with /îr/ as in <i>dear</i>, <i>cheer</i>, <i>here</i>, and <i>pierce</i> and /âr/ as in <i>care</i>, <i>bear</i>, and <i>chair</i>. • describe character traits. 				<p>“Trumpets and Pitchers” BATs : 2a Authority 2b Obedience 2c Faithfulness 2d Goal setting 2e Work 5a Love 6b Prayer 8a Faith in God’s promises 8c Fight 8d Courage</p>

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<p>Unit 1: MAKING MELODY (continued)</p> <p>“An Instrument for God” The Students Will:</p> <ul style="list-style-type: none"> relate lesson content to biblical truth (God hears and answers prayer; God uses music to reach men.) identify emotional responses of characters. interpret a foreign setting. note the author’s use of imagery. identify characters’ feelings by their actions. interpret figurative language. recall facts and details. read words with r-influenced vowels: <i>ear, eer</i>, as /îr/ in <i>fear</i> and <i>cheer</i>. read words with /âr/ as in <i>care, bear</i>, and <i>chair</i>. read words with <i>or</i> as /or/ in <i>stork</i> and (<i>w</i>)<i>or</i> as /ûr/ in <i>work</i>. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> read words with oo as /µ/ is <i>spool</i> and as /γ/ in <i>cook</i>. read words with /ô/ as in <i>launch, straw, cost</i>, and <i>call</i>. <p>“Song Signals”</p> <ul style="list-style-type: none"> appreciate God’s creation. recall cause-and-effect relationships. note the use of onomatopoeia. interpret figurative language. recall and organize facts and details. focus on the author’s use of descriptive verbs. read words with /µ/ as in <i>room, ew</i> in <i>flew</i> and <i>ue</i> in <i>blue</i>. 				<p>“An Instrument for God” BATs: 2a Authority 3e Unity of Christ and the church 5c Evangelism and missions 6b Prayer 6e Forgiveness 7c Praise 8a Faith in God’s promises</p> <p>“Song Signals” BP : I. God as Master</p>
<p>Unit 1: MAKING MELODY (continued)</p>				

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<p>“Whistles” The Students Will:</p> <ul style="list-style-type: none"> • identify with a character. • recognize first-person point of view. • discriminate among rhyming words. • draw a conclusion about a situation. • describe a quatrain. • recognize rhyming words in a quatrain. • read words with <i>au, aw, o,</i> and <i>a(l)</i> as /ô/ in <i>Paul, claw, cost,</i> and <i>wall.</i> <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (A Christian has everything he needs to do God’s will for his life.) • read words with <i>ou, ow</i> as /ou/ in <i>couch</i> and <i>clown.</i> • read words with <i>oi</i> and <i>oy</i> as /oi/ in <i>coil</i> and <i>toy.</i> • note the difference between stressed and unstressed syllables. • read words with schwa, /ɛ/, in unstressed syllables. • identify an accent mark. 				<p>“Whistles” BAT: 2d Dedication</p> <p>Skill Station Day BAT: 3a Self-concept</p>

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<p>Unit 1: MAKING MELODY (continued)</p> <p>“The Coyote’s Song” The Students Will:</p> <ul style="list-style-type: none"> • relate lesson content to personal experience. • demonstrate understanding of the author’s message (Good listening habits are important.) • infer the motives of characters. • recall facts and details. • make inferences. • recognize the use of fiction to interpret truth. • develop an awareness of the changing of a character in the course of action • understand that love and its actions are not based on the actions of another. • recognize character actions and attitudes. • identify characters. • match story characters and dialogue. • enjoy participation in drama. • demonstrate self-confidence in audience reading. • read orally to interpret a character’s motives and moods. • identify information relating to a main character. • read words with /oi/ as in <i>coil</i> and <i>boy</i>. • read words with /oi/, /ou/, and /y/. • read words with y as /ə/ in unaccented syllables (la·zy). • read words with y as /P/ in accented syllables (re·ply, fly) 				<p>“The Coyote’s Song” BATs: I: God as Master 3c Emotional control 5a Love 5d Communication</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 1: MAKING MELODY (continued)</p> <p>“The Amazing Mozart” The Students Will:</p> <ul style="list-style-type: none"> • relate story content to biblical truth (Talent is a gift from God.) • interpret a setting. • recognize emotional responses of characters. • appreciate music and musicians. • relate facts and details to the story title. • recall facts and details. • note the sound of schwa. • read words with <i>-ous</i> as /ɛs/ in unaccented syllables (fa-mous). • read words with <i>-tion</i> and <i>-sion</i> as /shɛn/ in unaccented syllables (na-tion, mis-sion). • note the sound of schwa. <p>Skill Station Day</p> <ul style="list-style-type: none"> • identify <i>ge</i>, <i>gi</i>, and <i>gy</i> as patterns signaling soft <i>g</i> (<i>g</i> as /j/ in <i>gem</i>, <i>giant</i>, <i>gym</i>). • identify <i>ce</i>, <i>ci</i>, and <i>cy</i> as patterns signaling soft <i>c</i> (<i>c</i> as /s/ in <i>cereal</i>, <i>city</i>, <i>cymbal</i>). • recognize silent consonant patters: <i>lk</i> as /k/ in <i>walk</i>, <i>lm</i> as /m/ in <i>palm</i>, <i>kn</i> as /n/ in <i>know</i>, <i>mb</i> as /m/ in <i>plumb</i>, <i>wr</i> as /r/ in <i>write</i>. 				<p>“The Amazing Mozart” BATs: 2d Dedication 2e Industriousness 7b Exaltation of Christ 7c Praise</p>

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<p>Unit 1: MAKING MELODY (continued)</p> <p>“A Song in the Night” The Students Will:</p> <ul style="list-style-type: none"> • define dialect. • recognize the use of dialect in speech. • note how character actions reveal character traits. • recognize the author’s use of onomatopoeia. • note the author’s use of hyperbole. • note foreshadowing that makes the outcome reasonable. • note the author’s use of suspense. • identify the main idea of a paragraph. • demonstrate understanding of the author’s message (Family members should work together toward common goals.) • note the author’s use of imagery. • identify cause-and-effect relationships. • read words with soft c before e, i, or y as in <i>cent</i>, <i>city</i>, and <i>cyclone</i>. • read words with soft g before e, i, or y as in <i>gem</i>, <i>giant</i>, and <i>gym</i>. • read words with silent consonant patters: <i>lk</i>, <i>wr</i>, <i>kn</i>, <i>igh</i>. • read words with silent consonant pattern <i>igh</i> as /P/ in <i>light</i>. • read words with silent consonant patter <i>igh</i> as /Π/ in <i>eight</i>. 				<p>“A Song in the Night” BATs : 2c Faithfulness 2e Work 5a Love 6c Spirit-filled 7c Praise 8a Faith in God’s promises 8d Courage</p>
<p>Unit 2: SPECIAL DEEDS</p>	<p>60-90</p>	<p>Read and discuss materials</p>	<p><i>Reading3-1 for</i></p>	

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<p>“The Spelling Window” The Students Will:</p> <ul style="list-style-type: none"> • recognize first-person point of view. • identify attitudes and motives of characters. • relate one story character to another. • use and write similes. • recognize emotional responses of characters. • interpret actions of characters. • accept people with physical disabilities as equals. • make inferences based on embedded text clues. • read words with <i>ch</i> as /k/ in <i>Christmas</i>. • read words with /u/ as <i>oo</i> in <i>cool</i>, <i>ue</i> in <i>blue</i>, <i>ew</i> in <i>flew</i>, <i>ui</i> in <i>fruit</i> and <i>u</i> in <i>tune</i>. • read rhyming words. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • demonstrate a strategy to recognize a main idea. • verbalize the main idea of a paragraph. • divide words into syllables between two unlike consonants in VC/CV pattern. • divide words between two unlike consonants in VC/CV pattern. <p>“In the Silent World” The Students Will:</p> <ul style="list-style-type: none"> • read for information. • demonstrate understanding of the author’s meaning (Deaf people compensate for their deafness.) • recognize that deaf people can lead normal lives. • process information. • divide words into syllables between unlike consonants in VC/CV pattern. 	<p>min. per day/ 5 days per week</p>	<p>in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p>Evaluation Techniques and Materials: Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Christian Schools</i>, Second Edition <u>Teacher’s Edition</u> Pages 130-275 <u>Student Worktext</u> Pages 39-78 <u>Student Reader</u> Pages 87-200 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart BookLinks and supplemental novels: <i>The Case of the Dognapped Cat</i> <i>Jenny Wren</i> <i>These Are My People</i> Other materials as specified in the Teacher’s Edition</p>	<p>“The Spelling Window” BATs : 2d Goal setting 5a Love 5e Friendliness</p> <p>“In the Silent World” BATs: 2d Goal setting 2e Work 5e Friendliness</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 2: SPECIAL DEEDS (continued)</p> <p>“Alex, the Drummer Boy” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (Stuttering is a difficult speech problem.) • relate to the emotions of a story character. • recall story events. • relate the message of the story to personal experience. • note the author’s use of similes and metaphors. • infer character traits. • recall facts and details about a historical story. • identify and use similes. • demonstrate understanding of the author’s message (Obedience to authority is important and godly leaders inspire faith and trust in their followers.) • note the author’s use of suspense. • make inference about a character from his speech. • interpret clichés. • infer the author’s purpose. • use chapter titles to predict story content. • relate story content to biblical truth (A Christian should trust the Lord when he is afraid or feels weak.) • develop a sense of history. • identify similes. • infer unstated facts and details. • use letter-sound association: <i>c as /s/ in cent, g as /j/ in giraffe.</i> • read words in context with soft <i>c</i> or soft <i>g</i> before <i>e</i>, <i>i</i>, or <i>y</i>. • interpret place relationships on a map. • read a map key. • identify irrelevant words. • classify words into categories. 				<p>“Alex, the Drummer Boy” BATs: 2a Authority 2b Servanthood 2c Faithfulness 2d Goal setting 2e Work 2f Enthusiasm 3c Emotional control 4c Honesty 5a Love 5b Giving 5e Friendliness 6b Prayer 8d Courage</p>

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<p>Unit 2: SPECIAL DEEDS (Continued)</p> <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • distinguish reality from fantasy. • identify fanciful elements in a story. • add realistic and fanciful elements to complete a story. • identify compound words in context. • divide compound words into syllables between the two base words. • divide multisyllable words using two rules: compound words and <i>VC/CV</i> pattern words as in <i>straw•ber•ry</i> and <i>bas•ket•ball</i>. • pronounce compound words with the accent in the first base word. <p>“One of a Kind” The Students Will:</p> <ul style="list-style-type: none"> • identify character traits. • infer supporting details about a character. • recognize that family members should work together to reach common goals. • complete analogies in word pairs. • relate lesson content to biblical truth. • identify attitudes of characters. • relate the personal emotions of the story characters to their own feelings. • recall facts and details. • note foreshadowing that made the outcome reasonable. 				<p>Skill Station Day BATs: 8b Faith in the power of the Word of God</p>

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<p>Unit 2: SPECIAL DEEDS (Continued)</p> <p>“One of a Kind” (continued)</p> <ul style="list-style-type: none"> relate story title to main idea. appreciate the satisfaction of a job well done. recognize incongruities. divide two- and three-syllable words using two rules: dividing compound words between base words; dividing words with <i>VC/CV</i> pattern between consonants. organize information in a table. identify pronoun referents. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> recognize alliteration. write alliterative phrases. divide words with a <i>consonant + le</i>. apply one of three syllable rules to a list of words: words with <i>VC/CV</i> pattern divided between the consonants, compound words divided between the base words, and words with <i>C + le</i> endings divided before the consonant. <p>“Jim” The Students Will:</p> <ul style="list-style-type: none"> demonstrate understanding of the author’s message (A selfless spirit is worthy of admiration.) relate the poem to personal experience. recognize alliterative structures in poetry. note the author’s choice of words. read words with long o in a closed syllable as in gold and most. recognize antonyms. 				<p>“One of a Kind” BATs: 2b Servanthood 2c Faithfulness 2d Goal setting 2e Work 4c Honesty 5a Love 5b Giving 7d Contentment</p> <p>“Jim” BATs: 2b Servanthood</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 2: SPECIAL DEEDS (Continued)</p> <p>“Pecos Bill” The Students Will:</p> <ul style="list-style-type: none"> • recognize exaggerations and humor in a tall tale. • draw conclusions about a situation. • note the author’s use of comparisons. • interpret clichés. • recall facts and details. • note character actions. • observe character traits. • develop opinions. • read words with <i>-igh</i> as /ɪ/ in <i>neighbor</i>. • read words with /ɪr/ as in <i>deer, near, here, and fierce</i>. <p>David Livingston: Man of Determination The Students Will:</p> <ul style="list-style-type: none"> • identify character traits. • recognize character attitudes • demonstrate understanding of the author’s message(True science and the Bible agree. • identify statements as true or false.) • recall sequence of events. • interpret the significance of a chapter title. • relate lesson content to biblical truth. • draw conclusions. • infer ideas not explicitly stated. • match characters and dialogue. • relate facts and details to a story title. • observe character traits. • demonstrate understanding of the author’s message(A man’s character is shown by his actions.) 				<p>“Pecos Bill” BATs: 2c Faithfulness 2d Goal setting</p> <p>“David Livingston: Man of Determination” BATs: 1b Repentance and faith 2b Servanthood 2c Faithfulness 2d Goal setting 2e Work 5a Love 5c Evangelism and missions 6a Bible study 6b Prayer 6c Spirit-filled 8a Faith in God’s promises 8d Courage</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 2: SPECIAL DEEDS (Continued)</p> <p>David Livingston: Man of Determination (continued)</p> <ul style="list-style-type: none"> • recall sequence of events. • divide into syllables words that end in a <i>consonant +le</i> before the consonant (<i>li·tle, Bi·ble</i>). • identify words with closed syllables (<i>li·tle</i>). • identify words with open syllables (<i>Bi·ble</i>). • interpret a map key. • read symbols on a map. • read words with <i>y</i> as /M/ in <i>hymn</i>, /P/ in <i>cry</i>, and /Θ/ in <i>happy</i>. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • distinguish between relevant and irrelevant information. • identify irrelevant sentences within a paragraph. • identify the base words of words with affixes. • divide words between the affix and the base word as in <i>un·lock·ing</i>. • recognize that <i>-ed</i> is a separate syllable that /d/ and /t/ as in <i>land·ed</i> and <i>lift·ed</i>. 				

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<p>Unit 2: SPECIAL DEEDS (Continued)</p> <p>“Esther, the Queen” The Students Will:</p> <ul style="list-style-type: none"> • interpret a foreign setting in Bible times. • determine the meaning of a word through context. • develop opinions. • infer character traits and emotions from dialogue. • observe character traits. • identify cause-and-effect relationships. • recognize the power of prayer. • determine whether to use comparative or superlative form. • relate lesson content to biblical truth. • recall sequence of events. • predict outcome. • use antonyms correctly. • demonstrate understanding of the author’s message (God honors those who trust Him, and God is in control of the affairs of humans.) • determine the emotional response of a character. • identify character traits. • match story characters and dialogue. • read words with silent consonants: <i>c</i> as in <i>scent</i>, <i>h</i> as in <i>hour</i>, <i>t</i> as in <i>whistle</i>, and <i>b</i> as in <i>climb</i>. • read words with <i>er</i>, <i>ir</i>, <i>ur</i>, (<i>w</i>)<i>or</i> as /ûr/ in <i>sir</i>, <i>her</i>, <i>nurse</i>, and <i>worm</i>. • read words with <i>ear</i>, <i>our</i>, as /ûr/ in <i>earn</i> and <i>journey</i>. • use the glossary to locate the word that fits best in the sentence. • demonstrate understanding of how contractions with <i>have</i> are formed. • read contractions formed with <i>have</i>, <i>not</i>, <i>am</i>, and <i>is</i>. 				<p>“Esther, the Queen” BATs: 2a Authority 2c Faithfulness 4a Sowing and reaping 5e Loyalty 6b Prayer 6c Spirit-filled 7b Exaltation of Christ 7e Humility 8a Faith in God’s promises</p>

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<p>Unit 3: DAYS TO REMEMBER</p> <p>“New Year in a New Land” The Students Will:</p> <ul style="list-style-type: none"> infer character traits. infer supporting details about characters. interpret pictures literally for actions of characters. infer the main idea. demonstrate understanding of a Jewish tradition. relate story content to biblical truth. interpret actions of characters. make inferences. recognize prefixes in words. identify the meaning of the prefixes <i>mis-</i>, <i>re-</i>, and <i>un-</i> in words. recognize abbreviations. match the abbreviations <i>doz.</i>, <i>gal.</i>, <i>qt.</i>, <i>pt.</i>, and <i>lb.</i> to the words they represent. compose an advertisement. <p>“Up in the Air” The Students Will:</p> <ul style="list-style-type: none"> recognize cause-and-effect relationships. identify problems and solutions. read for information. read words ending with the suffix <i>-ed</i>. determine when the suffix <i>-ed</i> is a separate syllable. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> sequence story events. identify the three parts of a story plot: beginning, middle, and end. identify the inciting moment of the plot. define homonym. use homonyms in context correctly. 	<p>60-90 min. per day/ 5 days per week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p>Evaluation Techniques and Materials: Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading3-1 for Christian Schools</i>, Second Edition <u>Teacher’s Edition</u> Pages 276-425 <u>Student Worktext</u> Pages 79-124 <u>Student Reader</u> Pages 201-316 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart BookLinks and supplemental novels: <i>The Case of the Dognapped Cat</i> <i>Jenny Wren</i> <i>These Are My People</i> Other materials as specified in the Teacher’s Edition</p>	<p>“New Year in a New Land” BATs: 2a Authority 2e Work 4a Sowing and reaping 5c Evangelism and missions 5e Friendliness</p> <p>“Up in the Air” BATs: 2d Goal setting 2e Work 5a Love 8d Courage</p> <p>Skill Station Day BATs: 2c Responsibility 6e Forgiveness</p>

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<p>Unit 3: DAYS TO REMEMBER (continued)</p> <p>Danger on the Mountain</p> <ul style="list-style-type: none"> • identify with a story character. • interpret setting. • infer cause-and-effect relationships. • relate story content to biblical truth (God keeps His promises.) • note actions of characters. • perceive time relationships. • recall facts and details. • demonstrate appreciation of the author’s use of imagery. • note the author’s use of foreshadowing. • draw conclusions. • observe character traits. • relate one story character to another. • sequence events from the story. • read words with the schwa ending <i>-ain</i> as /ɛn/ in <i>mountain</i>. • demonstrate understanding of how contractions are formed. • read contractions formed with <i>are, will, is, and not</i>. • read words with /II/ as in <i>obey, rein, and eight</i>. • read words with the schwa ending <i>-tion</i> and <i>-sion</i> as /shɛn/ in <i>nation</i> and <i>mission</i>. <p>“Professor Plumcott’s Problem” The Students Will:</p> <ul style="list-style-type: none"> • recognize the folktale genre. • identify a problem situation. • predict outcomes. • note actions of a character. • recall facts and details. • identify problems and solutions. • read possessives. • 				<p>“Danger on the Mountain” BAT: 2b Servanthood 5a Love 5b Giving 6b Prayer 8a Faith in God’s promises 8d Courage</p> <p>“Professor Plumcott’s Problem” BATs: 2f Enthusiasm 4c Honesty 5e Friendliness</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: DAYS TO REMEMBER (continued)</p> <p>“Professor Plumcott’s Problem” (continued)</p> <ul style="list-style-type: none"> recall cause-and-effect relationships. read words with ou as /O/ in <i>country</i> and o as /O/ in <i>Monday</i>. note the author’s use of alliteration. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> identify time and place of a story to discover its setting. recognize accented and unaccented syllables. apply the accent in words with prefixes and suffixes (The accent usually falls in the base word.) identify the accent mark. <p>“Raised From the Dead” The Students Will:</p> <ul style="list-style-type: none"> determine sequence of events. draw conclusions. observe character traits. recall facts and details. relate story content to biblical truth (God is powerful and His love is great.) recognize character traits. identify base words. recognize accented syllables in words with prefixes and suffixes. identify base words in compound words. apply the accent generalization (In compound words, the primary accent falls in the first base word.) participate in a choral reading. use tone of voice to convey emotion. use volume and pacing to communicate meaning. 				<p>“Raised From the Dead” BATs: 1a Understanding Jesus Christ 5a Love 6b Prayer 7c Praise 8a Faith in God’s promises 8b Faith in the power of the Word of God</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: DAYS TO REMEMBER (continued)</p> <p>“Space Walk” The Students Will:</p> <ul style="list-style-type: none"> • perceive time relationships • identify information explicitly stated. • relate story content to biblical truth (God’s creation is worthy of praise.) • read and write words with the /ûr/ as <i>ear</i> in <i>learn</i> and <i>our</i> in <i>journey</i>. • read and write words with the /ûr/ in words with the (w)or as in <i>world</i>, <i>work</i>, and <i>worm</i>. • read a schedule. • demonstrate knowledge of the meaning of <i>a.m.</i> and <i>p.m.</i> in relation to time. <p>“Thanksgiving Day” The Students Will:</p> <ul style="list-style-type: none"> • develop an awareness of a poet’s use of imagery. • interpret imagery. • demonstrate enjoyment of poetry. • read a calendar. • develop an awareness of imagery. • interpret imagery. 				<p>“Space Walk” BATs: 2b Teamwork 2c Faithfulness 2e Work 7c Praise I: God as Master</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: DAYS TO REMEMBER (continued)</p> <p>“The Trail West” The Students Will:</p> <ul style="list-style-type: none"> • observe character traits. • note elements of setting. • read orally with varied voice pitch and inflection to portray characters. • recall facts and details. • relate story content to biblical truth (Animals are God’s creation and should be treated with kindness.) • demonstrate understanding of the author’s message (A man's character is shown by his actions.) • identify with a story character. • read words with /r/ as in <i>fear, here, fierce, and deer.</i> • read a physical map. • use a map key. • translate information in narrative form to markings on a map. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • distinguish between fact and opinion. • sequence events on a time line. • get information from a time line. 				<p>“The Trail West” BATs: 2b Teamwork 2b Helpfulness 2c Work 2f Cheerfulness 7c Thankfulness I: God as Master</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: DAYS TO REMEMBER (continued)</p> <p>“A Ticket to the Circus” The Students Will:</p> <ul style="list-style-type: none"> • interpret setting. • relate facts and details to chapter titles. • identify attitudes of characters. • demonstrate understanding of the author’s message (Each person can do his best with whatever God has given him.) • identify the emotional response of a character. • note the author’s use of similes. • recall facts and details. • write a short story. • demonstrate understanding of the author’s message (Family members can work together toward common goals.) • recall the story plot. • note the author’s use of foreshadowing that made the outcome reasonable. • identify irrelevant information. • recall words with the <i>i</i> in the unstressed open syllable as /<i>ə</i>/ in <i>radio</i>. • red words with (<i>w</i>)<i>ar</i> as /<i>or</i>/ is <i>swarm</i>. • divide words into syllables between the base word and the suffix. • demonstrate the meanings of suffixes by using them to form words. • use the glossary to build vocabulary. 				<p>“A Ticket to the Circus” BATs: 2a Obedience 2b Teamwork 2d Goal setting 2e Work 2f Enthusiasm 3a Self-concept 4a Sowing and reaping 5a Kindness 5b Unselfishness</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: DAYS TO REMEMBER (continued)</p> <p>“The Beast of the Desert” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (Disappointment sometimes follows even well-laid plans.) • note the author’s use of imagery. • define new vocabulary through context. • note the author’s use of the element of surprise. • recall facts and details. • demonstrate understanding of the author’s message (Sometime it is necessary to try repeatedly before succeeding.) • relate story content to unit theme. • infer character traits. • note the author’s use of sarcasm. • locate words and definitions in a glossary. • develop vocabulary related to desert geography. • divide into syllables words that end with a <i>consonant +le (Bi·ble)</i>. • divide into syllables words that end with <i>ck + le (pick·le)</i>. 				<p>“The Beast of the Desert” BATs: 2d Determination 2d Perseverance 2f Enthusiasm 3a Self-concept 5e Friendliness</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: DAYS TO REMEMBER (continued)</p> <p>“Mission over Mexico” The Students Will:</p> <ul style="list-style-type: none"> • note the author’s use of similes. • note the author’s use of details to create setting. • infer supporting details about characters. • locate the main idea in a paragraph. • note the author’s use of suspense. • relate story content to biblical truth (Prayer has power.) • infer supporting details about characters. • note the author’s use of similes to create imagery. • identify imagery. • relate facts and details to titles. • relate story content to biblical truth (God is in control of human affairs.) • identify true and false statements. • read words with <i>ph</i> as /f/ in <i>phone</i> and <i>gh</i> as /f/ in <i>laugh</i>. • match words and definitions to increase vocabulary. • use a compass rose to read a map. 				<p>“Mission over Mexico” BATs: 1b Repentance and faith 3b Mind 3c Emotional control 5a Kindness 5b Giving 6b Prayer 7b Exaltation of Christ 7c Praise 8a Faith in God’s promises 8b Faith in the power of the Word of God</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: TREASURES</p> <p>“The Best Kind of Love” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (Love cannot be bought.) • interpret Spanish words. • demonstrate understanding of similes. • think critically about character feelings and actions. • note the author’s use of adjectives to paint word pictures. • evaluate the emotional responses of a character. • demonstrate understanding of the author’s message (It is important to obey those in authority; love and its actions are not based on the actions of another.) • match characters with plot action. • use letter-sound association: /sh/ as <i>ci</i> in <i>precious</i> and as <i>ti</i> in <i>nation</i>. • note the author’s use of similes. • identify silent consonants in words. • develop an awareness of imagery. • select verbs that clarify meaning. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • identify problems and solutions in a story. • find a solution to a given problem. • locate the glossary in a book. • identify parts of a glossary. 	<p>60-90 min. per day/ 5 days per week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p>Evaluation Techniques and Materials: Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 3-2 for Christian Schools</i>, Second Edition <u>Teacher’s Edition</u> Pages 2-141 <u>Student Worktext</u> Pages 125-164 <u>Student Reader</u> Pages 2-102 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart Other materials as specified in the Teacher’s Edition</p>	<p>“The Best Kind of Love” BATs: 2a Authority 2b Servanthood 2e Work 2f Enthusiasm 6b Prayer 7c Praise 8a Faith in God’s promises</p> <p>Skill Station Day BATs: 2d Perseverance 8d Courage</p>
<p>Unit 4: TREASURES (continued)</p>				<p>“God Provides”</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>“God Provides” The Students Will:</p> <ul style="list-style-type: none"> • relate story content to biblical principles (God keeps His promises.) • infer character traits. • identify the main idea of a paragraph. • think critically. • use guide words on a glossary or dictionary page. • note the use of similes. <p>“A Jar of Oil” The Students Will:</p> <ul style="list-style-type: none"> • read for information. • develop opinions. • determine the main idea of a paragraph. • locate the sentence that states the main idea of a paragraph. • locate words in a glossary. • determine the meaning of words in sentences by using glossary entries. • define new vocabulary through context analysis. <p>Unit 4: TREASURES (continued)</p>				<p>BATs: 2a Authority 2e Work 5a Love</p> <ul style="list-style-type: none"> • 5b Giving • 8a Faith in God’s promises • H: God as Father • I: God as Master <p>“A Jar of Oil” BATs: 7d Contentment</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: TREASURES (continued)</p> <p>“Two Crooks and Two Heroes” The Students Will:</p> <ul style="list-style-type: none"> • relate story content to biblical truth (Dishonesty and stealing are sins.) • draw conclusions. • infer supporting detail. • find relationships between pairs of words.relate lesson content to biblical truth (Stealing is a sin and sin has consequences.) • predict outcomes. • match characters with dialogue. • sequence events. • identify characters. • read words with <i>ea</i> as in <i>bread</i> and <i>meat</i>, <i>ow</i> as in <i>show</i> and <i>now</i>. • recognize the advantage of a bar graph for conveying detailed information. • make comparisons based on a bar graph. • recognize the author’s sense of humor. • read orally to interpret a character’s motives and moods. • use a glossary and dictionary as tools for verifying spelling. • recognize a glossary to increase vocabulary. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • recognize the characteristics of the genre of biography. • use a biographical dictionary entry to find out important details about a person. 				<p>“Two Crooks and Two Heroes” BATs: 4a Sowing and reaping 6d Clear conscience</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: TREASURES (continued)</p> <p>“Andre” The Students Will:</p> <ul style="list-style-type: none"> • identify the message in a poem (One’s parents are God’s best choice for him.) • relate poetry to personal experience. • note the use of rhyme in poetry. • see how rhyme scheme supports meaning. • use figures of speech to create imagery. • compare the concise thoughts expressed in a poem with the expanded thoughts used in prose. • communicate ideas in writing. <p>“Beautiful Feet” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate the ability to form opinions. • identify emotional response of a character. • discriminate between fact and opinion. • identify with a story character. • infer character traits. • demonstrate understanding of the author’s message (God can use each of us to further the gospel.) • identify time relationships. • interpret a map key that represents natural regions. • identify the common meaning of the suffix –able. • read words with the suffix –able added to a variety of spelling patterns. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • read a newspaper article. • identify the information in the first paragraph of a newspaper article. • paraphrasing using elaboration. 				<p>“Beautiful Feet” BATs: 1a Understanding Jesus Christ 1b Repentance and faith 3a Self-concept 5a Love 5c Evangelism and missions</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: TREASURES (continued)</p> <p>“A Snake in the House” The Students Will:</p> <ul style="list-style-type: none"> • relate story content about family relationships to personal experience. • note actions of characters. • demonstrate understanding of the author’s message (Certain responsibilities accompany owning a pet.) • determine emotional responses of characters. • evaluate emotional responses of characters. • recognize change in character attitude. • relate story content to personal experience. • recall facts and details. • recognize emotional responses of characters. • recall cause-and-effect relationships. • develop opinions. • use descriptive words. • use descriptive words to draw a picture. • identify different spelling of the long <i>a</i> sound as <i>a_e</i> in <i>snake</i>, <i>ai</i> in <i>rain</i>, <i>a</i> in <i>ca·ble</i>, <i>ey</i> in <i>they</i>, <i>igh</i> in <i>weigh</i>, and <i>ei</i> in <i>veil</i>. • name and use the diacritical mark for long vowels (macron). <p>“Just Plain Snaky”</p> <ul style="list-style-type: none"> • The Students Will: • identify false statements. • identify supporting information. • read the specific information. • identify irrelevant information. • rephrase a subheading as a question. • read to answer the question formed from the subheading. • recite the answer to the question formed from the subheading. 				<p>“A Snake in the House” BAT: 2c Faithfulness</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: TREASURES (continued)</p> <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • recognize alphabetical and numerical organization of an encyclopedia. • determine key words and volume numbers to look up a topic in an encyclopedia. • identify key elements of an encyclopedia page. • predict possible cross-references. • recognize cross-references as sources of additional information. <p>“The Legend of William Tell” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (Freedom is a valuable thing; a man’s actions show his character.) • recognize the motives of characters. • think critically about character actions. • note the author’s use of adjectives . • recognize legends as part of the genre folk literature. <p>“Something Special and Shiny” The Students Will:</p> <ul style="list-style-type: none"> • determine sequence of events. • identify with a story character. • note character actions. • recognize the emotional responses of characters. • match characters with dialogue. • use context cues to determine word meaning. • develop awareness of imagery that uses the senses to communicate meaning. • read words with <i>age</i> as /Mj/ in <i>leakage</i>. • develop awareness of the author’s use of imagery. 				<p>“The Legend of William Tell” BATs: 5e Friendliness 8d Courage</p> <p>“Something Special and Shiny” BATs: 5a Kindness 5b Unselfishness</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5: A NEW LAND</p> <p>“The Diary of George Shannon” The Students Will:</p> <ul style="list-style-type: none"> develop understanding of the author’s message (America has a noble heritage.) perceive time relationships. draw conclusions. demonstrate understanding of the author’s message (Teamwork is valuable.) infer supporting details about characters. order a sequence of events. define new vocabulary through context. use prefix <i>im-</i>, <i>in-</i> to determine the meaning of a word. use letters on the spines of encyclopedia volumes to locate information. locate information using a key word. recognize the use of fiction to illuminate historical fact. <p>“Friends of the Prairie” The Students Will:</p> <ul style="list-style-type: none"> read for information. relate story content to biblical truth (God’s creation is amazing.) identify cause-and-effect relationships. apply letter-sound association: /ô/, /oi/, /ou/. develop awareness of the author’s use of imagery. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> evaluate the motives of characters. identify the encyclopedia index as a resource book. use an encyclopedia index to locate additional information. 	<p>60-90 min. per day/ 5 days per week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p>Evaluation Techniques and Materials: Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 3-2 for Christian Schools</i>, Second Edition <u>Teacher’s Edition</u> Pages 142-275 <u>Student Worktext</u> Pages 165-329 <u>Student Reader</u> Pages 104-204 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart Other materials as specified in the Teacher’s Edition</p>	<p>“The Diary of George Shannon” BATs: 2d Determination 2d Perseverance 5e Friendliness 8a Faith in God’s promises 8d Courage H: God as Father I: God as Master</p> <p>“Friends of the Prairie” BATs: I: God as Master</p> <p>Skill Station Day BATs: 1a Understanding Jesus Christ 4a Sowing and reaping I: God as Master</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5: A NEW LAND (continued)</p> <p>“Toys From Nature” The Students Will:</p> <ul style="list-style-type: none"> • read for information. • relate lesson content to personal experience. • demonstrate understanding of the author’s message (God’s creation offer opportunities for play.) • classify information. • read words with the schwa syllable /cher/ as <i>ture</i> in <i>nature</i>. • match compound words and their definitions. match synonyms. <p>“The Secret Pony” The Students Will:</p> <ul style="list-style-type: none"> • infer the motives of characters. • demonstrate understanding of the author’s message (Names have meaning.) • predict outcomes. • relate story content to biblical truth (We should be honest in all situations.) • infer the motives of characters. • relate facts and details to a chapter title. • draw conclusions. • use letter-sound association: /N/ as <i>o</i> in a closed syllable (<i>hot</i>) and as <i>a</i> after <i>w</i> (<i>watch</i>). • name and use the diacritical mark for short vowels (<i>breve</i>). • match words and definitions. • identify comparisons and contrasts. 				<p>“Toys From Nature” BATs: 7d Contentment</p> <p>“The Secret Pony” BATs: 2a Obedience 2b Helpfulness 2c Faithfulness 2c Responsibility 2e Work 2f Enthusiasm 4c Honesty 4d Victory 6d Clear conscience 7d Contentment</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5: A NEW LAND (continued)</p> <p>“News About Ads” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the nature and purpose of ads. • compare old and new newspapers. • recall facts and details. • read a classified ad to gain specific information. • identify advertising strategies. <p>“Phillis Wheatley: Slave Girl of Old Boston” The Students Will:</p> <ul style="list-style-type: none"> • develop a sense of history. • infer character traits. • identify time and place relationships. • recall facts and details. • think critically about character feelings and actions. • predict character dialogue. • choose appropriate rhyming words. • use letter-sound association: /ə/ as <i>i</i> in <i>ski</i> and as <i>y</i> in <i>merry</i>. • find relationships between pairs of words (analogies). • recognize that the experiences of a poet affect the message of his poetry. 				<p>“Phillis Wheatley: Slave Girl of Old Boston” BATs: 5a Love 5c Evangelism and missions</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5: A NEW LAND (continued)</p> <p>“A Dark Night” The Students Will:</p> <ul style="list-style-type: none"> • relate story content to history. • recognize the setting of a story. • recognize the use of fiction to illuminate historical fact. • develop an awareness of mood. • recall facts and details. • make inferences. • identify with a story character. • develop a sense of history. • match characters and actions. • match characters and dialogue. • determine the main idea of a paragraph. • expand vocabulary. • label a diagram. • match words and definitions. • choose vocabulary to create imagery. • read orally to interpret characters’ attitudes and emotions • note author’s use of verbs to clarify meaning. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • relate topic sentence to main idea. • relate main idea and supporting details to outline format. • predict the main idea from a title in a table of contents. 				<p>“A Dark Night” BAT: 8a Faith in God’s promises</p> <p>Skill Station Day BATs: 2e Initiative 2e Industriousness</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5: A NEW LAND (continued)</p> <p>“Lullaby” The Students Will:</p> <ul style="list-style-type: none"> • recognize mood and emotion in poetry. • identify sounds that support meaning. • recognize synonyms. • participate in a choral reading. • interpret the poem orally. • recognize the atmosphere a poem creates. • develop awareness of the author’s use of imagery. <p>“Captured!” The Students Will:</p> <ul style="list-style-type: none"> • develop a sense of history. • recognize changing characters in the course of action. • draw conclusions. • infer setting from text. • demonstrate understanding of the author’s message (Initiative is a noble character trait.) • relate chapter titles to story facts and details. • predict outcomes. • identify emotional responses of characters. • discern cause-and-effect relationships. • relate chapter title to story content. • recognize change in character attitude. • identify with a story character. • demonstrate understanding of the author’s message (Obedience to those in authority is important.) • predict outcomes. • recall story action. • use letter-sound association: /M/ as <i>i</i> in <i>hit</i> and as <i>y</i> in <i>hymn</i>. • recognize word meaning from context. 				<p>“Captured!” BATs: 2a Obedience 2b Promptness 2c Responsibility 2e Initiative 4c Honesty 5a Love 7d Contentment 8d Courage H: God as Father. I: God as Master.</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5: A NEW LAND (continued)</p> <p>“Captured!” (continued)</p> <ul style="list-style-type: none"> • recognize the author’s techniques in revealing characters through their conversations and actions. • locate places on a map. • recognize word meaning from context. • read a pictograph. • use context cues to infer word meaning. • apply syllable rule 3 (Words ending with a <i>consonant +le</i> are divided into syllables before the consonant.) (exception: words ending with <i>ckle</i> divide after the <i>ck</i>). • discern rhyming words. • write a news article. • read orally to communicate characters’ motives and emotions. <p>“Sooner or Later” The Students Will:</p> <ul style="list-style-type: none"> • interpret the mood of a story through character responses and setting. • demonstrate understanding of the author’s message (Names have meaning.) • infer character traits. • relate story content to personal experience. • recall facts and details. • relate story content to biblical truth (God is our help in trouble.) • think critically about character feelings and actions. • draw inferences. • find relationships between pairs of words (analogies). 				<p>“Sooner or Later” BATs: 2a Obedience 6b Prayer 8a Faith in God’s promises</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5: A NEW LAND (continued)</p> <p>“Sooner or Later” (continued)</p> <ul style="list-style-type: none"> demonstrate mastery of the four syllable rules by dividing words into syllables and identifying the rules used. read words with the schwa syllable /chɛr/ as <i>ture</i> in <i>nature</i>. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> discriminate irrelevant information for the purpose of writing. use comparative and superlative forms correctly. 				

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6: CREATURES GREAT AND SMALL</p> <p>“Mice of the Westing Wind” The Students Will:</p> <ul style="list-style-type: none"> • make inferences. • interpret setting. • recall facts and details. • predict outcomes. • recognize the value of teamwork. • note actions of characters. • think creatively. • identify problems and solutions. • evaluate emotional responses of characters. • draw conclusions. • apply soft <i>c</i> and <i>g</i> generalization to multisyllable words: <i>c</i> as /s/ and <i>g</i> as /j/ when followed by <i>e</i>, <i>i</i>, or <i>y</i>. • identify fanciful elements in story content. • label a diagram. • write a paragraph explaining predicted outcomes. 	<p>60-90 min. per day/ 5 days per week</p>	<p>Read and discuss materials in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice. Meet in reading groups.</p> <p>Evaluation Techniques and Materials: Informal Checklist of Reading Behaviors Individual Anecdotal Record Class Participation Reading Worktext Activities Written Comprehension Record Oral Reading Rubric Reading Comprehension Activities Rubric for Comprehension from Silent Reading</p>	<p><i>Reading 3-2 for Christian Schools</i>, Second Edition <u>Teacher’s Edition</u> Pages 276-427 <u>Student Worktext</u> Pages 207-248 <u>Student Reader</u> Pages 205-317 <i>Favorite Poems Old and New</i> Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart Other materials as specified in the Teacher’s Edition</p>	<p>“Mice of the Westing Wind” BATs: 2d Servanthood 2e Work 2f Enthusiasm 5a Love 5a Kindness 5b Giving</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6: CREATURES GREAT AND SMALL (continued)</p> <p>“Chickadee Winter” The Students Will:</p> <ul style="list-style-type: none"> • note elements of setting. • compare dialogue to evaluate character attitude. • note the use of figurative language to create imagery. • identify attitudes of characters. • infer supporting details about characters. • recognize change in character attitude. • note actions of characters. • infer supporting details about characters. • infer information from dialogue. • recall facts and details. • use textual clues to scan for specific details. • recognize first-person point of view. • develop an awareness of imagery. • note similes in prose. • note personification in realistic prose. 				<p>“Chickadee Winter” BATs: 2b Teamwork 2e Work 5a Kindness 5a Love 6c Spirit-filled 7c Thankfulness to God 7d Contentment</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6: CREATURES GREAT AND SMALL (continued)</p> <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • make inferences. • recognize the elements of setting (<i>where</i> and <i>when</i>.) • recognize how the author reveals the setting of the story. • use a Bible concordance. • recognize key words in a Bible verse. <p>“Den of Lions” The Students Will:</p> <ul style="list-style-type: none"> • infer the motives of characters. • demonstrate understanding of the author’s message (Scripture carries authority; a man’s character is revealed by his actions.) • relate lesson content to personal experience. • locate verses in the Bible. <p>“A Lamb’s Tale” The Students Will:</p> <ul style="list-style-type: none"> • interpret Spanish words. • recognize the emotional responses of characters. • note character actions. • relate lesson content to personal experience. • relate lesson content to biblical truth (God’s will is always best.) • relate one story to another. • recall facts and details. • read a political and physical map of a continent. • read a compass rose. • write a description. • identify the author’s use of foreshadowing to make the outcome believable. 				<p>“Den of Lions” BATs: 2a Obedience 2c Faithfulness 4c Honesty 5a Love 6b Prayer 7d Contentment 8a Faith in God’s promises H: God as Father.</p> <p>“A Lamb’s Tale” BATs: 2b Helpfulness 2c Responsibility 2e Work 5b Sharing 6b Prayer 7c Thankfulness H: God as Master.</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6: CREATURES GREAT AND SMALL (continued)</p> <p>“Sunning” The Students Will:</p> <ul style="list-style-type: none"> • interpret poetry. • identify descriptions. • draw conclusions about the meaning of the poem. • recognize and identify onomatopoeia. • choose descriptive words. • note the author’s attention to word choice. <p>“A Curtain of Spun Silver” The Students Will:</p> <ul style="list-style-type: none"> • develop a sense of history. • demonstrate understanding of the author’s message (God’s hand of protection is always present.) • think critically and appreciatively about character feelings and actions. • infer cause-and-effect relationships. • note the author’s use of adverbs to clarify the action. <p>“The Web Weavers” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (God’s creation is perfect.) • recall sequence of events. • interpret pictures literally for sequence of events. • demonstrate understanding of written information by labeling a diagram. • discriminate between fiction and nonfiction. 				<p>“A Curtain of Spun Silver” BATs: 2a Obedience 2c Faithfulness 5a Love 6a Reverence for the Bible 6b Prayer 6c Spirit-filled 7c Thankfulness to God H: God as Father. I: God as Master.</p> <p>“The Web Weavers” BAT : I: God as Master.</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6: CREATURES GREAT AND SMALL (continued)</p> <p>“Under the Tent of the Sky” The Students Will:</p> <ul style="list-style-type: none"> • interpret examples of imagery. • interpret personification. • identify examples of imagery in poetry. • apply the accent generalization (In words with affixes, the accent falls on the base word.) (<i>re·ward·ed</i>). <p>“What About Dolphins?” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (God’s creation is amazing and interesting.) • draw conclusions. • read for information. • distinguish between fact and opinion. choose verbs that describe actions. <p>Skill Station Day The Students Will:</p> <ul style="list-style-type: none"> • recognize the author’s use of the character’s speech to reveal his traits. • recognize accented and unaccented syllables. • name the accent mark. • apply the accent generalization (In a two-syllable word, the accent usually falls on the first syllable.) • apply the accent generalization (In words ending with <i>-tion</i>, the accent falls on the syllable before the <i>-tion</i>.) 				<p>“What About Dolphins?” BAT : 2c Responsibility 7b Exaltation of Christ I: God as Master</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6: CREATURES GREAT AND SMALL (continued)</p> <p>“Fremont’s Frog Farm” The Students Will:</p> <ul style="list-style-type: none"> • note actions of characters. • infer character traits. • identify problems and solutions. • draw inferences. • match related ideas. • interpret an idiomatic expression. • relate lesson content to personal experience. • infer supporting details about characters. • make inferences. • recognize emotional responses of characters. • predict outcomes. • identify true and false statements. • recall facts and details. • apply the accent generalization (In compound words, the primary accent falls on the first syllable.) • interpret information in a circle graph. • compare information on a graph to information in a paragraph. • scan to find information quickly. • read a menu. <p>“The Greedy Dog” The Students Will:</p> <ul style="list-style-type: none"> • identify the moral of a story. • infer the motives of a character. • recognize the elements of a fable. • identify base words. • apply the accent generalization (In words with prefixes and suffixes, the accent usually falls in the base word.) 				<p>“Fremont’s Frog Farm” BAT : 2d Determination 2e Work 2f Enthusiasm 3c Emotional control 5 a Courtesy</p> <p>“The Greedy Dog” BAT : 7d Contentment</p>

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6: CREATURES GREAT AND SMALL (continued)</p> <p>“Forgiven” The Students Will:</p> <ul style="list-style-type: none"> • solve problems. • relate poetry to personal experience. • recognize how rhyme and rhythm contribute to humor in poetry. • identify the poet’s influence on the regional flavor of the poem. • determine the meaning of words through context clues. <p>Skill Station Days The Students Will:</p> <ul style="list-style-type: none"> • recognize the author’s use of character actions in character development. • read a bar graph and a circle graph to make simple comparisons. • read a line graph to compare two sets of related data. <p>“A Gift for Uncle Tom” The Students Will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (Giving brings true happiness.) • note character actions. • note elements of setting. • identify cause-and-effect relationships. • draw conclusions. • infer motives of characters. • recognize humor. • interpret figurative language. • match antonyms. • divide two syllable words into syllables. 				<p>Skill Station Days BAT : 1c Separation from the world 3c Self-control</p> <p>“A Gift for Uncle Tom” BAT : 2b Helpfulness 2e Work 4c Honest</p>