

Table of Lesson Plans

Story	Lesson	Lesson Pages	Text Pages	Worktext Pages	Bible Truths	Phonics Skills	Comprehension Skills	Other English Skills
Days to remember—Lessons 1–32								
Seth and the Angry Bug Realistic fiction by Eileen M. Berry	1	2–6	1–4	1–2	Love (BAT: 5a) Giving (BAT: 5b)	reading short vowel words identifying short vowels reading rhyming words	interpreting illustrations following directions	Oral reading: reading orally with appropriate voice inflection to convey dialogue
	2	7–10	5–7	3–4	Authority BAT: 2a) Love (BAT: 5a)	reading word–family words using letter–sound association: blends and digraphs	identifying emotional responses in characters recalling sequence of events matching characters and dialogue predicting outcomes	Oral reading: reading orally to communicate emotional responses of characters
Skill Station Day	3	11–14		272–275		demonstrating knowledge of the phonics patterns VC and VCC	demonstrating good listening habits with comprehension relating story title to facts and details	
Sticky Fingers Realistic fiction by Stephanie Ralston	4	15–19	8–11	5–6		reading one– and two–syllable words ending in <i>–ed</i>	relating the story content to personal experience recognizing that characters view problems differently supporting answers with evidence from the text and illustrations	Composition: writing about a personal experience
	5	20–23	12–15	7–8	Forgiveness (BAT: 6c)	recognizing long vowel sounds matching long vowel sounds	recalling facts and details about story characters identifying emotional responses of characters learning from the story characters that we should be willing to extend forgiveness to others and to ask forgiveness of others drawing logical conclusions	
	6	24–28	16–19	9–10	Honesty (BAT: 4c)	reading two–syllable words dividing short vowel words into syllables	matching story characters with dialogue determining sequence of events inferring unstated supporting details	Oral reading: reading dialogue orally to portray a character
Skill Station Day	7	29–32		276–79		demonstrating knowledge of the open syllable phonics pattern V dividing words ending with a consonant letter + <i>–le</i> into syllables determining whether a syllable has a long or short vowel	recalling details of a story recognizing time relationships	
The Tuna Tangle A fanciful story	8	33–37	20–23	11–12		identifying words with open syllables reading one– and two–syllable words with open syllables	noting actions of characters	Literature: identifying onomatopoeia enjoying fanciful fiction

by Dawn L. Watkins	9	38–42	24–27	13–14		reading long vowel two–syllable words that end in y and have one consonant letter between the vowel and the y (<i>Toby</i>)	recalling facts and details about characters and their actions identifying and interpreting the emotional responses of characters making predictions developing sentence closure	Literature: enjoying fanciful fiction
Skill Station Day	10	43–46		280–83		recognizing the long vowel phonics patterns <i>VCe</i> and <i>VV</i>	recalling details of a listening story classifying pictures into related sets classifying words into related sets	Vocabulary: completing a word web
Someone My Age Realistic fiction by Millie Howard	11	47–50	28–30	15–16		forming words with the long vowel phonics pattern <i>VCe</i> identifying long vowel sounds	learning from the characters the importance of friendship identifying with a story character relating a story title to the main idea of the story identifying problems and solutions	
	12	51–52	31–32	17–18	Friendliness (BAT: 5c)	reading long and short vowel words identifying long vowel sounds	identifying with a story character identifying the emotions of characters recalling and locating information explicitly stated	
	13	53–65	33–35	19–20	Servanthood (BAT: 2b) Goal setting (BAT: 2d) Love (BAT: 5a) Giving (BAT: 5b) Prayer (BAT: 6b)	reading long and short vowel words with suffixes beginning with a vowel applying the rule “short before two, long before one”	recognizing the importance of friendliness identifying with a story character recalling facts and details identifying problems and solutions recognizing sentence sense	
Skill Station Day	14	57–60		284–87		recognizing words with <i>r</i> –influenced vowels reading words with /är/ as in <i>barn</i>	recognizing the importance of a leader verbalizing the main idea of a paragraph	Study Skills: learning a strategy to recognize the main idea
Little Bug’s Trip A fanciful story by Becky Davis and Jan Joss	15	61–65	36–39	21–22	Humility (BAT: 7c)	using letter–sound association: <i>r</i> –influenced vowels reading and identifying words with <i>or</i> , /ot/	inferring the motives of characters determining the main idea of a paragraph	Oral reading: reading orally to convey meaning
	16	66–68	40–42	23–42	Faith in God’s promises (BAT: 8a)	using letter–sound association: <i>r</i> –influenced vowels reading words with <i>ar</i> , /är/ and <i>or</i> , /ot/	recalling sequence of events selecting a title related to the main idea identifying with the emotions of the story character	Oral reading: reading dialogue orally to portray the character
	17	69–72	43–45	25–26	Humility (BAT: 7e)	using letter–sound association: <i>r</i> –influenced vowels reading words with <i>er</i> , <i>ir</i> , <i>ur</i> , /ür/	classifying objects inferring the motives of a character based on prior knowledge developing sentence meaning	Oral reading: reading orally to portray emotional response of the character

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Samuel, God's Servant Based on I Samuel 2–3 by Becky Davis	18	73–75	46–47	27–28	Servanthood (BAT:2b) Enthusiasm (BAT: 2f) Faith in the power of the Word of God (BAT: 8b)	using letter–sound association: consonant blends identifying beginning <i>l</i> blends in words making words using ending <i>l</i> blends	relating story content to personal experience identifying cause–and–effect relationships	Composition: writing a personal experience
	19	76–78	48–50	29–30	Authority (BAT: 2a)	using letter–sound association: consonant blends making words using <i>r</i> blends	relating story content to biblical truth identifying true and false statements	
	20	79–81	51–52	31–32	Servanthood (BAT: 2b)	using letter–sound association: consonant blends reading words with beginning <i>s</i> blends making words beginning and ending <i>s</i> blends	matching pictures and related sentences recalling facts and details	Oral reading: reading with appropriate voice expression to convey emotion
Skill Station Day	21	82–85		288–91		using letter–sound association: / <i>ð</i> / as in <i>jaw, Paul, ball,</i> and <i>cost</i> using letter–sound association: <i>oo, /oo/, /oo/</i>	determining whether characters are main or lesser characters matching main characters and story titles matching words and definitions	Listening: demonstrating good listening habits
Billy Sunday Biography by Karen Wilt	22	86–89	53–55	33–34	Understanding Jesus Christ (BAT: 1a) Repentance and faith (BAT: 1b) Guiltless by the Blood (Promise: B) God as Master (Promise D)	reading words with <i>aw, au, /ð/</i>	noting elements of setting identifying characters by their actions thinking critically about character feelings and actions developing sentence closure	Oral reading: reading dialogue orally to convey character's emotion
	23	90–93	56–59	35–36	Prayer (BAT: 6b)	reading words with / <i>ð</i> / as in <i>cost, ball, lawn, cause</i>	relating story content to biblical truth describing a character's emotions in different situations following the rising action of a story line	
	24	94–98	60–63	37–38	Authority (BAT: 2a) Prayer (BAT: 6b) Spirit-filled (BAT: 6c) Christ as Sacrifice (Promise: E)	reading words with / <i>oo</i> / as in <i>book</i> and / <i>oo</i> / as in <i>spoon</i>	relating story content to personal experience identifying characters by dialogue developing sentence closure	
This Tooth Poetry by Lee Bennett Hopkins	25	99–101	64	39–40		reading words with <i>oo, /oo/</i> as in <i>tooth</i>	relating the poem to personal experience interpreting the remaining of the poem analyzing poetic language and construction developing word meaning	Listening: listening appreciatively
The Market An original tale by Susan W. Young	26	102–6	65–68	41–42		reading words with <i>spl, str,</i> and <i>scr</i> blends	predicting an outcome accessing and applying prior knowledge and experience drawing and supporting conclusions developing sentence meaning	Listening: enjoying traditional literature: a folktale
	27	107–12	69–73	43–44	Goal setting (BAT: 2d)	reading words with <i>ch, tch, /ch/</i>	recognizing and solving a problem situation recalling sequence of events forming and expressing opinions identifying true and false statements interpreting pictures	Literature: identifying the characteristics of a folktale as a genre

Skill Station Day	28	113–16		292–95	Faithfulness (BAT: 2c) Goal setting (BAT: 2d) Work (BAT: e)	reading words with <i>igh, /i/</i>	demonstrating good listening habits with comprehension matching illustrations to exits	Structural Analysis: combining base words to form compound words illustrating compound words
A Promise to Remember A historical play by Dawn L. Watkins and Eileen M. Berry	29	117–23	74–79	45–46	Authority (BAT: 2a) Faith in God’s promises (BAT: 8a) Courage (BAT: 8d)	reading words with <i>er, ir, ur, /ür/</i>	drawing inference from an inference comparing settings in a play comparing characters in a play recognizing that obedience to God may mean personal sacrifice	
	30	124–28	80–84	47–48	Prayer (BAT: 6b) Faith in God’s promises (BAT: 8a) God as Father (Promise: H)	reading and identifying words with <i>/i/</i> developing sentence closure using <i>igh</i> words	identifying emotional responses of characters recognizing that God’s people should trust Him for protection and help	Study Skills: reading a map key
	31	129–32	85–88	49–50	Friendliness (BAT: 5e) Praise (BAT: 7c) Faith in God’s promises (BAT: 8a) God as Father (Promise: H)	reading words that end in <i>le</i>	recognizing the importance of encouraging others noting emotional responses of characters	Composition: writing about a personal experience Literature: recognizing drama as a genre Structural Analysis: dividing words that end with a consonant + <i>le</i>
	32	133	74–88	51–52		applying silent consonant letter generalizations: <i>igh, /i/; kn /n/; mb, /m/</i>	revealing facts and details to complete a crossword puzzle developing sentence meaning	Oral Reading: participating in the reading of the play “A promise to Remember”

Story	Lesson	Lesson Pages	Text Pages	Worktext Pages	Bible Truths	Phonics Skills	Comprehension Skills	Other English Skills
Creatures Great and Small —Lessons 33–70								
Philip and His Farm Realistic fiction by Stephanie Ralston	33	134–39	89–93	53–54		reading words with <i>r</i> -influenced vowels: <i>ar, /är/; or, /or/; er, ir, ur, /ür/</i> using letter–sound association: <i>r</i> -influenced vowels	identifying emotional response of characters identifying with a story character	Literature: interpreting idioms
	34	140–45	94–98	55–56	Work (BAT: 2e)	reading words with <i>ph, /f/</i> as in <i>phone</i>	predicting outcomes matching sentences with pictures	Literature: recognizing first–person point of view
Skill Station Day	35	146–49		296–99	Authority (BAT: 2a)	using letter–sound association: <i>ou, ow, /ou/</i> and <i>oi, /oi/</i>	following directions	Listening: demonstrating good listening habits
My First Lamb Poetry by Dawn L. Watkins	36	150–52	99	57–58	Prayer (BAT: 6b) Praise (BAT: 7c) Faith on God’s promises (BAT: 8a) God as Father (Promise H) God as Master (Promise I)	reading long vowels in closed syllables: <i>_old, _olt, _ind, _ild</i>	interpreting the meaning of a poem recognizing the emotional response of characters developing word meaning and sentence meaning	Literature: enjoying poetry recognizing the poet’s use of words that sound like their meaning (onomatopoeia) recognizing rhyming pairs of words
Little Lost Lamb Taken from Luke 15:4–7 by Karen Wooster	37	153–55	100–101	59–60	Authority (BAT: 2a)	using letter–sound association: <i>o, /ō/</i> and <i>/ō/; ou, /ou/</i>	inferring the author’s message recognizing cause–and–effect relationships	Composition: writing and illustrating a story
	38	156–59	102–105	61–62		reading words with <i>oi, oy, /oi/</i>	relating story content to biblical truths identifying true and false statements classifying animals drawing inferences from illustrations developing sentence closure	
	39	160–63	106–8	63–64	Understanding Jesus Christ (BAT: 1a) Repentance and faith (BAT: 1b) Forgiveness (BAT: 6e) Praise (BAT: 7c)	using letter–sound association: <i>oi, oy, /oi/</i> and <i>ou, ow, /ou/</i>	locating information explicitly stated reading and thinking critically observing character traits recalling sequence of events matching words with pictures phrases	
Kangaroos and Koalas An article by Gail Fitzgerald	40	164–69	109–13	65–66	God as Master (Promise: I)	reading words with <i>/oo/</i> and <i>/oo/</i>	recognizing the uniqueness of God’s creation comparing and contrasting homes developing sentence meaning	Study Skills: demonstrating an awareness of country locations on a globe
	41	170–73	114–16	67–68	God as Master (Promise: I)	reading words with <i>oo, ew, /oo/</i>	recognizing the wonder of God’s creation recalling facts and details developing vocabulary comparing and contrasting kangaroos and koalas matching words and pictures developing sentence meaning	

<p>Skill Station Day</p>	42	174–77		300–303	God as Master (Promise: I)		matching descriptions to animals	<p>Study Skills: distinguishing between globes and flat world maps</p> <p>Structural Analysis: counting the number of syllables in words identifying words within compound words dividing compound words into syllables</p>
<p>Kate Kangaroo A fanciful story by Karen Wilt</p>	43	178–82	117–20	69–70	Authority (BAT: 2a) Work (BAT: 2e) Sowing and reaping (BAT: 4a)	reading rhyming words with <i>oo</i> , <i>ue</i> , <i>ew</i> , /oo/	relating lesson content to the biblical principle of work distinguishing reality from fantasy developing sentence closure	<p>Literature: identifying fanciful elements in story content</p>
	44	183–86	121–24	71–72		identifying short vowel words with closed syllable pattern <i>VCC</i>	recognizing the importance of finishing the job locating information explicitly stated developing sentence closure	
	45	187–89	125–27	73–74		reading long vowel words in closed syllables: <i>_old</i> , <i>_olt</i> , <i>_ind</i> , <i>_ild</i>	recalling facts and details about characters recognizing the importance of finishing the job identifying emotions of characters identifying cause-and-effect relationships identifying true and false statements developing sentence closure	
	46	190–93	128–30	75–76	Faithfulness (BAT: 2c) Work (BAT: 2e) Clear conscience (BAT: 6d)		developing an awareness of the change in the characters during the course of action recognizing the importance of finishing the job noting character actions inferring supporting details about characters	<p>Structural Analysis: dividing two-syllable words between double consonants dividing two-syllable words before the consonant <i>+le</i></p>

Story	Lesson	Lesson Pages	Text Pages	Worktext Pages	Bible Truths	Phonics Skills	Comprehension Skills	Other English Skills
Skill Station Day	47	194–97		304–7	Authority (BAT: 2a) Work (BAT: 2e) Self-concept (BAT: 3a) Emotional control (BAT: 3c) Sowing and reaping (BAT: 4a) Purity (BAT: 4b) Honesty (BAT: 4c) Love (BAT: 5a) Bible study (BAT: 6a)	reading words with soft <i>c</i> , /s/ and hard <i>c</i> , /k/ reading words with soft <i>g</i> , /j/ and hard <i>g</i> , /g/	identifying problems in given situations finding solutions to problems recognizing that characters view problems differently	
Mice Poetry by Rose Fyleman	48	198–200	131				drawing conclusions about the meaning of a poem	Literature: enjoying poetry recognizing rhyming words in poetry Composition: composing a couplet
Cheerful Chickadees Realistic fiction by Karen Wilt	49	201–206	132–36	77–78	Work (BAT: 2e)	reading words with silent letters: <i>lk, mb, kn, lf</i>	interpreting pictures literally for actions of characters sequencing pictures depicting scenes from the story developing word meaning	
	50	207–12	137–42	79–80	Faithfulness (BAT: 2c) Spirit-filled (BAT: 6c) Faith in God’s promises (BAT: 8a) God as Master (Promise: I)	identifying the sounds of the soft <i>c</i> and soft <i>g</i> using words with the soft <i>c</i> and <i>g</i> sounds to complete a puzzle	recognizing the emotional response of characters identifying cause-and-effect relationships	
	51	213–14	143	81–82		reading short vowel words with /j/ spelled <i>dge</i> and long vowel words with /j/ spelled <i>ge</i>	following directions to make a bird feeder sequencing steps in a process developing sentence meaning	
Owl Face Realistic fiction by Eileen M. Berry	52	215–20	144–48	83–84		reading short vowel words with the silent letters <i>gh</i> completing sentences using words with <i>igh</i> , /i/	identifying the attitudes of a character	Literature: using similes
	53	221–25	149–53	85–86	Love (BAT: 5a) God as Master (Promise: I)	reading words with <i>oi</i> and <i>oy</i>	matching story characters with dialogue recalling facts and details	Oral Reading: reading orally to portray characters
	54	226–29	154–56	87–88	Forgiveness (BAT: 6e)	using letter-sound association: <i>a(l)</i>	inferring the motives of characters identifying a problem and solution developing sentence closure	
Skill Station Day	55	230–33		308–11			recognizing synonyms developing sentence meaning	Structural Analysis: recognizing contractions: <i>I’m, I’ll, I’ve, I’d</i> Literature: selecting appropriate words to complete a poem

<p>Be Wise About Owls An article by Eileen M. Berry</p>	56	234–41	157–62	89–90	God as Master (Promise: I)	reading words with silent <i>w</i> as in <i>wren</i>	comparing facts and details about kinds of owls contrasting owls and humans developing sentence closure	
<p>Digger Does It Realistic fiction by Wendy M. Harris</p>	57	242–46	163–66	91–92			inferring supporting details relating lesson content to personal experience solving problem situations	Study Skills: putting words in alphabetical order
	58	247–49	167–69	93–94	Love (BAT: 5a) Friendliness (BAT: 5c)	reading long vowel words with the marker <i>e</i> pattern	inferring motives of characters noting elements of setting following directions developing sentence meaning	
	59	250–53	170–72	95–96	Servanthood (BAT: 2b) Love (BAT: 5a)	using soft <i>g</i> and soft <i>c</i> in phonograms	interpreting figurative language identifying problems and solutions predicting outcomes identifying characters developing sentence closure	
<p>Skill Station Day</p>	60	254–57		312–15	God as Master (Promise: I)	reading words with <i>ea</i> , / <i>ē</i> /	determining main ideas making inferences about story details recognizing that words can have multiple meanings	
<p>Service Dogs An article by Wendy M. Harris</p>	61	258–64	17377	97–78	Faithfulness (BAT: 2c) Work (BAT: 2e)	reading words with / <i>δ</i> / as in <i>caught</i> , <i>Paul</i> and <i>saw</i>	comparing facts and details about breeds of dogs recalling information given in the story developing sentence meaning	
<p>The Crow and the Pitcher A fable adapted by Maggie D. Sloan</p>	62	265–70	178–81	99–100	Goal Setting (BAT: 2d)	reading words with <i>y</i> and <i>i</i> as / <i>ē</i> /	matching adjectives with the words and pictures they describe developing sentence meaning	Literature: reading a fable

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Wolf Pack Regional realism by Karen Wooster	63	271–75	182–85	101–2	Bible study (BAT: 6a)	completing the sentences to match pictures reading words with <i>mb</i> , /m/ and <i>wr</i> , /r/	recognizing the importance of gratitude recalling sequence of events	Literature: interpreting figurative language Composition: writing a thank-you note
	64	276–77	186–87	103–4		reading words with the letter-sound association: <i>ea</i> , /ē/; <i>ea</i> , /ē/ reading sentences that contain words with <i>ea</i> , /ē/ and /ē/	predicting outcomes	Literature recognizing the author's technique for building suspense in the plot noting the foreshadowing that made the outcome reasonable
	65	278–82	188–91	105–6	Love (BAT: 5a) Prayer (BAT: 6b) Faith in God's promises (BAT: 8a) Courage (BAT: 8d)		recognizing that God keeps his promises classifying	Structural Analysis recognizing the use of an apostrophe in contractions using contractions with the word <i>not</i>
A King for Brass Cobweb A fanciful play by Dawn L. Watkins and Eileen M. Berry adopted from the book <i>A King for Brass Cobweb</i>	66	283–91	192–99	107–8	Giving (BAT: 5b) Humility (BAT: 7e)		recognizing likeness and differences in characters identifying synonyms matching words and pictures	Structural Analysis: combining base words to form a compound word Oral Reading: reading orally to convey emotion
	67	292–97	200–205	109–10	Mind (BAT: 3b) Love (BAT: 5a) Friendliness (BAT: 5e) Courage (BAT: 8d)	reading words with suffixes in which the <i>y</i> at the end of the base word was changed to <i>i</i> before the suffix was added	identifying character traits of story characters developing sentence closure	Oral Reading: reading orally to portray emotional response of a character Structural Analysis: composing names for animals
	68	298–304	206–12	11–12	Honesty (BAT: 4c) Friendliness (BAT: 5e)		relating story content to biblical truth recalling sequence of events	Oral Reading: reading orally with appropriate voice expression to interpret dialogue Structural Analysis: writing contractions formed from <i>are</i> : <i>you're</i> , <i>we're</i> , <i>they're</i> using contractions to complete sentences
	69	305–9	213–17	113–14	Goal setting (BAT: 2d) Giving (BAT: 5b) Courage (BAT: 5e)		comparing and contrasting characters and their attitudes relating story titles to illustrations developing sentence meaning	Literature: identifying kinds of literature Structural Analysis: identifying the number of syllables in a word

	70	310–15	218–22	115–16	Mind (BAT: 3b) Love (BAT: 5a) Humility (BAT: 7e) Courage (BAT: 8d)	reading short vowel words with suffixes <i>-ed</i> and <i>-ing</i>	identifying the main character and lesser characters of the story identifying character traits of story characters	
Treasures—Lessons 71–92								
Philip and His Farm Realistic fiction by Stephanie Ralston	71	316–21	223–27	117–18	Work (BAT: 2e) Prayer (BAT: 5a) Clear conscience (BAT: 8d)	using letter–sound association: /ð/ in a closed syllable	inferring character traits noting elements of setting relating a story title to story facts and details matching pictures and related sentences	Literature: enjoying historical realistic fiction
Jonathan’s Treasures Historical fiction by Milly Howard and Susan W. Young	72	322–25	288–31	119–20	Giving (BAT: 5b)	using letter–sound association: short vowels	interpreting pictures literally for elements of setting developing sentence closure	Composition: writing about a personal experience
	73	326–29	323–35	121–22	Work (BAT: 2e) Prayer (BAT: 5a) Clear conscience (BAT: 8d)	applying long vowel generalizations matching vowel characters to words according to long vowel patterns	perceiving time relationships noting character actions classifying	
	74	330–33	236–38	123–24	Giving (BAT: 5b) Clear conscience (BAT: 8d)	using letter–sound association: /är/, /or/, /ür/	relating story content to personal experience matching pictures to related sentences	Structural Analysis: recognizing possessives
Jonathan Goforth: Missionary to China Biography by Susan W. Young	75	334–39	239–42	125–26	Authority Bible study (BAT: 6a) Prayer (BAT: 5a) Praise (BAT: 7c) Faith in God’s promises (BAT: 8a)		distinguishing reality from fantasy following directions interpreting text by using punctuation clues	Oral Reading: interpreting text by using punctuation Literature: recognizing biography genre
Skill Station Day	76	340–43		316–19	Courage (BAT: 8d)	reading words with a schwa ending (<i>ed, er, en</i> and <i>ain</i>)	comparing and contrasting characters and their attitudes inferring supporting details about characters	Structural Analysis: adding suffixes to expand vocabulary

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Captain Stripe's Gold A fanciful story by Millie Howard	77	344–48	243–46	127–28	Authority (BAT: 2a)	reading one-syllable words with <i>-ed</i> ending writing words ending with <i>-ed</i>	identifying attitudes of characters comparing and contrasting characters in a story	
	78	349–53	247–51	129–30	Honesty (BAT: 4c) Contentment (BAT: 7d)	reading words with schwa syllables	recognizing the opinions of characters	Structural Analysis: adding suffixes to words Literature: following directions on a map
	79	354–59	252–56	131–32	Authority (BAT: 2a) Honesty (BAT: 4c) Bible study (BAT: 6a)		completing quotations from the story identifying characters by dialogue	Structural Analysis: dividing words into syllables between like consonants
The Fire Keeper Historical fiction by Millie Howard	80	360–66	257–62	133–34	Love (BAT: 5a)	using letter-sound association: <i>au, aw, o, a(i); /ô/</i> completing sentences with words containing various spellings of <i>/ô/</i>	analyzing dialogue to determine the emotions of the characters comparing our modern-day needs to those of the Native Americans in the story	Oral Reading: reading dialogue orally to communicate character emotions Composition: writing a personal essay
	81	367–71	263+66	153–36	Authority (BAT: 2a) Work (BAT: 2e)		recalling sequence of events recognizing the importance of obedience and trustworthiness matching pictures and related sentences	Literature: recognizing the use of foreshadowing Oral Reading: reading orally to communicate the mood of the story Structural Analysis: adding common suffixes to base words
December Leaves Poetry by Millie Kay Starbird	82	37–74	267				relating the poem to personal experience	Composition: developing simple metaphors Literature: recognizing extended metaphor Structural Analysis: dividing words into syllables between unlike consonants
Gifts from the Wise Men Taken from Matthew 2:1–12	83	375–79	268–71	137–38	Work (BAT: 2e) Enthusiasm (BAT: 2f)	recognizing words with <i>y, /ë/</i> as in <i>funny</i> and <i>y, /i/</i> as <i>/i/</i> in <i>fly</i>	noting elements of setting developing sentence closure	Literature: enjoying realistic historical fiction
	84	380–83	272–75	139–40		reading one- and two- syllable words	interpreting pictures literally for elements of setting recalling comparisons and contrasts	Structural Analysis: noting the number of syllables in written words

by Becky Davis	85	384–86	276–78	141–42	Authority (BAT: 2a)		inferring the motives of characters	Composition: writing creatively Structural Analysis: dividing base words combining base words to form a compound word
	86	387–91	279–82	143–44	Love (BAT: 5a) Exaltation of Christ (BAT: 7b) Praise (BAT: 7c) Christ as Sacrifice (Promise E)	using letter–sound association: <i>ie</i> , / <i>ɛ</i> /	inferring the motives of characters recalling sequence of events developing sentence closure	
Gold, Frankincense, and Myrrh An article by Eileen M. Berry	87	392–97	283–86	145–46	Understanding Jesus Christ (BAT: 1a) Repentance and faith (BAT: 1b) Exaltation of Christ (BAT: 7b) Praise (BAT: 7c) Christ as Sacrifice (Promise E)	using letter–sound association: / <i>ô</i> /	recognizing the significance of the wise men’s gifts developing sentence closure	Literature: enjoying nonfiction: information
Skill Station Day	88	398–401		320–23	Evangelism and missions (BAT: 5c) Grace (BAT: 7a)		recognizing place relationships	Structural Analysis: reading words with the prefix <i>a</i> – recognizing rules for prefixes and suffixes added to base words Study Skills: following directions on a map using a compass rose
Squirrel’s Treasure A fanciful story by Becky Davis	89	402–7	287–91	147–48	Enthusiasm (BAT: 2f) Friendliness (BAT: 5e) Contentment (BAT: 7d)	recognizing soft <i>c</i> in words reading words with soft <i>c</i>	distinguishing fantasy from reality	Literature: identifying fanciful elements in a story Literature: writing about a personal experience
	90	408–10	292–94	149–50	Love (BAT: 5a)	recognizing soft <i>g</i> in words	predicting outcomes developing sentence closure	Study Skills: interpreting place relationships on a map
	91	411–14	295–98	151–52	Giving (BAT: 5b)		inferring likenesses and differences in characters classifying identifying synonyms	
	92	415–19	199–302	153–54	Love (BAT: 5a) Giving (BAT: 5b) Friendliness (BAT: 5e) Humility (BAT: 7e)		recognizing that character view problems differently identifying the emotional responses of character recalling comparisons and contrasts relating a story title to story facts and details	Literature: matching a contraction with its meaning