

BJU Press
Course Outline—Fourth-Grade
Reading, 2nd Edition

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 1: Exploits</p> <p>Watching Wallace The students will:</p> <ul style="list-style-type: none"> • evaluate character responses • identify problems and solutions • relate lesson content to personal experience • generalize about characters from actions • draw inferences from picture and text • interpretation • recognize character growth and change • relate story content to biblical truth (We can overcome fear when we trust in God.) • sequence story events • focus on the author’s use of descriptive verbs • note the author’s use of flashback • infer differences between characters • recognize character development through actions and speech <p>Over the Top The students will:</p> <ul style="list-style-type: none"> • recognize free verse • identify figurative language • identify onomatopoeia • note author’s choice of words • classify onomatopoetic words • complete a free verse poem using onomatopoeia <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • recognize that the setting of the story tells where and when the story takes place • recognize that the setting can affect the actions of the characters 	<p>5 days per week/ 60–90 min. per day</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 4</i> 2nd Edition <u>Teacher’s Edition</u> Pages 3–105</p> <p><u>Student Worktext</u> Pages 1–221</p> <p><u>Student Reader</u> Pages 2–72</p> <p>Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart</p> <p>BookLinks and supplemental novels: <i>Sheriff at Waterstop</i> <i>Medallion</i> <i>Mountain Born</i> Other materials as specified in the Teacher’s Edition</p>	<p>BAT: Bible Action Truths BP: Bible Promises</p> <p>Watching Wallace BAT: 2a Obedience 2c Responsibility 4c Honesty 4d Victory 5a Love 5a Thankfulness 6b Prayer 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 1: Exploits (continued) River's Rising The students will:</p> <ul style="list-style-type: none"> • develop an awareness of mood • evaluate character responses • identify problems and solutions • predict outcomes • identify imagery • infer size relationships • follow directions • note how character actions reveal character traits • evaluate emotional responses of characters • relate story content to biblical truth (A Christian should trust the Lord and ask Him for help during times of trouble.) • determine cause-and-effect relationships • use context cues to determine word meaning • relate biblical truth to personal experience • locate verses in the Bible relating to God's promises <p>Skill Lesson: Map Reading The students will:</p> <ul style="list-style-type: none"> • identify main ideas • distinguish between relevant and irrelevant information • identify information explicitly stated • read for specific information • read a map scale • determine distance using a map scale • draws a map that includes physical features, a map key, and a map scale 				<p>River's Rising BAT: 2a Obedience 2b Servanthood 2b Helpfulness 2b Teamwork 2e Work 2e Diligence 2e Thoroughness 3c Emotional control 5a Love 6b Prayer 7c Praise 7d Contentment 8a Faith in God's promises</p>

Fourth Grade: Reading, 2nd Edition

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 1: Exploits (continued)</p> <ul style="list-style-type: none"> determine meaning from context match words and definitions determine conflicts and their solutions write a solution to a conflict <p>Lama Glama The students will:</p> <ul style="list-style-type: none"> identify information not explicitly stated read for specific information recall likenesses and differences draw conclusions write and use captions to clarify content read and organize facts and details <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> identify relevant and irrelevant information: word, topics, and sentences <p>Yukon Trail The students will:</p> <ul style="list-style-type: none"> discern characters' motives identify characters' attitudes identify place relationships interpret a foreign setting infer ideas not explicitly stated recall facts and details predict outcomes recognize character growth and change draw conclusions evaluate character motives and attitudes identify cause-and-effect relationships infer cause-and-effect relationships infer unstated supporting details develop vocabulary related to the Yukon 				<p>Lama Glama BAT: 3c Self-control 4c Honesty 5a Kindness</p> <p>Yukon Trail BAT: 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 1: Exploits (continued) Pecos Bill Gets a Wife The students will:</p> <ul style="list-style-type: none"> • identify exaggerations in a tall tale • identify fanciful elements in a tall tale • interpret an idiomatic expression • recognize the humor and fun in a tall tale • identify the conflict in a story plot • match story characters and dialogue • predict dialogue • match words and meaning • develop vocabulary related to cowboy life <p>Literature Lesson: Tall Tales The students will:</p> <ul style="list-style-type: none"> • develop a sense of literary heritage • use comparisons to describe an object • recognize and identify character traits and motives • identify the elements of a tall tale • develop an awareness of the author’s use of imagery <p>Project Submarine The students will:</p> <ul style="list-style-type: none"> • recognize the motives of characters • recognize the character trait of courage • predict outcomes • sequence story events • identify plot structure • recognize the author’s techniques in revealing characters through their actions and dialogue <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • divide words into syllables between the consonants in the VC/CV pattern • identify consonant digraphs • recognize that consonant digraphs are treated as one consonant in the VC/CV pattern 				<p>Literature Lesson: Tall Tales BAT: 4c Honesty</p> <p>Project Submarine BAT: 2e Initiative 8d Courage</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 2: Encounters Kit Carson and the Grizzly Bears The students will:</p> <ul style="list-style-type: none"> • identify problems and solutions • note how character actions reveal character traits • infer unstated supporting details • follow directions • note the author’s use of descriptive words • define vocabulary using context cues <p>There Was an Old Man from Pompeii/There Was a Young Miner in Yuma The students will:</p> <ul style="list-style-type: none"> • recognize limerick form • identify rhyming words • recognize the poet’s use of humor • complete a limerick <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • define the term <i>moral</i> • determine the moral of a story <p>Roger’s Choice The students will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (It is never right to be dishonest.) • identify problems and solutions • recognize the changing of a character in the course of action • infer character motives • evaluate character responses • infer unstated supporting details • read orally with varied voice inflection to portray emotion 	<p>5 days per week/ 60–90 min. per day</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 4</i> 2nd Edition <u>Teacher’s Edition</u> Pages 106–225 <u>Student Worktext</u> Pages 29–235 <u>Student Reader</u> Pages 73–152</p> <p>Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart</p> <p>BookLinks and supplemental novels: <i>Sheriff at Waterstop</i> <i>Medallion</i> <i>Mountain Born</i> Other materials as specified in the Teacher’s Edition</p>	<p>Kit Carson and the Grizzly Bears BAT: 2c Faithfulness 2e Initiative 3b Mind 3c Emotional control 4c Honesty 8d Courage</p> <p>Roger’s Choice BAT: 2e Work 4c Honesty 4d Victory 5b Giving 5e Friendliness 6c Spirit-filled 6d Clear conscience 6e Forgiveness 8d Courage</p>

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Unit 2: Encounters (continued)

Skill Station Day

The students will:

- divide compound words into syllables between the base words
- identify primary and secondary accents in compound words
- place the primary accent mark on or within the first base word of a compound word
- place the secondary accent mark on or within the second base word of a compound word

On the Road to Damascus

The students will:

- 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

Skill Station Day

The students will:

- recognize the dictionary as a valuable source of information
- identify a biographical dictionary
- identify a geographical dictionary
- identify a Bible dictionary
- note some special features of a dictionary

The Darkest Time

The students will:

- appreciate the relevance of a story title
- develop a sense of history
- infer the author's purpose
- read for information
- identify facts and opinions
- divide compound words into syllables
- identify the accented syllable of compound words

On the Road to Damascus

BAT:

1a Understanding Jesus Christ

1b Repentance and faith

2a Obedience

5c Evangelism and missions

6c Spirit-filled

7a Grace

8a Faith in God's promises

8d Courage

BP:

A: Liberty from Sin

B: Guiltless by the Blood

D: Identified in Christ

H: God as Father

The Darkest Time

BP:

I: God as Master

Abraham Lincoln Was My Friend

BAT:

2d Dedication

2d Determination

3c Emotional control

5a Love

5b Unselfishness

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
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Unit 2: Encounters (continued)

Abraham Lincoln Was My Friend

The students will:

- determine emotional responses of characters
- infer character traits from dialogue
- interpret meanings of idioms
- recognize the use of fiction to illuminate historical fact
- interpret words in a nonliteral way
- interpret dialect
- infer facts and details
- demonstrate an understanding of the author’s use of colloquial language
- match words and meanings

Skill Station Day

The students will:

- recognize the glossary as a valuable source of information
- recognize the parts of a glossary
- identify a pronunciation key
- use a pronunciation key

Johnny and His Mule

The students will:

- note elements of setting
- evaluate character responses
- predict outcomes
- draw inferences from picture interpretation and text
- recognize facts and details
- infer unstated supporting details
- identify problems and solutions
- determine sequence of events
- interpret actions of characters
- recognize dialect as part of the setting
- identify facts and details
- suggest solutions to problem situations
- evaluate emotional responses of characters

Abraham Lincoln Was My Friend (continued)

5c Evangelism and missions
5e Friendliness

Johnny and His Mule

BAT:

2b Helpfulness
2b Promptness
2b Teamwork
2c Faithfulness
2d Perseverance
3c Emotional control
5a Love
5a Kindness
7d Contentment

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 2: Encounters (continued) Johnny and His Mule (continued)</p> <ul style="list-style-type: none"> • develop an awareness of imagery • develop an awareness of mood • identify cause-and-effect relationships • recall facts and details <p>Literature Lesson: American Folksongs The students will:</p> <ul style="list-style-type: none"> • recognize folksongs as part of American literature heritage • associate folksongs with cultural and regional groups • interpret the song “Were You There?” • identify facts and details • relate types of folksongs to specific groups of people <p>Word of Honor The students will:</p> <ul style="list-style-type: none"> • interpret the significance of the story title • interpret the motives of characters • compare a character’s actions with his personal convictions • evaluate character responses and choices • note how character actions reveal character traits • recognize character growth and change • relate story content to personal experience • evaluate a character’s response • identify with a character • relate story content to biblical truth (It is always important to tell the truth.) • recall facts and details • recognize character traits • locate Bible verses • apply biblical principles • 				<p>Literature Lesson: American Folksongs BAT: 1a Understanding Jesus Christ 1b Repentance and faith 2f Cheerfulness 7c Thankfulness to God</p> <p>Word of Honor BAT: 2a Obedience 2c Responsibility 2d Perseverance 2e Diligence 2e Initiative 4c Honesty 6a Bible study 6b Prayer 6c Clear conscience 6e Forgiveness 8a Faith in God’s promises 8b Faith in the power of the Word of God</p> <p>BP: C: Basis for Prayer</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 2: Encounters (continued) Skill Station Day The students will:</p> <ul style="list-style-type: none"> • divide into syllable words ending with a consonant +<i>le</i> • divide words with <i>ck + le</i> into syllables after the <i>ck</i> • divide words with the VC/CV pattern into syllables • divide compound words into syllables between the two base words <p>Hamlet, Augusta Jones, and Me The students will:</p> <ul style="list-style-type: none"> ▪ evaluate emotional responses of characters ▪ recognize first-person point of view ▪ discern motives of a character ▪ identify conflicting points of view ▪ predict outcomes ▪ develop an awareness of a change in character ▪ discern the motives of characters ▪ recognize character traits of leadership and responsibility ▪ identify character traits ▪ make inferences ▪ apply punctuation ▪ evaluate the emotional responses of characters ▪ recognize character growth and change ▪ relate story content to personal experience ▪ interpret a cliché ▪ recall facts and details ▪ infer unstated supporting details ▪ use the glossary to build vocabulary ▪ notice the author’s use of foreshadowing ▪ write and illustrate a description of a play <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> ▪ determine whether statements are fact or opinion 				<p>Hamlet, Augusta Jones, and Me BAT: 2a Authority 2b Teamwork 2c Responsibility 2d Goal setting 3a Self-control 3c Flexibility 3c Self-control 5a Kindness 5a Thoughtfulness 5e Friendliness 6c Patience 7d Contentment</p>

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<p>Unit 2: Encounters (continued) William Shakespeare, Playwright The students will:</p> <ul style="list-style-type: none"> ▪ perceive time relationships ▪ infer unstated facts and details ▪ recall story details ▪ find the main idea of a paragraph ▪ recognize the main idea of a paragraph ▪ locate supporting details of a paragraph ▪ supply supporting details in an outline <p>Skill Lesson: Diagrams The students will:</p> <ul style="list-style-type: none"> • recognize a diagram • note the purpose for diagrams • read for information • read a diagram for information <p>Janwahr’s Bridge The students will:</p> <ul style="list-style-type: none"> • infer attitude from the actions of the characters • demonstrate enjoyment of fantasy • distinguish between realistic fiction and fanciful fiction • identify fanciful elements in a story • differentiate between realistic fiction and fanciful fiction • identify actions and traits of the characters in the story • identify conflicting points of view • recall facts and details • recognize character growth and change • recognize the author’s use of imagery • understand similes • match words and definitions • identify characteristics of a fantasy • match words and definitions 				<p>Janwahr’s Bridge BAT: 2a Authority 2b Teamwork 2b Servanthood 4c Fairness 5a Love 5a Compassion 5a Thankfulness 5b Unselfishness 8d Courage</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 2: Encounters (continued) Skill Station Day The students will:</p> <ul style="list-style-type: none"> • divide words with affixes into syllables between the base words • recognize that the suffix <i>-ed</i> is in a separate syllable after base words that end with /d/ and /t/ • recognize that the suffix <i>-es</i> is a separate syllable after base words that end with <i>ch, sh, s, x,</i> or <i>z</i> • place the primary accent mark on or within the base word of a word with an affix • place the primary accent on the first syllable of a two-syllable word or on the second syllable when that syllable contains two vowels 				

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<p>Unit 3: Quests</p> <p>Pony Penning Day The students will:</p> <ul style="list-style-type: none"> relate story content to biblical truth (Obey those in authority.) determine the origin of the chapter title recognize the character trait of courage read orally to convey the character’s emotions identify cause-and-effect relationships infer unstated supporting details identify facts and details follow directions recognize the author’s use of imagery to create setting recognize the author’s use of suspense to maintain the interest of the reader read a map use a map scale note the author’s use of imagery to convey emotion divide words with the VC/CV pattern into syllable divide words ending with a consonant +le into syllables discern meaning from context read orally to convey emotion note the author’s use of similes read a schedule <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> recognize charts as a format for comparing information efficiently read and interpret information on a chart <p>Cherry Time The students will:</p> <ul style="list-style-type: none"> interpret the concise language of haiku recognize the author’s use of imagery recognize the author’s use of alliteration 	<p>5 days per week/ 60–90 min. per day</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 4</i> 2nd Edition <u>Teacher’s Edition</u> Pages 226–329 <u>Student Worktext</u> Pages 65–247 <u>Student Reader</u> Pages 153–226</p> <p>Teaching Transparencies Service Word Cards Sentence Strips Pocket Chart</p> <p>BookLinks and supplemental novels: <i>Sheriff at Waterstop</i> <i>Medallion</i> <i>Mountain Born</i> Other materials as specified in the Teacher’s Edition</p>	<p>Pony Penning Day BAT: 2a Authority 8d Courage</p> <p>Up in the Air BAT: 2d Goal setting 2e Work 5a Love 8d Courage</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: Quests (continued) Cherry Time (continued)</p> <ul style="list-style-type: none"> recognize the elements of haiku write haiku <p>The Cherry Trees The students will:</p> <ul style="list-style-type: none"> identify emotional responses of characters make comparisons relate story content to biblical truths (God gives grace to the needy; God is sovereign.) match characters with actions and dialogue recognize first-person point of view <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> recognize that schwa syllables have various spellings recognize that the accent never falls on a syllable with a schwa sound identify the accented syllable in words with a schwa sound divide words with the VC/CV pattern into syllables divide compound words into syllables divide words with affixes into syllables divide words ending with a consonant + <i>le</i> into syllables <p>Jakko's Answer The students will:</p> <ul style="list-style-type: none"> recognize the use of fiction to illuminate historical facts recognize the genre <i>biblical fiction</i> demonstrate understanding of characters' perspectives discern the motives of characters relate story content to biblical truth (God is holy; God forgives; God is just.) 				<p>The Cherry Trees BAT: 1a Understanding Jesus Christ 5a Love 6b Prayer 7a Grace BP: H: God as Father I: God as Master</p> <p>Jakko's Answer BAT: 2a Obedience 5a Kindness 5c Evangelism and missions 6a Bible study 6b Prayer 6e Forgiveness BP: E: Christ as Sacrifice I: God as Master</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: Quests (continued) Jakko’s Answer (continued)</p> <ul style="list-style-type: none"> recognize the author’s techniques of revealing the characters through conversation and thoughts locate verses in the Bible match Bible characters with actions <p>Literature Lesson: Biblical Fiction The students will:</p> <ul style="list-style-type: none"> recognize the use of biblical fiction to illuminate biblical facts distinguish biblical events from historical fiction details distinguish biblical truth from error distinguish fact from fiction recognize the author’s use of details to create setting recognize the author’s use of historical research to plan a story plot recognize that plot and setting build an understanding of Scripture in biblical fiction complete a Venn diagram <p>The Snow-White Robin The students will:</p> <ul style="list-style-type: none"> use a chapter title to predict story content recognize good and evil elements in a story recall facts and details infer unstated supporting details draw conclusions recognize the author’s use of the characters’ speech and actions to reveal their traits use a glossary label a diagram match words and definitions write sentences to convey word meaning identify the author’s use of similes identify good and evil in a story identify the moral of a story 				<p>The Snow-White Robin BAT: 2b Servanthood 2e Initiative 4a Sowing and reaping 4b Purity 4c Fairness 5a Love 7d Contentment 8d Courage</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: Quests (continued) The Snow-White Robin (continued)</p> <ul style="list-style-type: none"> locate verses in the Bible read orally to portray character traits <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> recognize a time line as a concise, visual tool for organizing and recording time-related information demonstrate understanding of the term <i>interval</i> recognize a time line as a way to relate one event to another interpret time lines <p>World War II The students will:</p> <ul style="list-style-type: none"> demonstrate an understanding of the author’s message (The people of France suffered during Word War II.) draw conclusions from information explicitly stated. read and write captions recall facts and details from expository writing read a map <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> identify propaganda recognize propaganda’s impact on the reader <p>When the War Is Over The students will:</p> <ul style="list-style-type: none"> infer the motives of characters relate the story to World War II recognize first-person point of view demonstrate understanding of the author’s message (Be responsible for your own work.) match characters with dialogue demonstrate understanding of biblical truths (Trust God to take care of you; God loves you more than anyone else does.) discern the motives of characters 				<p>World War II BAT: 2d Perseverance 6b Patience 8d Courage H: God as Father</p> <p>Skill Station Day BAT: 3c Emotional control 5a Love</p> <p>When the War Is Over BAT: 2b Teamwork 2c Responsibility 2e Initiative 7c Praise 8a Faith in God’s promises 8d Courage BP: 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 3: QUESTS (continued) When the War is Over (continued)</p> <ul style="list-style-type: none"> • demonstrate understanding of the author’s message (Obstacles can be overcome through faith in God.) • identify solutions to problems in the story • recognize the author’s techniques of revealing setting through characters’ actions • divide words into syllables between the base word and suffix • place the accent mark on the syllable preceding the ending <i>-sion</i> or <i>-tion</i> • recognize the author’s use of simile. • match words and definitions • determine word meaning from context <p>Skill Lesson: Encyclopedias The students will:</p> <ul style="list-style-type: none"> • use an encyclopedia • identify the encyclopedia volume containing a keyword • identify parts of an encyclopedia article • skim to locate information • determine a keyword for a given idea • understand the use of subtitles in expository writing • match subtitles with information • develop skill for reading expository text <p>John 3:16—A True Story The students Will:</p> <ul style="list-style-type: none"> • compare and contrast information • draw conclusions • use context to determine word meaning • demonstrate understanding of the author’s message (Missionaries desire to follow God’s leading; missionaries are not “perfect” Christians.) • locate information explicitly stated • develop sentence closure 				<p>John 3:16—A True Story BAT: 2a Obedience 2b Servanthood 2c Faithfulness 3e Unity of Christ and the church 5a Love 5b Usefulness 5c Evangelism and missions</p> <ul style="list-style-type: none"> • 6a Bible study • 6a Reverence for

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 3: QUESTS (continued) John 3:16—A True Story (continued)</p> <ul style="list-style-type: none"> demonstrate understanding of biblical truths (God is love; God is sovereign; God answers prayer.) recall facts and details draw conclusions read a map recognize the author’s use of description and imagery to create setting <p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> recognize that adding suffixes to some words may cause the primary accent to shift to the syllable before the suffix recognize that a shift in accent often occurs when the meaning of a word changes 				<p>John 3:16—A True Story (continued) 6b Prayer 7a Grace 7b Exaltation of Christ 8a Faith in God’s promises BP: E: Christ as Sacrifice 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 4: Creatures</p> <p>Cat The students will:</p> <ul style="list-style-type: none"> • interpret imagery literally • recognize a rhyme pattern • recognize imagery • write to show imagery • write rhyming words to answer riddles • write creatively 		<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>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • understand the reasons for varying reading rates • vary reading rate to suit the purpose of the reader • distinguish between scanning and sampling • recognize when to scan • use scanning to locate specific information • use sampling to find items of interest 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: Creatures (continued) Dick Whittington and His Cat The students will:</p> <ul style="list-style-type: none"> • infer setting from text • discern cause-and-effect relationships • generalize about a character from specific actions • recall facts and details • identify characters' emotions by their actions • predict the outcome of a story • recognize the author's use of metaphor • perceive size relationships • determine information from a chart 				<p>Dick Whittington and His Cat BAT: 2d Perseverance 2d Determination 2e Work 3a Self-concept 4a Thriftiness 4c Honesty 5a Kindness 7d Contentment</p>
<p>Can You Tell the Difference? The students will:</p> <ul style="list-style-type: none"> • discriminate between fiction and nonfiction • read for information • demonstrate an understanding of the author's messages (God's power is seen in Creation; be observant of God's creatures.) • identify comparisons and contrasts • organize information on a chart • complete information on a chart 				
<p>Ingersoll The students will:</p> <ul style="list-style-type: none"> • recognize and respond to humor in fiction • recognize first-person point of view • recall and interpret facts and details • recognize the emotional responses of characters • interpret actions of characters • determine solutions to problem situations • recognize development of characters • predict characters' speech • interpret idioms • use a code and context to determine word and phrase meanings 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: Creatures (continued) Skill Station Day The students will:</p> <ul style="list-style-type: none"> • paraphrase story texts and statements 				
<p>Rabbit Preschool The students will:</p> <ul style="list-style-type: none"> • interpret metaphors • determine significance of the title • distinguish fact and opinion • identify metaphors 				
<p>Just an Albino Squirrel Kit The students will:</p> <ul style="list-style-type: none"> • infer character traits and emotions from dialogue • recognize the motives of characters • develop awareness of change in a character's attitude • identify imagery • infer character actions • recognize elements of setting 				<p>Just an Albino Squirrel Kit BAT: 2b Helpfulness 2d Determination 3a Self-concept 3c Emotional control 5a Love 5b Giving 7d Contentment 7e Humility 8a Faith in God's promises 8b Faith in the power of the Word of God BP: D. Identified in Christ H. God as Father I. God as Master</p>
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • recognize the genre <i>biography</i> • recognize that a biographer must research his subject • contrast biography with fiction • identify facts in a biography • locate biographical information in the Bible 				<p>Skill Station Day BAT: 6a Bible study</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: Creatures (continued) The Tales of Beatrix Potter The students will:</p> <ul style="list-style-type: none"> • recall a sequence of events • develop a sense of literary history • understand what an author does to get a book published • note an author’s illustrations • recognize the importance of biblical truths (We should obey those in authority over us; we should set goals of our work and faithfully finish the job.) • recall facts and details 				<p>The Tales of Beatrix Potter BAT: 2a Obedience 2d Dedication 2d Determination 2d Perseverance 5a Love</p>
<p>Elelephony The students will:</p> <ul style="list-style-type: none"> • identify words from which nonsense words are made • enjoy humor in poetry • make nonsense words from combinations of words • compose nonsense poetry 				
<p>The Pony Express The students will:</p> <ul style="list-style-type: none"> • develop a sense of American history • identify time and place relationships • identify problems and solutions • recall facts and details • develop sentence sense • complete definitions • write a letter • use a glossary to determine word meaning 				<p>The Pony Express BAT: 2b Promptness 2b Teamwork 8d Courage</p>
<p>Skill Lesson: Directions on a Map The students will:</p> <ul style="list-style-type: none"> • demonstrate the understanding of the compass and the compass rose • recognize the importance of a map key • develop a sense of direction • read a simple map • use a compass rose to follow directions on a map 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: Creatures (continued) Night Rider to River Station The students will:</p> <ul style="list-style-type: none"> • identify time and place relationships • identify problems and solutions • infer character traits and emotions • evaluate character actions • identify solutions to problems • identify cause-and-effect relationships • develop an awareness of the changing of a character in the course of action • recognize that setting and character responses can aid the development of mood • predict outcomes • identify problems and solutions • relate story content to biblical truth (We should trust in God instead of worrying.) • evaluate character responses • recognize the author’s use of suspense • recognize the use of fiction to illuminate historical fact • identify the accented syllable in words with a schwa sound • identify relevant and irrelevant information 				<p>Night Rider to River Station BAT: 2a Authority 2c Faithfulness 2c Responsibility 2d Determination 2e Diligence 2e Work 3c Emotional Control 5a Compassion 5a Love 6b Prayer BP: H. God as Father I. God as Master</p>
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • identify the mood of a story • recognize that setting can influence the mood of a story • identify details that create mood 				
<p>A Narrow Fellow in the Grass The students will:</p> <ul style="list-style-type: none"> • develop an awareness of mood • interpret meaning • identify the emotional response of the speaker • recognize slant rhyme 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: Creatures (continued) Goliath The students will:</p> <ul style="list-style-type: none"> • relate story content to biblical truth (God is good and merciful in all things.) • identify the conflict in the story • infer unstated supporting details • recall the sequence of events • recognize the author’s use of foreshadowing • make inferences to identify character change • evaluate emotional response of characters • relate story content to biblical truth (We should always trust the Lord.) • apply biblical truth • skim for main ideas • use homonyms in context • locate verses in the Bible 				<p>Goliath BAT: 1a Understanding Jesus Christ 2b Teamwork 2d Perseverance 3c Emotional control 5a Love 5b Unselfishness 5b Giving 5e Friendliness 6b Prayer 7d Contentment 8a Faith in God's promises BP: I. God as Master</p>
<p>Literature Lesson: Characters The students will:</p> <ul style="list-style-type: none"> • determine character change • recognize the relationship between characters and plot • recognize changing and unchanging characters • relate concepts of character change and character stability to other stories 				<p>Literature Lesson: Characters BAT: 2e Industriousness</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 4: Creatures (continued) Showdown The students will:</p> <ul style="list-style-type: none"> • recognize fanciful literature • recognize dialect • demonstrate an understanding of colorful colloquial language • interpret words used in a nonliteral way • interpret dialect • make inferences about a character from his speech • recognize the humor and fun in a story • recall facts and details • match words and definitions • recognize the author’s sense of humor • create characters • identify character stereotypes • match characters with traits • note the author’s use of exaggeration • read orally to interpret characters’ motives and moods 				<p>Showdown BAT: 4c Honesty 5d Communication 8d Courage</p>
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • make judgments in reading • identify elements of good literature 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5- Potpourri</p> <p>A Prayer for Rain The students will:</p> <ul style="list-style-type: none"> • develop an awareness of the changing of a character in the course of action • discern cause-and-effect relationships • discern motives of characters • infer character and emotions from dialogue • evaluate character responses • make inferences to identify character change • relate story content to biblical truths (Be thankful and content with God’s provision; God gives us the desires of our heart if our joy is in Him.) • sequence events • match words and definitions • identify words with Greek and Latin roots • use a glossary • compare information on a chart • relate plot to setting 		<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>A Prayer for Rain BAT: 5a Kindness 5a Thankfulness to men 5a Thoughtfulness 5b Hospitality 6b Prayer 6c Patience 6c Joyfulness 7c Praise BP: E. Christ as Sacrifice H. God as Father</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5- Potpourri (continued) A Pocket Full of Money The students will:</p> <ul style="list-style-type: none"> • draw inferences from picture interpretation and text • interpret figurative language • recognize the motives of characters • sequence events • identify problems and solutions • interpret the mood of the story through character responses and setting • interpret figurative language • match characters and dialogue • generalize about characters from their speech • recognize foreshadowing • determine antonyms and synonyms • divide compound words into syllables • place the primary accent in compound words • appreciate the author’s use of figurative language • determine literal meanings of figurative language 				<p>A Pocket Full of Money BAT: 2c Responsibility 2d Determination 2e Work 2e Industriousness 2e Thoroughness 3c Self-control 3c Emotional control</p>
<p>Strange Fire in the White House The students will:</p> <ul style="list-style-type: none"> • develop a sense of history • infer history in fiction • identify character traits through dialogue • recognize conflict in the story • determine the solutions to the conflict • infer character feelings through dialogue • infer unstated supporting details • read a map • use a compass rose • read a time line • match words and definitions 				<p>Strange Fire in the White House BAT: 2e Initiative 3a Self-concept 5a Compassion 5e Friendliness 7d Contentment 8d Courage BP: G. Christ as Friend H. God as Father</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5- Potpourri (continued) Literature Lesson: Similes The students will:</p> <ul style="list-style-type: none"> • read for the main idea • recognize that similes compare two essentially different things • recognize the importance of good similes • recognize similes as poetic devices • identify similes • complete similes • write creative similes from clichés 				
<p>O Say Can You See? The students will:</p> <ul style="list-style-type: none"> • recognize the author’s use of simile • recognize the author’s use of metaphors • recognize metaphors as poetic devices • recognize that metaphors compare two different things without using <i>like</i> or <i>as</i> • write and illustrate a metaphor 				
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • identify and interpret bar, circle, and line graphs • recognize that a bar graph compares information to other similar information • recognize that a circle graph compares specific information to the whole • recognize that a line graph makes changes easy to see 				
<p>Story About George Washington The students will:</p> <ul style="list-style-type: none"> • relate a story to history • relate story content to biblical truth (God is the Creator and Proprietor of all things.) • determine the moral of a story • apply biblical truth • supply supporting facts and details in an outline • locate verses in the Bible 				<p>Story About George Washington BAT: 1a Understanding Jesus Christ BP: I. God as Master</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5- Potpourri (continued) Uncommon Names The students will:</p> <ul style="list-style-type: none"> • recognize rhyme • appreciate the poet’s use of humor • write rhyming words • write a short humorous poem 				
<p>A Tale of Chanticleer The students will:</p> <ul style="list-style-type: none"> • discern the motives of characters • recognize the character flaw of pride • interpret a fable • recognize the author’s use of foreshadowing • identify main characters • identify setting • identify the problem and solution of a story • identify the moral of a story 				<p>A Tale of Chanticleer BAT: 4c Honesty 7e Humility</p>
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • identify personification 				
<p>When the Wind Blows from the South The students will:</p> <ul style="list-style-type: none"> • note elements of setting • infer character traits from dialogue • evaluate character responses • determine the conflict in a story • identify cause-and-effect relationships • infer unstated supporting details • draw conclusions • infer character traits from descriptions or ideas not explicitly stated • predict character dialogue • recognize the meanings of Spanish words and phrases • interpret a schedule • make inferences • recognize the author’s use of suspense 				<p>When the Wind Blows from the South BAT: 2b Helpfulness 2e Thoroughness 2f Cheerfulness 3c Emotional Control 4c Honesty 5a Love 5a Compassion 5b Giving 5b Hospitality 5b Unselfishness 5e Friendliness</p>

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Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5- Potpourri (continued) Up, Up, and-Way Up The students will:</p> <ul style="list-style-type: none"> • read for information • recall facts and details • infer information not explicitly stated • appreciate the genre <i>nonfiction</i> • determine the main idea of a paragraph 				
<p>The Kite The students will:</p> <ul style="list-style-type: none"> • identify perfect rhyme and slant rhyme • recognize the author’s use of rhyme to create a feeling of action • recognize similes 				
<p>Skill Lesson: Prefixes The students will:</p> <ul style="list-style-type: none"> • define prefix • identify words with prefixes • determine the meaning of a word by understanding the meaning of its prefix 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 5- Potpourri (continued) Naming the Stars The students will:</p> <ul style="list-style-type: none"> • determine the conflict in the story • distinguish a character’s attitude through his actions • evaluate character responses • distinguish fact from opinion • note change in the main character’s attitude • relate story content to biblical truth (We should show love toward others by our words and actions.) • identify actions that demonstrate attitudes • infer character changes by actions • determine character traits • write a fact and an opinion • use words with multiple meanings in sentences • write a paragraph 				<p>Naming the Stars BAT: 2b Helpfulness 3c Emotional control 5a Love 5b Generosity BP: H. God as Father I. God as Master</p>
<p>Look at the Stars The students will:</p> <ul style="list-style-type: none"> • recall facts and details • read for information • relate lesson content to biblical truths (God is sovereign over all creation; it is better to know God, who created the stars, than to know facts about the stars.) • relate stated and unstated facts and details • match words and definitions • use the PQ3R study method 				<p>Look at the Stars BAT: 1a Understanding Jesus Christ BP: I. God as Master</p>
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • define the term crisis • identify the crisis in a story 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6 – Heroes</p> <p>Friend or Foe The students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of colloquial language • infer character traits • recognize character perspectives • interpret setting • use comparatives and superlatives correctly • determine significance of a chapter title • determine the emotional responses of characters • discern the motives of characters • identify characters by their actions • note the author’s use of colorful verbs • discriminate between fiction and nonfiction • recognize the use of fiction to illuminate historical fact • recognize historical fiction 		<p>Read and discuss materials in text.</p> <p>Use interactive and hands-on activities outlined in Teacher's Edition.</p> <p>Assign worktext pages to provide practice.</p> <p>Meet in reading groups.</p> <p>Evaluation Techniques and Materials:</p> <p>Informal Checklist of Reading Behaviors</p> <p>Individual Anecdotal Record</p> <p>Class Participation</p> <p>Reading Worktext Activities</p> <p>Written Comprehension Record</p> <p>Oral Reading Rubric</p> <p>Reading Comprehension Activities</p> <p>Rubric for Comprehension from Silent Reading</p>		<p>Friend or Foe BAT:</p> <p>2a Obedience</p> <p>3c Emotional control</p> <p>5a Kindness</p> <p>5a Thankfulness to men</p> <p>5b Generosity</p> <p>5b Unselfishness</p> <p>7e Humility</p> <p>8a Faith in God's promises</p>
<p>Alone over the Atlantic The students will:</p> <ul style="list-style-type: none"> • develop a sense of history • determine a sequence of events • discern emotional responses of characters • identify a problem situation • draw a conclusion • determine headlines for newspaper articles • use glossary entries to determine word meaning in context • skim an article • determine distance using a map scale 				<p>Alone over the Atlantic BAT:</p> <p>2d Determination</p> <p>2d Perseverance</p> <p>6b Prayer</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6 – Heroes (continued) Sulphur Springs Challenge The students will:</p> <ul style="list-style-type: none"> • determine cause-and-effect relationships • determine the motives of characters • generalize about a character from his speech • infer character motives and emotions from dialogue • identify a problem situation • relate story content to biblical truth (We should obey those in authority over us.) • demonstrate an understanding of the author’s message (It takes courage to tell the truth.) • draw conclusions • use a map key and compass rose to complete a map • follow directions • read orally with varied inflection to portray emotions • identify foreshadowing 				<p>Sulphur Springs Challenge BAT: 2a Authority 2a Obedience 2e Industriousness 2e Initiative 4c Honesty 6c Spirit-filled</p>
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • divide into syllables words with the VC/CV pattern, words ending with consonant + <i>le</i>, words having affixes, and compound words • place primary accent marks in compound words, words with affixes, two-syllable words without affixes, words containing a syllable with two vowels, and words with a schwa syllable 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6 – Heroes (continued) Mort and the Sour Scheme The students will:</p> <ul style="list-style-type: none"> • recognize the importance of the setting • determine the significance of a story title • identify emotional responses of characters • identify problems and solutions • recognize the importance of the characters’ qualities to the plot • sequence events • classify words • distinguish between realistic fiction and fanciful fiction • recognize humor in fiction • match characters with descriptions and dialogue • write creative dialogue for story characters 				
<p>Champion Stock The students will:</p> <ul style="list-style-type: none"> • determine the meaning of a word from context • infer ideas not explicitly stated • infer character traits • interpret the actions of characters • relate emotions of a story character to one’s own feelings • demonstrate understanding of the author’s message (Love is demonstrated by unselfish acts.) • determine the significance of titles • infer unstated supporting details • discern word meaning from context • determine point of view • sequence events • identify story plot • recognize the author’s use of foreshadowing 				<p>Champion Stock BAT: 2d Goal setting 2d Perseverance 2e Cooperativeness 5a Love 5b Giving 5b Unselfishness</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6 – Heroes (continued) John Wesley: A Fiery Brand The students will:</p> <ul style="list-style-type: none"> • determine sequence of events • discern the motives of characters • develop and awareness of the changing of a character in the course of action • recognize that some words have multiple meanings • use context cues to determine word meaning • locate verses in the Bible • relate story content to biblical truth 				<p>John Wesley: A Fiery Brand BAT: 1a Understanding Jesus Christ 1b Repentance and faith 2a Authority 2a Obedience 2c Faithfulness 2e Work 3c Self-control 6a Bible study 6b Prayer 7a Grace 7d Contentment 8a Faith in God's promises 8c Fight 8d Courage</p>
<p>Skill Lesson – Bible Study The students will:</p> <ul style="list-style-type: none"> • read for specific information • interpret information from a page of Scripture • determine possible cross-references • recognize the importance of Bible study • use topic guides and cross-references to aid in Bible study • locate verses in the Bible 				
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • read a Bible concordance • use a Bible concordance to locate verses in the Bible 				
<p>An Old Testament Hero The students will:</p> <ul style="list-style-type: none"> • infer emotional responses of characters • convey the meaning of Scripture through oral reading 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6 – Heroes (continued) What Is Black? The students will:</p> <ul style="list-style-type: none"> • recognize the theme of the poem • identify mood • identify metaphors 				
<p>The Genuine Spring-Operated, Brass-Handled, Black Umbrella The students will:</p> <ul style="list-style-type: none"> • observe character traits • draw conclusions • identify incomplete sentences in dialogue • project characters beyond the plot • recognize humor in a situation • note the author’s use of onomatopoeia • use glossary entries to acquire information • determine location using coordinates, a map key, and a compass rose on a city map • read a line graph 				<p>The Genuine Spring-Operated, Brass-Handled, Black Umbrella BAT: 2c Responsibility 5a Courtesy 5a Kindness</p>
<p>The Omnibus The students will:</p> <ul style="list-style-type: none"> • read for specific information • recall facts and details • determine cause-and-effect relationships • use a pronunciation key 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6 – Heroes (continued) Danger at Milner School The students will:</p> <ul style="list-style-type: none"> • infer motives of characters • evaluate character responses • understand the author’s message (There is power in prayer.) • identify the emotional responses of characters • classify words 				<p>Danger at Milner School BAT: 2b Servanthood 2d Goal setting 2e Work 3c Emotional control 5c Evangelism and missions 6a Bible study 6b Prayer 6c Spirit-filled 7c Thankfulness to God 8a Faith in God's promises 8d Courage</p>
<p>Literature Lesson: Foreshadowing The students will:</p> <ul style="list-style-type: none"> • understand the literary term <i>foreshadowing</i> • identify foreshadowing 				
<p>Seven at One Blow The students will:</p> <ul style="list-style-type: none"> • recognize the genre <i>folktale</i> • determine the emotions and qualities of the characters • recall facts and details • recognize the author’s use of exaggeration • interpret hyperboles 				

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Unit 6 – Heroes (continued) Who’s a Hero? The students will:</p> <ul style="list-style-type: none"> • recognize the significance of a chapter title • evaluate the attitude of a character • match characters with action and plot • recall sequence of events • identify problems and solutions • demonstrate understanding of the author’s message (heroes are normal people who help others.) • compare and contrast conclusions with biblical truth • read a table of contents • use a telephone directory 				<p>Who’s a Hero? BAT: 2b Helpfulness 3c Emotional control 5b Unselfishness 6b Prayer 7e Humility</p>
<p>Skill Station Day The students will:</p> <ul style="list-style-type: none"> • recognize the parts of an entry in the library card catalog entry • discriminate among the three types of catalog entries • use catalog entries to locate books in the library • recognize catalog entries on the computer • read a subject card from a library card catalog • arrange book titles alphabetically • use the Dewey decimal system 				