Reading 3 Lesson Plan Overview

Adventures in Reading 3A
Unit 1: Actions and Attitudes

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| Welcome to Reading 3 | 1 | 2–3 | All | 1–2 | * Predict the themes of the units in Student Text 3A based on the titles of the unit opener pages
* Find a story in the Student Text using the Contents
* Find unknown words in the Student Text using the Glossary
* Demonstrate current reading skills
 |
| One of a KindRealistic fictionby Milly Howard | 2–4 | 4–29 | 2–23 | 3–8assessment | * Identify the main character of a story
* Infer a character’s traits based on how he looks, what he says, what he does, and what he thinks
* Explain how a character changes in a story
 |
| AndréPoetryby Gwendolyn BrooksWe Thank TheePoetryby unknown author | 5–6 | 30–33 | 24–27 | 9–12 | * Listen to a poem for comprehension and enjoyment
* Identify rhyming words in a poem
* Reread poems aloud by participating in a choral reading
* Use a model to write a four-line poem

Thankfulness to God  |
| The Spelling Window Realistic fictionby Dawn L. Watkins | 7–8 | 34–51 | 28–43 | 13–16 | * Infer a character’s traits based on how he looks, what he says, what he does, and what he thinks
* Compare and contrast characters using a Venn diagram
* Recognize first-person point of view
* Recognize change in a character and first-person point of view
* Create an informal writing assignment

Be kind to othersWe should show love to others |
| Silent CommunicationAn articleby Lindsey Dickinson | 9–10 | 52–63 | 44–55 | 17–20 assessment | * Identify characteristics of informational text
* Locate information using text features: section headings, bold words, and picture captions
* Reread an article to determine the main idea
* Recognize the main idea of a section in an article

Be kind to one another Love others as much as you love yourself |
| Alex, the Drummer BoyHistorical fictionby Steffi Adams | 11–14 | 64–97 | 56–83 | 21–28assessment | * Define *historical fiction*
* Identify problems and solutions in a story
* Infer a character’s traits based on how he looks, what he says, and what he does

Recognize and show God’s sacrificial loveTrust in God’s comforting presenceTrust God’s promises in times of trouble |
| Encyclopedia BrownTwo mysteriesby Donald J. Sobol | 15–17 | 98–119 | 84–103 | 29–34 | * Identify characteristics of a mystery
* Use what a character looks like, what he says, and what he does to solve a mystery
* Draw conclusions based on clues
* Locate Encyclopedia Brown books in a library
* Reread a story aloud to convey meaning and emotion
* Identify relevant information

Show love to God by showing love to othersTrust in God’s redeeming love |
| Two Crooks and Two HeroesDramaby Karen Wilt | 18–20 | 120–35 | 104–17 | 35–38assessment | * Identify the cast and features of a play
* Read orally to portray characters in a play
* Identify cause-and-effect relationships
* Give examples of words, names, and actions that show the author’s use of humor
* Participate in the oral reading of a play
* Create an audio recording while reading the story as a reader’s theater
* Use features of a glossary: entry words, definitions, sample sentences, and word forms
 |
| Book Activity: Post Card Reading Skill Check 1 | 21 | 136–37 |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple Book Activity: a post card
 |
| New Year in a New LandRealistic fictionby Karen Wilt | 22–24 | 138–53 | 118–31 | 39–44assessment | * Identify words that describe the setting of a story
* Infer a character’s traits based on how he looks, what he says, and what he does
* Retell “New Year in a New Land” to a partner
* Explain what you learned from the story

Trust in God’s helpRecognize Christ as the Messiah |
| The Trail WestHistorical fictionby Milly Howard | 25–28 | 154–77 | 132–51 | 45–52assessment | * Infer a character’s traits based on how he looks, what he says, and what he does
* Recall story details
* Identify the setting of a story
* Reread the story aloud, using dialog to portray the character
* Identify what happens at the beginning, middle, and end of a story

Give thanks to GodGlorify God as you workDo things with energy and a happy, willing spiritGod cares for His creatures |
| Book Activity: Share Day | 29 | 178–79 |  |  | * Share a book that has been read independently
* Share a completed post card about the book read independently
 |
| David Livingstone: Man of DeterminationBiographyby Jan Joss | 30–32 | 180–203 | 152–71 | 53–58assessment | * Identify characteristics of a biography
* Compare and contrast oneself with the main character
* Infer a character’s attitudes based on what he says and does
* Understand and explain the gospel of Jesus Christ and affirm the importance of sharing it with others
* Infer a person’s character based on what he says and what he does

Use self-control and be slow to angerTrust in Jesus for salvationShare the gospel with others |
| GideonA Bible account taken from Judges 6 and 7 | 33–34 | 204–15 | 172–81 | 59–62assessment | * Determine the main character of a story
* Identify the setting of a story
* Recognize cause-and-effect relationships
* Personally apply biblical truth
* Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms

Recognize the power of GodTrust in God’s power |
| Ira’s BattleBiblical fictionby Renee Cancino | 35–36 | 216–26 | 182–92 | 63–66 | * Recognize that the same story can be told from different points of view
* Recognize changes in the main character
* Evaluate the meaning of a story title
* Reread to compare two versions of the same story
* Distinguish fact from fiction in a biblical fiction story

God reveals Himself to manRecognize God’s Word as truth |
| SSR Journal: SettingReading Skill Check 2 | 37 | 227–29 |  |  | * Enjoy and respond to recreational reading
* Choose a book on the student’s independent reading level
* Respond to reading through setting
 |

Unit 2: Missions and Memories

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| Danger on the MountainRealistic fictionby Karen Wooster | 38–41 | 230–51 | 194–211 | 67–74 | * Identify important elements in a story’s plot
* Identify the setting and characters at the beginning of a story
* Draw and support conclusions with evidence from the text
* Identify the problem that happens in the middle of a story
* Predict the solution to a problem
* Identify how the author solves the problem at the end of a story
* Discuss the lesson that the characters learn
* Reread the story aloud, reading dialog to portray the characters
* Plan and write a story including the setting, characters, problem, and solution

Trusting God brings peaceGod remains true to His promisesGod answers prayer |
| TentPoetryby Deborah ChandraUnder the Tent of the SkyPoetryby Rowena Bastin Bennett | 42 | 252–55 | 212–15 | 75–76 assessment | * Listen to a poem for comprehension and enjoyment
* Interpret a poet’s use of imagery
* Compare and contrast how two poets use the same image to describe different things
 |
| A Ticket to the CircusRealistic fictionby Milly Howard and Rebekah Fitchner Lindstrom | 43–46 | 256–79 | 216–35 | 77–84assessment | * Draw conclusions to identify a character’s problem
* Support conclusions with evidence from the story
* Infer the attitude of a character
* Evaluate a character’s feeling based on biblical principles
* Reread the story to provide supporting evidence for character change
* Identify irrelevant information

God has given each person special abilities to use for HimEach person is wonderfully made by God |
| Harriet TubmanBiographyby Esther Wilkison | 47 | 280–87 | 236–43 | 85–86  | * Identify important details from a biography
* Determine the main idea of a paragraph or article
* Compare and contrast an historical person with a person in the Bible
* Use features of a glossary: entry words, definitions, sample sentences, and word forms

God’s plan may include suffering |
| A Song in the NightHistorical fictionby Dawn L. Watkins | 48–51 | 288–311 | 244–63 | 87–94assessment | * Identify the author’s use of a song text to provide story clues
* Evaluate a story title based on story content
* Draw conclusions based on story details and historical context
* Compare the details of a realistic fiction story to the historical content of a biography
* Reread a story using punctuation and text clues to convey emotion and read expressively
* Create an audio recording while rereading the text aloud
 |
| Book Activity: Paper SandwichReading Skill Check 3 | 52 | 312–13 |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple book activity: a paper sandwich
* Demonstrate mastery of reading skills
 |
| Mission over MexicoA true storyretold by Susan W. Young | 53–55 | 314–35 | 264–81 | 95–100assessment | * Predict the outcome of a story
* Locate information from a point on a map using a compass rose
* Recognize that God orders the lives of His people for His glory and their good
* Verify predictions and explain outcomes
* Determine the main idea of a paragraph
* Identify the author’s purpose
* Understand that God uses people’s skills and talents for His purposes

God uses our skills to reach others with the gospelGod orders the lives of His people for His glory and their goodWe should remember God’s great love and goodnessContinually praise God’s nameGod remains true to His promisesTell others about God’s plan of salvationGive to missions and pray for missionaries |
| Brave BessieBiographyby Michele White | 56–58 | 336–55 | 282–99 | 101–6assessment | * Identify problems and their solutions
* Infer the motives and emotions of the characters
* Recognize characteristics of a biography
* Compare and contrast two texts on a similar topic
* Reread a story aloud
* Understand the importance of setting in a story
* Write about a favorite location
 |
| Book Activity: Share Day | 59 | 356–57 |  |  | * Share a book that has been read independently
* Share a completed “paper sandwich” about the book read independently
 |
| Views from SpaceAn articleby Lindsey Dickinson | 60–61 | 358–70 | 300–309 | 107–10 | * Interpret information presented on a timeline
* Define the term worldview
* Infer a person’s worldview from his speech and actions
* Relate story content to a timeline
* Contrast different worldviews

God is the CreatorGod’s greatness and glory are revealed in creation |
| An Instrument for GodHistorical fictionby Maggie D. Sloan | 62–63 | 371–81 | 310–19 | 111–14assessment  | * Infer a character’s attitude based on what he says and does
* Explain how the main characters show God’s love to others
* Evaluate the author’s choice of the story title
* Compare characters from two different stories
* Identify examples of cause-and-effect relationships in the story

Cast your cares on the Lord through prayerShow love to others through actionsUse your talents and possessions to serve God |
| LazarusA dramatized Bible account taken from John 11 | 64–65 | 382–91 | 320–29 | 115–16 | * Identify the cast and features of a play
* Recognize and discuss cause-and-effect relationships
* Explain how the Bible account supports the stated purpose (John 20:31)
* Participate in a play

Jesus made the resurrection possibleThe Bible was written so we can learn about Christ and put our trust in HimBy believing in Jesus, we can have eternal life |
| Joy Comes to BethanyBiblical fictionby Esther Wilkison | 66–67 | 392–403 | 330–39 | 117–20asssessment | * Distinguish the point of view from which a story is told
* Compare and contrast two versions of the same story
* Rewrite a story from a different point of view

Jesus is the Son of God |
| The Firefighter’s ThanksgivingNarrative poetryby Maribeth Boelts | 68–69 | 404–15 | 340–51 | 121–24 assessment | * Identify the author’s purpose
* Recognize the structure of a narrative poem by identifying the repeated words
* Listen to narrative poetry for comprehension and enjoyment
* Reread the narrative poem aloud
* Respond to reading by planning and writing a thank-you note

Be dependable in your workWe should trust God to answer our requests in His own way |
| Chickadee WinterRealistic fictionby Dawn L. Watkins | 70–73 | 416–37 | 352–69 | 125–32 | * Identify and categorize the author’s use of descriptive sensory words
* Identify the point of view from which the story is told
* Infer a character’s attitudes based on what he says
* Identify the author’s use of similes
* Recognize changes in a story character
* Reread portions of a story aloud that show the author’s use of imagery
* Write a sensory poem

Lessons can be learned from God’s creationGod knows a person’s heart’s desiresGod’s use of creation for His purposesGod can change a person for the good |
| SSR Journal: Characters Reading Skill Check 4 | 74 | 438–39 |  |  | * Enjoy and respond to recreational reading
* Choose a book on the student’s independent reading level
* Respond to reading through character details
* Introduce mastery of reading skills
 |

Adventures in Reading 3B
Unit 3: Pets and Predators

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| The Quest of Dudley Deer MouseFantasyby Emily McAllister Kassales | 75–76 | 446–69 | 2–23 | 133–36 | * Identify traits of characters
* Identify and explain the author’s purpose: to entertain
* Predict story events
* Interpret illustrations and explain how they add meaning to the story
* Identify a problem and its solution
* Recognize the differences between realistic fiction and fantasy

Trusting God brings peaceGod remains true to His promisesGod answers prayer |
| The Beast of the DesertRealistic fictionby Milly Howard | 77–79 | 470–89 | 24–41 | 137–42 | * Recognize characteristics of realistic fiction
* Define words with multiple meanings
* Compare and contrast ways to do similar tasks
* Identify and use the features of a glossary: word forms, entry words
* Reread the story to find details on how to train a camel
* Plan and write a how-to article

Do everything with energy and a joyful spirit |
| The Coyote’s SongDramaA traditional Native American tale, adapted by Karen Wooster and Rebekah Fitchner Lindstrom  | 80–83 | 490–507 | 42–55 | 143–48assessment | * Distinguish fantasy from reality
* Infer qualities of a story character based on how he looks, what he says, and what he does
* Infer the moral of a story
* Identify features of a play
* Describe how a character changes in a story
* Reread and act out a play
* Read dialog expressively to portray the character’s traits
* Follow directions to create simple costumes

ContentmentCooperativenessGod’s perfect designGod designed each creature with unique characteristicsThink of others before yourselfRecognize your God-given talentsUse your talents for God’s glory |
| A Snake in the HouseRealistic fictionby Milly Howard | 84–86 | 508–33 | 56–77 | 149–54assessment | * Identify cause-and-effect relationships
* Predict outcomes and verify predictions
* Infer character emotion

God designed each creature with unique characteristicsGod created all things for good  |
| Just Plain SnakyAn articleby Nellie Ashe Cooper | 87–88 | 534–41 | 78–85 | 155–58 | * Identify supporting information from the article
* Identify and explain the author’s purpose: to persuade
* Compare and contrast a story and an article about the same topic
* Reread the article to identify details that support the main idea
* Plan a paragraph with three details that support the main idea
 |
| Slithery, Slidery, Scaly Old SnakePoetryby Denise RodgersCamels, Coyotes & CobrasPoetryby Amy SchoneweisSunningPoetryby James S. Tippett | 89 | 542–45 | 86–89 | 159–60 | * Listen to a poem for comprehension and enjoyment
* Identify rhyme, alliteration, and rhythm in poetry
 |
| The Greedy DogA retelling of Aesop’s fable | 90 | 546–49 | 90–91 | 161–62 assessment | * Infer the moral of a fable
* Support conclusions with evidence from the story

Be thankful and content with what you have |
| Book Activity: Book JacketReading Skill Check 5 | 91 | 550–51 |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple Book Activity: a book jacket
* Demonstrate mastery of reading skills
 |
| Fremont’s Frog FarmRealistic fictionby Gail Fitzgerald and Susan W. Young | 92–94 | 552–79 | 92–115 | 163–68assessment | * Identify story elements: character, setting, problem, and solution
* Infer main idea
* Identify additional solutions
* Infer character traits based on the character’s actions
* Create a story elements booklet and use it to retell the story to a partner
* Identify and use the features of a glossary: word forms and entry word

Show love to others by what you say and doBe diligent in your work |
| For SaleAn articleby Nancy Lohr | 95–96 | 580–87 | 116–23 | 169–72 | * Determine the author’s purpose
* Explain the relationship between important ideas in the article
* Evaluate persuasive writing
* Reread the article and identify elements of a good advertisement
* Interpret information displayed in a circle graph
* Write a persuasive advertisement

Honor God with your words |
| Book Activity: Share Day | 97 | 588–89 |  |  | * Share a book that has been read independently
* Share a completed book jacket about the book read independently
 |
| The Spider and the FlyPoetryby Mary Howitt | 98 | 590–97 | 124–31 | 173–74 | * Listen to narrative poetry for comprehension and enjoyment
* Explain how illustrations add meaning to the poem
* Connect the main lesson of the poem to biblical teaching and make real-life application

God will not tempt you, neither will He allow you to be tempted above what you are able to handleAll praise belongs to GodWrong choices have consequences |
| A Curtain of Spun SilverBased on a true storyretold by Karen Wilt | 99 | 598–605 | 132–39 | 175–76 | * Identify information on a map using a map key and compass rose
* Identify the main purpose of the story
* Connect the main lesson of the story to biblical teaching and make real-life application

Love and pray for your enemiesTrust in God when you are afraidChrist’s provision of peaceGod’s use of creation for His purposes |
| The Web WeaversAn articleby Wendy M. Harris  | 100–101 | 606–13 | 140–47 | 177–80assessment | * Sequence events using time-order words
* Explain how the diagrams help clarify and enhance the article
* Connect the main lesson of the story to biblical teaching and make real-life application
* Reread the article for details
* Identify web address information
* Choose reliable websites while searching for related information online
* Write a paragraph contrasting two related ideas

God designed each creature with unique characteristicsGod created all things for goodGod is the Master Creator as seen in nature |
| Up in the AirAn articleby Gail Fitzgerald | 102 | 614–21 | 148–55 | 181–82 | * Interpret information presented on a timeline
* Identify cause-and-effect relationships
* Determine the main idea of an article
 |
| Mice of the Westing WindFantasyby Tim Davis | 103–6 | 622–45 | 156–75 | 183–90assessment | * Identify problems and solutions
* Infer the author’s meaning
* Make predictions
* Relate the story to personal experience
* Verify the outcome of predictions
* Explain the difference between realistic fiction and fantasy
* Explain how details in two different stories relate to one another
* Identify important events and main ideas
* Create a storyboard and retell the story to a partner
* Create an audio recording while rereading portions of the story aloud
 |
| God ProvidesA Bible account taken from 1 Kings 17 | 107 | 646–51 | 176–81 | 191–92 | * Locate the setting of the story on a map
* Infer the main lesson taught in a Bible account through character dialog and key events

God orders the lives of His people for His glory and their good |
| A Widow Helps ElijahBiblical fictionby Ann Larson | 108–10 | 652–66 | 182–94 | 193–98assessment | * Compare and contrast two versions of the same story
* Distinguish fact from fiction in a biblical fiction story
* Infer the main lesson taught in a biblical fiction story through character dialog and key events
* Infer qualities of a story character based on how he looks, what he says, and what he does
* Reread the story to determine point of view
* Rewrite part of a story from a character’s first person point of view

Compare what you learn with the BibleThere is only one true GodTrust and obey God |
| SSR Journal: PlotReading Skill Check 6 | 111 | 667–68 |  |  | * Enjoy and respond to recreational reading
* Choose a book on the student’s independent reading level
* Respond to reading through plot
* Demonstrate mastery of reading skills
 |

Unit 4: People and Places

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| Music in Your HeartRealistic fictionby Eileen M. Berry | 112–13 | 670–83 | 196–207 | 199–202 | * Sequence events using time-order words
* Identify the main character and the lesson that he learns
* Identify multiple meanings of words
* Connect the main lesson of the story to biblical teaching and make real-life application
* Demonstrate understanding of a story by labeling a diagram

Do everything for the glory of GodBe a good stewardBe diligent and hard-workingGod gives courage to do the right thing |
| The Amazing MozartBiographyby an unknown author | 114–16 | 684–97 | 208–19 | 203–8 | * Identify the main idea of a paragraph
* Identify details that support the main idea
* Complete a character web
* Complete a character web and explain how it helps organize information
* Identify details that support the main idea
* Identify characteristics of a biography
* Identify and use glossary features: guide words, entry words, syllables, definitions, sample sentences, and word forms
* Reread the biography for details
* Search online for additional biographical details
* Write a biography including facts and details about a real person
* Identify keywords for Internet searching

God knows every detail concerning usAny of man’s abilities to do good come from GodUse your talents to bring glory to God |
| The Secret PonyHistorical fictionby an unknown author  | 117–19 | 698–721 | 220–39 | 209–14 | * Infer details about characters from information presented on a family tree
* Infer the motives and emotions of the main character
* Infer the motives and emotions of the main character and identify changes
* Predict what will happen at the end of the story
* Verify predictions about the end of the story
* Connect the main lesson of the story to biblical teaching and make real-life application

We should be content and not complainWe should confess wrong thoughts to GodWe should be honest in all thingsWe should strive to be more like ChristBe dependable in your work  |
| Phillis Wheatley: Slave Girl of Old BostonBiographyby Steffi Adams | 120–22 | 722–37 | 240–53 | 215–20 | * Identify characteristics of a biography
* Ask who, what, where, and when questions to find important information in a biography
* Recall facts and details about a biography
* Infer facts and details about a biography
* Infer the main idea of a biography
* Explain the importance of the gospel in a person’s life
* Reread the biography to find specific dates
* Create a timeline of important events
 |
| A Dark NightDramaby Steffi Adams | 123–25 | 738–53 | 254–67 | 221–24 | * Identify the setting
* Identify the features and the cast of characters of a drama
* Ask who, what, where, and when questions to find important information in a historical drama
* Identify cause-and-effect relationships
* Read orally to portray characters in a drama
* Identify and use Glossary features: guide words, entry words, syllables, definitions, sample sentences, and word forms
* Reread a play using punctuation and context clues to convey emotion and to read expressively
* Create an audio recording while rereading the play as a reader’s theater
 |
| Sally Ann Thunder Ann Whirlwind CrockettA tall taleretold by Steven Kellogg | 126-27 | 754–73 | 268–87 | 225–28  | * Identify exaggeration in tall tales
* Explain how the setting affects the problems that the main character has to solve in the story
* Listen to a tall tale for comprehension and enjoyment
* Reread the story aloud, locating problems and solutions
* Plan and write a tall tale
 |
| Book Activity: Book in a BoxReading Skill Check 7 | 128 | 774–75 |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple Book Activity: a Book in a Box
* Demonstrate mastery of reading skills
 |
| Captive TreasureHistorical fictionby Milly Howard  | 129–34 | 776–811 | 288–315 | 229–40 | * Recognize a historical fiction
* Explain how a diagram helps clarify and enhance the story
* Describe character and setting details
* Infer a character’s beliefs from what he says and what he does
* Compare and contrast the point of view (beliefs) of characters
* Connect the main lesson of the story to biblical teaching and make real-life application
* Reread the story aloud to identify the important event from each part

John 3:16, Psalm 62:5–7, and Proverbs 9:10 teach about spiritual life, protection, and wisdomThe Holy Spirit can bring verses to mind when you need themTake your prayer requests to the LordNothing can separate us from the love of GodWe show our love to others by how we treat them.The Bible is powerful, and it teaches people what is trueChrist’s help is available to those who trust in HimGod is the source of our power as believers |
| Book Activity: Share Day | 135 | 812–13 |  |  | * Share a book that has been read independently
* Share a completed Book in a Box based on the book read independently
 |
| A Gift for Uncle TomRealistic fictionby Gail Fitzgerald and Susan W. Young | 136–37 | 814–31 | 316–31 | 241–44 | * Recognize realistic fiction
* Identify cause-and-effect relationships
* Infer qualities of a story character based on what he does, what he says, and what he thinks
* Make and verify predictions

Be a dependable worker |
| Friends of the PrairieAn articleby Eileen M. Berry | 138 | 832–39 | 332–39 | 245–46 | * Organize prior knowledge, reading goals, and new information with a K-W-L chart
* Identify the author’s purpose: to inform
* Explain how diagrams and picture captions help clarify and enhance the article

God cares for His people |
| The Diary of George ShannonHistorical fictionby Eileen M. Berry | 139–41 | 840–55 | 340–53 | 247–52 | * Identify the important words in a diary entry
* Determine the main idea of a diary entry
* Recognize a historical fiction
* Explain how a map helps clarify and enhance the story
* Sequence important events in a story
* Reread the diary to find details

We should show godly love to othersGod will not forsake His peopleGod protects and strengthens the believerFaithful servants must set goals for their work |
| Wynken, Blynken, and NodPoetryby Eugene FieldLullabyPoetryby Robert Hillyer  | 142 | 856–61 | 354–59 | 253–54 | * Interpret an author’s use of imagery and recognize mood
* Compare and contrast two authors’ use of imagery
* Listen to a poem for comprehension and enjoyment

God’s love of beauty is seen in creationGod’s creation helps us to understand other concepts (imagery) |
| Beautiful FeetA true storyretold by Ruth Brail | 143–45 | 862–77 | 360–73 | 255–60  | * Compare and contrast two characters in a story
* Infer character emotion
* Predict character response
* Recognize the sovereignty of God
* Recognize the gospel of Jesus Christ and the importance of sharing this truth with others
* Connect the main lesson of the story to biblical teaching and make real-life application
* Retell the story to a friend
* Explain the gospel to a friend

God promises to direct the lives of those who trust in HimIt is important to trust Christ for eternal salvationChrist’s final command was to take the Word of God to all nationsGod has given us special abilities to use for HimWe should show our love for others by our words and actions and by telling them about God’s love and His plan of salvationGod has given us special abilities to use for HimExplain the gospel to a friend |
| PhilippiA Bible account taken from Acts 16 | 146 | 878–87 | 374–83 | 261–62 | * Infer the main lesson taught in a Bible account through character dialog and key events
* Apply biblical truth
* Sequence events in a Bible account

The Bible condemns fortune tellingEvil spirits cannot live in a person who has put his trust in Christ |
| SavedBiblical fictionby Robin E. Scroggins | 147–49 | 888–907 | 384–401 | 263–68 | * Identify and explain cause-and-effect relationships
* Determine the main character of a story
* Infer qualities of a story character based on how he looks, what he says, and what he does
* Recognize that the same story can be told from different points of view
* Compare and contrast two versions of the same story
* Distinguish fact from fiction in a biblical fiction story

All people are sinners and need to repent of their sin and put their trust in ChristBaptism is the outward symbol of identification with Christ and with others who trust in Him |
| SSR Journal: Share DayReading Skill Check 8 | 150 | 908–9 |  |  | * Share a journal entry from a favorite book read during SSR time
 |
| BJ BookLink: The Case of the Dognapped Cat | 151–75 | 910 |  |  |  |
| BJ BookLink: These Are My People | 176–80 | 910 |  |  |  |