Lesson Plan Overview

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| Chapter 1: Words and Sentences |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 1 | 2–5 | 1–2 | * Locate the Worktext title, Contents page, and Handbook
* Understand that God created language and gave people the ability to use language
* Identify and give examples of the four language skills
 |
| 2 | 6–7 | 3–4 | * Affirm that God uses words to give us the message of His truth and His love
* Distinguish between complete and incomplete sentences
* Complete a sentence by using words in the right order
* Recognize that a sentence begins with a capital letter and ends with a punctuation mark (a period)
 |
| 3 | 8–9 | 5–6 | * Review the definition of a sentence
* Recognize a group of words as a sentence
* Identify the action word in a sentence
 |
| 4 | 10–11 | 7–8 | * Identify the action word in a sentence
* Choose a naming word, or noun, from among a group of words
* Identify the naming word, or noun, in a sentence
 |
| 5 | 12–13 | 9–10 | * Identify the action word in a sentence
* Identify the action part of a sentence
 |
| 6 | 14–15 | 11–12  | * State the two main parts of a sentence: a naming part and an action part
* Identify the naming part of a sentence
* Write a complete sentence
 |
| 7 | 16–17 | 13–14 | * Recognize that a sentence is a complete thought
* Write a sentence that begins with a capital letter and ends with a punctuation mark (a period)
 |
| 8 | 18–19 | 15–16 | * Complete a sentence prompt with an example of using words to please God or show love to others
* Write a sentence about using each language skill: listen, speak, read, and write
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| Chapter 2: Sentences |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 9 | 20–23 | 17, 19–20 | * Affirm that God communicates His thoughts and tells about His actions in sentences
* Distinguish between a complete thought and an incomplete thought
* Write a complete sentence, using a capital letter at the beginning and a punctuation mark at the end
 |
| 10 | 24–25 | 21–22 | * Define the action part of a sentence
* Identify the action part of a sentence
* Write a complete sentence
* Use self-assessment questions to identify sentence parts
 |
| 11 | 26–27 | 23–24 | * Locate the action part of a sentence
* Identify the subject part of a sentence
* Divide a sentence between the subject part and the action part
* Use self-assessment questions to identify sentence parts
 |
| 12 | 28–29 | 25–26 | * Identify the subject part
* Identify the action part
* Distinguish between the subject part and the action part
* Write a complete sentence
* Use self-assessment questions to identify sentence parts
 |
| 13 | 30–31 | 18, 27–28 | * Identify a statement and a question in a Bible passage
* Distinguish a statement from a question
* Write a statement and a question using correct end punctuation
 |
| 14 | 32–33 | 29–30  | * Explain what an exclamation does
* Distinguish exclamations from statements and questions
* Write the correct end punctuation for statements, questions, and exclamations
 |
| 15 | 34–35 | 31–32 | * Explain what a command does
* Distinguish the four kinds of sentences from each other
* Write the punctuation mark appropriate for each kind of sentence
* Understand that God gives commands in the Bible
* Write a command
 |
| 16 | 36–37 | 33–34 | * Define a sentence
* Define a fragment
* Distinguish between a sentence and a fragment
* Change a fragment to a complete sentence
 |
| 17 | 38–39 | 35–36 | * Match each kind of sentence with its punctuation mark
* Distinguish the four kinds of sentences from each other
* Write the appropriate punctuation mark for each kind of sentence
* Identify the subject part of a sentence
 |
| 18 | 40 | 37–38 | * Distinguish between sentences and fragments
* Write sentences using correct capitalization and punctuation
* Add a subject part or action part to complete sentences
* Identify the action part/action word of a sentence
* Draw a vertical line between the two parts of a sentence
* Determine the four kinds of sentences and the corresponding end punctuation
 |
| 19 | 41 |  | * Demonstrate knowledge of concepts from Chapter 2 by taking the test
 |
| 20 | 42 | 39–40 | * Choose a word that completes a sentence
* Distinguish between sentences and fragments
* Identify the sentence with correct capitalization and punctuation
* Identify the action word of a sentence
* Identify the subject part of a sentence
 |
| 43 | 41 | * Write two sentences that show love or concern for others
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| Chapter 3: Writing Poetry |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 21 | 44–47 | 43, 45 | * Write words to praise God
* Write different names for God
* Read and repeat Hebrew poetry in the Psalms
 |
| 22 | 48–49 | 47, 49 | * Write a Hebrew poem with the teacher using the Writing Process
 |
| 23 | 50–51 | 44, 51–52 | * Generate a list of words that rhyme
* Write a couplet with the teacher using the Writing Process
 |
| 24 | 52–53 | 53 | * Recognize couplets as a type of poetry
* Generate pairs of rhyming words associated with a picture in the Plan step of the couplet
 |
| 25 | 54 | 55 | * Recognize couplets as a type of poetry
* Draft two sentences that end with rhyming words
* Name steps in the Writing Process
 |
| 26 | 55 | 55 | * Demonstrate understanding of the steps of the Writing Process
* Revise the couplet
 |
| 27 | 56 | 55 | * Demonstrate understanding of the steps of the Writing Process
* Proofread the couplet
 |
| 28 | 57 | 57 | * Publish the couplet
 |
| 29 | 58–59 | 59–60 | * Describe the association between words and shapes
* Write a shape poem together
* Choose an animal for a shape poem
 |
| 30 | 60–61 | 61–62 | * Plan a poem by generating colorful words to describe an animal
* Draft a shape poem
 |
| 31 | 62–63 | 63–64 | * Revise the shape poem
 |
| 32 | 64 | 65 | * Identify the steps in proofreading
* Apply the proofreading checklist to the shape poem
 |
| 33 | 65 | 65 | * Publish the shape poem
 |
| 34 | 66–67 | 67–68 | * Complete a sentence
* Identify a sentence that answers a question
* Identify the kinds of sentences and their punctuation marks
* Identify the action part of a sentence
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| Chapter 4: Nouns |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 35 | 68–71 | 69–72 | * Define a noun
* Explain why learning about nouns is important for a Christian
* Identify nouns in a sentence
* Categorize a noun as a person, place, or thing
 |
| 36 | 72–73 | 73–74 | * Identify nouns in sentences
* Categorize a noun as a person, place, or thing
* Construct a compound word by combining two words
 |
| 37 | 74–75 | 75–76 | * Define singular and plural
* Change a singular noun to its plural form by adding -s
* Change a singular noun ending in ch, sh, s, x, or z to its plural form by adding -es
 |
| 38 | 76–77 | 77–78 | * Identify nouns that form their plurals by changing their spellings
* Write the correct plural form of nouns
 |
| 39 | 78–79 | 79–80 | * Recognize nouns and compound words
* Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun
* Identify the action part and subject part of a sentence
* Write the end punctuation mark
 |
| 40 | 80–81 | 81–82 | * Define a common noun
* Define a proper noun
* Identify common and proper nouns
* Apply capitalization rules to the names of God
 |
| 41 | 82–83 | 83–84 | * Locate nouns in a series
* Use commas to separate three or more words in a series
 |
| 42 | 84–85 | 85–86 | * Identify common and proper nouns
* Categorize nouns
* Construct compound words
* Create plural nouns by adding -s or -es or changing the form of the word
* Use commas in a series of three or more nouns
 |
| 43 | 86–87 | 87–88 | * Identify common and proper nouns
* Construct compound words
* Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun
* Use nouns to thank God for the good things that He has given
 |
| 44 | 87 |  | * Demonstrate knowledge of concepts from Chapter 4 by taking the test
 |
| 45 | 88 | 89–90 | * Identify the action part of a sentence
* Choose the missing action part or subject part
* Identify the sentence that answers the question
* Choose sentences that have been punctuated correctly
* Identify a rhyming couplet
 |
| 89 | 91 | * Complete a word web, using proper nouns to name people
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| Chapter 5: Action Verbs |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 46 | 90–93 | 93–96 | * Locate action verbs in a sentence
* Choose action verbs that fit the sentence context
* Write a sentence using an action verb
 |
| 47 | 94–95 | 97–98 | * Identify the now action verb in a sentence
* Determine subject-verb agreement
 |
| 48 | 96–97 | 99–100 | * Determine whether an action verb is in the present or past tense
* Change present-tense action verbs to past tense by adding the suffix -ed
* Locate the suffix -ed in a past-tense verb
* Use a past-tense action verb to tell about something Jesus did
 |
| 49 | 98–99 | 101–2 | * Determine subject-verb agreement
* Identify past-tense verbs
 |
| 50 | 100–101 | 103–4 | * Identify the action verb and subject part in a sentence using self-assessment questions
* Determine subject-verb agreement
* Determine whether an action verb is in the present or past tense
* Change present-tense action verbs to past tense by adding the suffix -ed
* Identify the past-tense verbs telling about a Christian’s actions
 |
| 51 | 102–3 | 105–6 | * Identify the past-tense verbs that tell how Christians served God
* Recognize the past-tense forms of the irregular verbs tell, give, and sing
* Use the present- and past-tense forms of these verbs correctly in sentences
* Use self-assessment questions to locate sentence parts
 |
| 52 | 104–5 | 107–8 | * Recognize the past-tense forms of the irregular verbs see, do, and go
* Use the present- and past-tense forms of these verbs correctly in sentences
* Use self-assessment questions to locate sentence parts
 |
| 53 | 106–7 | 109–10 | * Identify the action verb and subject part of a sentence
* Recognize the present- and past-tense forms of the irregular verbs tell, give, sing, see, do, and go
* Determine subject-verb agreement
 |
| 54 | 108 | 111–12 | * Identify the action verb and subject part of a sentence
* Determine subject-verb agreement
* Identify the past forms of regular and certain irregular verbs
* Determine whether a verb is in the present or past tense
 |
| 55 | 109 |  | * Demonstrate knowledge of concepts from Chapter 5 by taking the test
 |
| 56 | 110 | 113–14 | * Recognize the action part or subject part of sentences and fill in the missing parts
* Distinguish among the kinds of sentences
* Identify compound words and the correct form of plural nouns
* Recognize a complete sentence with capitalization, internal punctuation, and punctuation marks
 |
| 111 | 115 | * Write sentences using verbs to tell about God’s actions
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| Chapter 6: Writing a Personal Story |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 57 | 112–15 | 117–19 | * Recognize that a personal story can tell about what God does in someone’s life
* Identify the three parts of a paragraph
* Identify details that support a topic or topic sentence
 |
| 58 | 116–17 | 121–22 | * Identify details in a personal story about what God has done or is doing in the storyteller’s life
* Identify and label the topic sentence, details, and ending sentence of a paragraph
* Demonstrate self-assessment when evaluating paragraphs
 |
| 59 | 118–19 | 123 | * Organize thoughts and information for a personal story as a topic sentence, details, and an ending sentence
* Participate in completing a planning chart for a personal story
 |
| 60 | 120–21 | 125 | * Classify the characteristics of a sentence, a paragraph, and a personal story
* Participate in drafting a personal story
* Produce possible topics for a personal story
 |
| 61 | 122–23 | 127 | * Explain that a Christian honors God and helps the reader when he makes the effort to improve his writing and correct mistakes
* Define revise
* Define proofread
* Participate in revising and proofreading a personal story
 |
| 62 | 124–25 | 129–30 | * Choose a topic for a personal story
* Complete a planning chart for a personal story
* Write a topic sentence and an ending sentence
* Determine details to include in the story and number them in order
 |
| 63–64 | 126–27 | 131–32 | * Explain the purpose of a draft
* Write a draft for a personal story
* Indent the first line of a paragraph
* Write complete sentences
 |
| 65 | 128–29 | 133–34 | * Explain the purpose of revising
* Apply proofreading marks to mark improvements
* Demonstrate self-assessment when revising
 |
| 66 | 130–31 | 135 | * Explain the purpose of proofreading
* Apply proofreading marks to mark corrections
* Demonstrate self-assessment when proofreading
 |
| 67–68 | 132–33 | 137–38 | * Publish a neat final writing and illustrate the personal story
* Demonstrate self-assessment when evaluating the final copy of the story
* Share the personal story
 |
| 69 | 134–35 | 139–40 | * Complete a sentence
* Answer questions with sentences
* Identify words that should be capitalized
* Use irregular plural nouns in context
* Distinguish between now and past verb forms
* Identify the correct use of commas in a series
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| Chapter 7: More Nouns |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 70 | 136–39 | 141–44 | * Differentiate between common and proper nouns found in the Bible and elsewhere
* Apply capitalization to names of people, streets, cities, and states
* Write a city and its state using a comma
* Capitalize product names
 |
| 71 | 140–41 | 145–46 | * Write commas correctly in dates
* Use capitalization for nouns naming the titles of people, months, days of the week, and holidays
* Use capitalization and punctuation when writing initials
 |
| 72 | 142–43 | 147–48 | * Define an abbreviation
* Recognize abbreviations for days, months, and titles of people
* Write abbreviations correctly
 |
| 73 | 144–45 | 149–50 | * Distinguish proper nouns from common nouns
* Use capitalization and punctuation when writing dates, a city with its state, titles, initials, and abbreviations
* Use capitalization when writing names of specific people, holidays, months, and days
 |
| 74 | 146–47 | 151–52 | * Identify the abbreviations of streets and states of the United States
* Apply abbreviations when addressing envelopes
 |
| 75 | 148–49 | 153–54 | * Recognize nouns that show ownership
* Use an apostrophe and an s to make nouns possessive
* Write possessive nouns correctly in sentences
 |
| 76 | 150–51 | 155–56 | * Use capitalization for specific names of people, products, and holidays
* Use capitalization and punctuation when writing titles, initials, dates, and days of the week
* Use abbreviations, capitalization, and punctuation when addressing envelopes
* Identify and form possessive nouns
 |
| 77 | 152–53 | 157–58 | * Identify and capitalize proper nouns
* Apply capitalization and punctuation skills to abbreviations of titles, initials, days, months, addresses, and states
* Demonstrate ability to address an envelope
 |
| 78 | 153 |  | * Demonstrate knowledge of concepts from Chapter 7 by taking the test
 |
| 79 | 154 | 159–60 | * Identify a complete sentence
* Choose the question that matches the statement
* Identify plural and compound nouns
* Use capitalization and punctuation in sentences
* Identify the action part and subject part of sentences
 |
| 155 | 161 | * Write a prayer request list, including nouns in the list
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| Chapter 8: Pronouns |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 80 | 156–59 | 163–66 | * Define a pronoun
* Identify pronouns he, she, and it
* Replace sentence subjects with singular personal pronouns
 |
| 81 | 160–61 | 167–68 | * Identify the use of the pronoun I in the subject part of the sentence and me inthe action part of the sentence
* Demonstrate placing I or me last when writing or speaking about yourself and another person
 |
| 82 | 162–63 | 169–70 | * Identify and use the plural pronouns we and they
* Recognize that the pronoun you may be singular or plural
* Compose a sentence using a plural pronoun
 |
| 83 | 164–65 | 171–72 | * Recognize that possessive pronouns show ownership of things that God has given to us
* Use singular possessive pronouns in sentences
 |
| 84 | 166–67 | 173–74 | * Review singular possessive pronouns
* Recognize plural possessive pronouns
* Use plural possessive pronouns in sentences
 |
| 85 | 168–69 | 175–76 | * Recognize and use personal pronouns I, me, you, he, she, it, we, you, and they and possessive pronouns my, your, his, her, its, our, your, and their
* Replace nouns with pronouns in sentences
 |
| 86 | 170–71 | 177–78 | * Recognize that reflexive pronouns end in self or selves
* Locate reflexive pronouns in sentences
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| Chapter 9: More Verbs |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 87 | 172–75 | 179–82 | * Define a verb
* Identify the helping verbs has and have
* Distinguish between came/come and ran/run as they are used in sentences
* Determine the action part and subject part in sentences
 |
| 88 | 176–77 | 183–84 | * Identify helping verbs has and have
* Distinguish between went/gone and saw/seen as they are used in sentences
* Use went, gone, saw, and seen in sentences
 |
| 89 | 178–79 | 185–86 | * Distinguish between action verbs and linking verbs
* Know that the linking verbs is and are do not show action
* Use is and are correctly in sentences demonstrating subject-verb agreement
 |
| 90 | 180–81 | 187–88 | * Distinguish between action verbs and linking verbs
* Know that the linking verbs was and were do not show action
* Use was and were correctly in sentences demonstrating subject-verb agreement
 |
| 91 | 182–83 | 189–90 | * Use the helping verbs has and have with come, run, gone, seen
* Distinguish between came/come, ran/run, went/gone, and saw/seen
* Distinguish between linking verbs and action verbs
* Use is, are, was, and were with correct subject-verb agreement
 |
| 92 | 184–85 | 191–92 | * Define a contraction
* Demonstrate the formation of contractions
* Write contractions in sentences
 |
| 93 | 186–87 | 193–94 | * Define an adverb
* Locate adverbs that answer the question “How?”
* Use adverbs in sentences
 |
| 94 | 188–89 | 195–96 | * Define an adverb
* Locate adverbs that answer the question “Where?”
* Use adverbs in sentences
 |
| 95 | 190–91 | 197–98 | * Use the helping verbs has and have in sentences with come, run, gone, and seen
* Distinguish between action verbs and linking verbs
* Choose the correct linking verbs in sentences reflecting subject-verb agreement
* Write contractions in sentences
 |
| 96 | 192–93 | 199–200 | * Identify and use the helping verbs has and have with come, run, gone, and seen
* Distinguish between action verbs and linking verbs
* Use the linking verbs is, are, was, and were in sentences
* Rewrite words as contractions
 |
| 97 | 193 |  | * Demonstrate knowledge of concepts from Chapter 9 by taking the test
 |
| 98 | 194 | 201–2 | * Identify complete sentences and the action and subject parts of sentences
* Distinguish nouns from verbs
* Use commas in a series of words and in dates
* Identify the correct verb form
* Identify the plural form of a verb
* Recognize an address that is written correctly
 |
| 195 | 203 | * List the actions needed to complete a task, beginning each item with an action verb
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| Chapter 10: Writing a Friendly Letter |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 99 | 196–98 | 205, 207 | * Identify the purpose of a Bible letter
* Identify the audience and purpose of a friendly letter
* Identify the parts of a friendly letter
 |
| 100 | 199–200 | 206, 209–10 | * Label the parts of a letter and describe what each part tells or means
* Discover the use of commas and capital letters in a letter
* Identify the audience and purpose of a letter
* Identify the parts of a paragraph in the body of the letter
 |
| 101 | 201 |  | * Identify an expression of thankfulness in a Bible passage
* Identify the audience and purpose of a thank-you letter
* Participate in planning and drafting a class thank-you letter
 |
| 102 | 202 |  | * Explain the purpose of revising, proofreading, and publishing
* Participate in revising, proofreading, and publishing the class thank-you letter
 |
| 103–4 | 203–5 | 211, 213-14 | * Organize the parts of a letter
* Explain the audience and purpose of a thank-you letter
* Plan and draft a personal thank-you letter
 |
| 105 | 206–7 | 215–16 | * Apply proofreading marks to mark improvements
* Use a checklist to guide self-assessment
 |
| 106–7 | 208–9 | 217 | * Explain the purpose of proofreading
* Apply proofreading marks to mark corrections
* Use a checklist to guide self-assessment
 |
| 108 | 210–11 | 219–20 | * Differentiate between a return address and a mailing address
* Demonstrate the use of capital letters, periods, and commas in an address
* Draft and proofread the return address and mailing address
* Publish the addresses on an envelope
 |
| 109 | 212–13 | 221, 223 | * Explain the purpose of publishing
* Write a neat copy of the thank-you letter
* Use a checklist to guide self-assessment
 |
| 110 | 214–15 | 225–26 | * Identify complete sentences and sentence parts
* Distinguish verbs from nouns
* Use commas in a series of words and in dates
* Choose the correct noun or verb form
* Recognize an address that is written correctly
* Identify the correct way to write parts of a letter
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| Chapter 11: Adjectives |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 111 | 216–19 | 227–30 | * Define an adjective
* Identify adjectives that use the sense of sight
* Use adjectives to answer the question “What kind?”
 |
| 112 | 220–21 | 231–32 | * Identify adjectives that use the senses of smell and sound
* Differentiate among adjectives that describe the look, sound, and smell of nouns
* Use adjectives to answer the question “What kind?”
 |
| 113 | 222–23 | 233–34 | * Identify adjectives that use the senses of taste and feel
* Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns
* Use adjectives to answer the question “What kind?”
 |
| 114 | 224–25 | 235–36 | * Categorize adjectives by sense
* Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns
* Identify adjectives that answer the question “What kind?”
 |
| 115 | 226–27 | 237–38 | * Identify adjectives that answer “How many?”
* Identify adjectives that answer “What kind?”
 |
| 116 | 228–29 | 239–40 | * Locate nouns that are being compared by adjectives
* Identify adjectives that end in -er when used to compare two nouns
* Identify adjectives that end in -est when used to compare more than two nouns
* Determine how many nouns are being compared
 |
| 117 | 230–31 | 241–42 | * Choose the correct adjective to complete a sentence
* Write adjectives that end in -er when used to compare two nouns
* Write adjectives that end in -est when used to compare more than two nouns
 |
| 118 | 232–33 | 243–44 | * Identify adjectives that are synonyms and add color or interest to a sentence
* Use a thesaurus to find synonyms
 |
| 119 | 234–35 | 245–46 | * Identify adjectives that answer the question “What kind?” by using the five senses
* Choose whether adjectives are comparing two or more than two nouns
* Use the correct adjective form to compare items
* Identify adjectives that answer the question “How many?”
* Use a thesaurus to find colorful adjectives that are synonyms for other adjectives
* Identify colorful adjectives that are synonyms for other adjectives
 |
| 120 | 236 | 247–48 | * Identify adjectives that answer the question “What kind?” or “How many?”
* Categorize adjectives by sense
* Identify adjectives that compare using -er or -est endings
 |
| 121 | 237 |  | * Demonstrate knowledge of concepts from Chapter 11 by taking the test
 |
| 122 | 238 | 249–50 | * Use commas and capital letters when appropriate
* Identify command sentences
* Distinguish action verbs from nouns
* Identify the plural form of a noun
* Identify an address that is written correctly
* Identify the action part and subject part of a sentence
 |
| 239 | 251–52 | * Complete a senses chart to describe a food item
* Write a paragraph about a food item, using adjectives from the senses chart
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| Chapter 12: Writing an Instructions Paragraph |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 123 | 240–43 | 253–56 | * Identify instructions given in a Bible passage
* Identify the purpose and audience for a set of instructions
* Identify the materials and the steps in a model instructions paragraph
* Explain the purpose of time-order words
 |
| 124 | 244–45 | 257 | * Identify the materials needed to follow a set of instructions
* Write a time-order chart to plan an instructions paragraph with the class
* Draft an instructions paragraph with the class
 |
| 125 | 246–47 | 259–60 | * Revise, proofread, and publish an instructions paragraph with the class
 |
| 126–27 | 248–49 | 261–62 | * Choose a topic for an instructions paragraph
* Identify the materials needed to follow the instructions
* Complete a plan with a time-order chart for the instructions paragraph
 |
| 128–29 | 250–51 | 263–64 | * Identify the audience, purpose, and materials of instructions in a Bible passage
* Write the draft for an instructions paragraph by using a list of materials and a time-order chart
 |
| 130–31 | 252–53 | 265–66 | * Explain the purpose of revising
* Apply proofreading marks to mark improvements
* Assess writing progress using a rubric
 |
| 132 | 254–55 | 267 | * Proofread an instructions paragraph
* Apply proofreading marks to mark corrections
* Assess writing progress using a rubric
 |
| 133 | 256–57 | 269, 271–72 | * Write a neat copy of the instructions paragraph
* Publish the paragraph by reading it aloud to an audience
 |
| 134 | 258–59 | 273–74 | * Apply capitalization and punctuation to sentences
* Identify the action verb in a sentence
* Identify the proper placement of commas
* Identify the correct punctuation in a letter greeting
* Use pronouns in sentences
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| Chapter 13: More Sentences |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 135 | 260–63 | 275–78 | * Match a subject part with a predicate part to form a sentence
* Identify the missing part to complete a sentence
* Distinguish between the subject part and predicate part of a sentence
 |
| 136 | 264–65 | 279–80 | * Define the predicate part
* Match a subject part with a predicate part to form a sentence
* Identify the action verb in the predicate part
* Distinguish between the subject part and predicate part of a sentence
 |
| 137 | 266–67 | 281–82 | * Identify adjectives
* Match a subject part with a predicate part to form a sentence
* Identify the linking verb in the predicate part
* Distinguish between the subject part and predicate part of a sentence
 |
| 138 | 268–69 | 283–84 | * Locate an action verb or a linking verb at the beginning of the predicate part
* Distinguish between the subject part and predicate part of a sentence
* Identify the subject as a noun or pronoun in the subject part
* Choose a subject to complete a sentence
 |
| 139 | 270–71 | 285–86 | * Match a subject part with a predicate part to form a sentence
* Locate an action verb or a linking verb at the beginning of the predicate part
* Distinguish between the subject part and predicate part of a sentence
* Identify the subject as a noun or pronoun in the subject part
* Choose a subject to complete a sentence
 |
| 140 | 272–73 | 287–88 | * Distinguish between the subject part and predicate part of a sentence
* Identify the subject in the subject part
* Combine sentences with the same predicate part by joining the two subjects with and
 |
| 141 | 274–75 | 289–90 | * Distinguish between the subject part and predicate part of a sentence
* Identify words in the predicate part that could be joined with and
* Combine sentences with the same subject part by joining the two different words in the predicate parts with and
 |
| 142 | 276–77 | 291–92 | * Identify subject parts and predicate parts in a run-on sentence
* Change a run-on sentence into two separate sentences
 |
| 143 | 278–79 | 293–94 | * Select expanded sentences that are more interesting because adjectives have been added
* Identify adjectives
* Choose an adjective to make a sentence more interesting
 |
| 144 | 280–81 | 295–96 | * Distinguish between the subject part and predicate part of a sentence
* Identify the subject and the verb in a sentence
* Identify adjectives
* Combine sentences that have the same subject part
* Combine sentences that have the same predicate part
* Change a run-on sentence into two separate sentences
* Use adjectives to make sentences more interesting
 |
| 145 | 282 | 297–98 | * Match a subject part with a predicate part to form a sentence
* Distinguish between the subject part and predicate part of a sentence
* Identify the subject and the verb in a sentence
* Combine sentences that have the same predicate part
* Combine sentences that have the same subject part
* Change a run-on sentence into two separate sentences
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| Chapter 14: Writing an Opinion Paragraph |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 148 | 286–89 | 303, 305–6 | * Distinguish between a fact and an opinion
* Identify reasons that support an opinion
* Write an opinion sentence using because to connect the opinion and a reason
 |
| 149–50 | 290–91 | 304, 307–8 | * Identify the parts of an opinion paragraph about a book
* Write a book title and author’s name with correct capitalization, punctuation, and underlining
* Identify reasons that support an opinion
* Recognize that the ending sentence restates the opinion
 |
| 151–52 | 292–93 | 309–10 | * Identify the audience and purpose of an opinion paragraph
* Participate in brainstorming reasons for an opinion
* Write opinion words to plan an opinion paragraph
* Write transition words to plan an opinion paragraph
* Plan an opinion paragraph about a book
 |
| 153–54 | 294–95 | 311–12 | * Order sentences to make an opinion paragraph
* Write the draft of an opinion paragraph using a planning chart
 |
| 155–56 | 296–97 | 313–14 | * Demonstrate an understanding of putting others first
* Apply proofreading marks to make improvements
* Demonstrate the appropriate use of opinion words
* Assess writing progress using a rubric
 |
| 157 | 298–99 | 315 | * Apply proofreading marks to mark corrections
* Consult a dictionary to check or correct spelling
* Assess writing progress using a rubric
 |
| 158–59 | 300–301 | 317, 319–20 | * Explain the purpose of the publishing step
* Publish a neat final copy of the paragraph
* Demonstrate self-assessment when evaluating the final copy
* Publish the paragraph by reading expressively to an audience
 |
| 160 | 302–3 | 321–22 | * Recognize sentences with correct capitalization and punctuation
* Identify compound words
* Replace nouns with pronouns
* Complete sentences with adjectives
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| Chapter 15: Study and Research Skills |
| Lesson  | Teacher’s Edition  | Worktext  | Lesson Objectives and Biblical Worldview |
| 161 | 304–7 | 323–26 | * Differentiate among the author, illustrator, and publisher of a book
* Identify the content on the title page of a book
* Use the contents page to find information
 |
| 162 | 308–9 | 327–28 | * Identify guide words and entry words on a dictionary page
* Locate definitions
* Locate sample sentences within entries
 |
| 163 | 310–11 | 329–30 | * Differentiate among fiction, nonfiction, and biography
* Demonstrate an understanding of the alphabetical arrangement of books in the library
* Identify respect in handling library materials
 |
| 164 | 312–13 |  | * Demonstrate the use of the library catalog
* Locate a book on the shelf using its call number information
 |
| 165 | 314–15 |  | * Explain that words should please God
* Identify TOOLS of Internet safety
* Identify ways that technology can be used to love and serve others
 |
| 166 | 316–17 | 331–32 | * Record source information with correct capitalization and punctuation
* Demonstrate the ability to research a topic with the Internet
* Determine information that is helpful for their research
 |
| 167 | 318–19 | 333–34 | * Determine the difference between hearing and listening
* Use the Tips for Good Listening to guide listening and to successfully answer questions
 |
| 168 | 320–21 | 335–36 | * Identify four questions for remembering facts
* Apply the four questions to identify facts and details
* Determine the main idea of a listening activity
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| Chapter 16: Writing a Research Report |
| Lesson  | Teacher’s Edition | Worktext  | Lesson Objectives and Biblical Worldview |
| 169 | 322–25 | 337–40 | * Identify facts in a text
* Identify the parts of a research report
* Differentiate between facts and opinions
* Choose a topic for the research report
 |
| 170 | 326–27 | 341–42 | * List the steps of the Writing Process
* Write an interesting title for the research report
* Identify the paragraph parts of a model report
* Differentiate between the topic sentence and supporting details in a paragraph
 |
| 171–72 | 328–29 | 343–44 | * Analyze model notes
* Evaluate the truthfulness of information to include in the report
* Take notes from nonfiction sources
* Reference the sources of the notes
 |
| 173–74 | 330–31 | 345 | * Analyze a model draft of a research report
* Create three paragraphs by writing information from the note cards into sentences
 |
| 175–76 | 332–33 | 347–48 | * Explain the purpose of revising
* Analyze a model revised report
* Apply proofreading marks to mark improvements
* Conference with a peer to make improvements to your draft
 |
| 177 | 334–35 | 349 | * Analyze a model proofread report
* Identify capitalization, punctuation, and spelling mistakes
* Apply proofreading marks to mark corrections
 |
| 178–79 | 336–37 | 351 | * Write a final corrected copy with best penmanship
* Create a cover for the report
* Share the report with others
 |
| 180 | 338–39 | 353–54 | * Distinguish kinds of sentences
* Identify subject-verb agreement
* Complete sentences with the correct predicate part
* Combine sentences
* Complete sentences with adjectives
* Identify the correct use of capitalization and punctuation in dates, addresses, abbreviations, and titles
 |