

	Lesson	Lesson Pages	Reader Pages	Worktext Pages	Teaching Visuals	Bible Truths	Comprehension Skills	Phonics and Other Skills
Making Melody—Lessons 1–25								
The Singing Knight A fanciful story by Becky Davis	1	2–8	1–6	1–2		Faithfulness (BAT: 2c) Dedication (BAT: 2d) Kindness (BAT: 5a) Spirit-filled (BAT: 6c) Courage (BAT: 8d)	identifying emotional response of a character noting rhyming words within a narrative text identifying problems and solutions identifying with a story character recognizing and choosing homonyms interpreting homonyms in sentences for illustration	Phonics: using letter–sound association for consonant blends reading words with consonant blends
	2	9–16	7–13	3–4		Thankfulness to men (BAT: 5a)	identifying fanciful elements in story content recognizing character traits of bravery, kindness, and loyalty appreciating the relevance of a story title recalling facts and details thinking	Phonics: identifying short vowel sounds: /ă/, /ĕ/, /ĭ/, /ō/, /ū/ using letter/sound association for short vowels
Skill Station Day Short vowel patterns Consonant digraphs	3	17–20		250–53	1— <i>The Shorts in Closed Syllables</i> 2— <i>The Sounds of Consonant Digraphs</i>			Phonics: demonstrating knowledge of the phonics patterns VC and VCC demonstrating knowledge of word families identifying consonant digraphs using words with digraphs in sentences
Music in Your Heart Realistic fiction by Eileen M. Berry	4	21–25	14–17	5–6		Faithfulness (BAT: 2c) Goal setting (BAT: 2d) Work (BAT: 2e)	identifying the conflict in the story recognizing that some words have more than one meaning noting the author’s use of imagery recalling a logical sequence	Phonics: using letter–sound association: <i>sh</i> , /sh/; <i>ch</i> , /ch/; <i>wh</i> , /hw/; <i>ph</i> , /f/; <i>th</i> , /th/ reading words with consonant digraphs
	5	26–32	18–23	7–8	1— <i>The Shorts in Closed Syllables</i>	Faithfulness (BAT: 2c) Responsibility (BAT: 2c) Goal setting (BAT: 2d) Work (BAT: 2e) Thankfulness to men (BAT: 5a)	recognizing character growth and change relating story content to personal experience demonstrating understanding of the author’s message: hard work has its rewards	Study skill: reading a diagram Phonics using letter–sound association: <i>ea</i> as /ē/ in <i>head</i> , <i>ou</i> as /ū/ in <i>touch</i> supplying rhyming words in rhymes
Skill Station Day Long vowel patterns	6	33–36		254–57	3— <i>Miss Long in Open Syllables</i> 4— <i>Miss Long and Marker e</i> 5— <i>Miss Long and Miss Silent</i>			Phonics: demonstrating knowledge of the long vowel patterns: open syllable <i>V</i> as in <i>go</i> , <i>VCe</i> as in <i>cake</i> , <i>VV</i> as in <i>goat</i> reading words with long vowels writing sentences using long vowel words

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Trumpets and Pitchers Taken from Judges 6 and 7 by Karen Wilt	7	37–42	24–28	9–10	3—Miss Long in Open Syllables 4—Miss Long and Marker e 5—Miss Long and Miss Silent	Authority (BAT: 2a) Obedience (BAT: 2a) Faithfulness (BAT: 2c) Goal setting (BAT: 2d) Work (BAT: 2e) Love (BAT: 5a) Prayer (BAT: 6b) Faith in God’s promises (BAT: 8a)	identifying character traits noting elements of setting relating story content to biblical truth: God answers prayer	Phonics: reading words with long vowel patterns: long vowel, marker <i>e</i> (<i>make</i>); two vowels (<i>coat</i>); open syllable (<i>no</i>)
	8	43–48	29–33	11–12		Authority (BAT: 2a) Faith in God’s promises (BAT: 8a) Fight (BAT: 8c) Courage (BAT: 8d)	relating story content to biblical truth: God keeps His promises demonstrating an understanding of the author’s message: a man’s character is demonstrated by his actions drawing conclusions recalling facts and details	Phonics: reading words with long vowels in closed syllables: /ō/ as in <i>gold</i> and /ī/ as in <i>mind</i>
Skill Station Day R–influenced vowels	9	49–52		258–61	6—Bossy R 7—Two Sides of the Road			Phonics: demonstrating knowledge of the concept of r–influenced vowels reading words with r–influenced vowels: /är/ as in <i>shark</i> , /or/ as in <i>stork</i> , /ür/ as in <i>nurse</i> , <i>sir</i> , and <i>her</i> reading words with /ir/ as in <i>dear</i> , <i>cheer</i> , <i>here</i> , and <i>pierce</i> and /är/ as in <i>care</i> , <i>bear</i> , and <i>chair</i> describing character traits
An Instrument for God Christian historical fiction by Maggie D. Sloan	10	53–57	34–37	13–14	7—Two Sides of the Road	Authority (BAT: 2a) Unity of Christ and the church (BAT: 3e) Prayer (BAT: 6b) Forgiveness (BAT: 6e) Faith in God’s promises (BAT: 8a)	relating lesson content to biblical truth: God answers prayer identifying emotional response of a character interpreting a foreign setting noting the author’s use of imagery identifying characters’ feelings by their actions	Phonics: reading words with r–influenced vowels: <i>ear</i> , <i>eer</i> as /ür/ in <i>fear</i> and <i>cheer</i> reading words with /är/ as in <i>care</i> , <i>bear</i> , and <i>chair</i>
	11	58–62	38–41	15–16	6—Bossy R	Evangelism and missions (BAT: 5c) Prayer (BAT: 6b) Praise (BAT: 7c)	relating story content to biblical truth: God hears and answers prayer; God uses music to reach men interpreting figurative language recalling facts and details	Phonics: reading words with <i>or</i> as /or/ in <i>stork</i> and (<i>w</i>) <i>or</i> as /ür/ in <i>work</i>
Skill Station Day Words with /oo/, /oo/, /ô/	12	63–66		262–65	8—The Wooden Bassoon 9—The Songbook			Phonics: reading words with <i>oo</i> as /oo/ in <i>spool</i> and as /g/ in <i>cook</i> reading words with /ô/ as in <i>launch</i> , <i>straw</i> , <i>cost</i> , and <i>call</i>

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Song Signals An article by Karen Wooster	13	67–74	42–47	17–18	8— <i>The Wooden Bassoon</i>	God as Master (Bible Promise: I)	appreciating God’s creation recalling cause–and–effect relationships focusing on the author’s use of descriptive verbs noting the use of onomatopoeia interpreting figurative language recalling and organizing facts and details	Phonics: reading words with /oo/ as <i>oo</i> in <i>room</i> , <i>ew</i> in <i>flew</i> and <i>ue</i> in <i>blue</i>
Whistles Poetry by Dorothy Aldis	14	75–78	48–49	19–20	9— <i>The Songbook</i>	Dedication (BAT: 2d)	identifying with a character recognizing first–person point of view discriminating rhyming words drawing a conclusion about a situation describing a quatrain	Literature: recognizing rhyming words in a quatrain Phonics: reading words with <i>au</i> , <i>aw</i> , <i>o</i> , and <i>a(l)</i> as /ɔ/ in <i>Paul</i> , <i>claw</i> , <i>cost</i> , and <i>wall</i>
Skill Station Day Words with /ou/, /oi/ Words with schwa ə	15	79–82		266–69	10— <i>Howling Hound or Royal Noisemaker</i> 11— <i>Baton Tapper</i>	Self–concept (BAT: 3a)	Listening comprehension: demonstrating understanding of the author’s message: a Christian has everything he needs to do God’s will for his life	Phonics: reading words with <i>ou</i> , <i>ow</i> as /ou/ in <i>couch</i> and <i>clown</i> reading words with <i>oi</i> , <i>oy</i> as /oi/ in <i>coil</i> and <i>toy</i> Structural analysis: noting the difference between stressed and unstressed syllables reading words with schwa, /ə/, in unstressed syllables identifying an accent mark
The Coyote’s Song A fanciful play by Karen Wooster and Rebecca Fitchner	16	83–88	50–54	21–22	10— <i>Howling Hound or Royal Noisemaker</i>		recognizing the genre of drama inferring character traits noting elements of setting distinguishing fantasy from reality	Phonics: reading words with <i>ou</i> , <i>ow</i> as /ou/ as in <i>couch</i> and <i>clown</i>
	17	89–93	55–59	23–24	10— <i>Howling Hound or Royal Noisemaker</i>	God as Master (Bible Promise: I) Emotional control (BAT: 3c) Communication (BAT: 5d)	relating lesson content to personal experience demonstrating understanding of the author’s message: good listening habits are important inferring the motives of characters recalling facts and details making inferences	Phonics: reading words with /oi/ as in <i>coil</i> and <i>boy</i> illustrating phrases
	18	94–95	60–61	25–26	8— <i>The Wooden Bassoon</i> 10— <i>Howling Hound or Royal Noisemaker</i>	Love (BAT: 5a)	recognizing the use of fiction to interpret truth developing an awareness of the changing of a character in the course of action understanding that love and its actions are not based on the actions of another recognizing character actions and attitudes identifying characters matching story characters and dialogue	Structural analysis and phonics: reading words with /oi/, /ou/, and /oo/

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	19	96	50–61	27–28	3— <i>Miss Long in Open Syllables</i>		enjoying participation in drama demonstrating self-confidence in audience reading reading orally to interpret a character's motives and moods identifying information relating to a main character	Phonics: reading words with y as /ē/ in unaccented syllables (<i>la•zy</i>) reading words with y as /ī/ in accented syllables (<i>re•ply, fly</i>)
The Amazing Mozart Biography unattributed	20	97–102	62–66	29–30	11— <i>Baton Tapper</i>	Industriousness (BAT: 2e)	relating story content to biblical truth: talent is a gift from God interpreting a setting recognizing emotional responses of characters	Phonics: noting the sound of schwa reading words with -ous as /əs/ in unaccented syllable (<i>fa•mous</i>)
	21	103–7	67–70	31–32	11— <i>Baton Tapper</i>	Dedication (BAT: 2d) Exaltation of Christ (BAT: 7b) Praise (BAT: 7c)	appreciating music and musicians relating facts and details to the story title recalling facts and details	Phonics: reading words with -tion and -sion as /shən/ in unaccented syllables (<i>na•tion, mis•sion</i>) noting the sound of schwa
Skill Station Day Soft and hard c and g Silent consonant patterns	22	108–11		270–73	12— <i>Giant Cymbals</i> 13— <i>Quiet Consonants</i>			Phonics: identifying ge, gi, and gy as patterns signaling soft g (g as /j/ in <i>gem, giant, gym</i>) identifying ce, ci, and cy as patterns signaling soft c (c as /s/ in <i>cereal, city, cymbal</i>) recognizing silent consonant patterns: lk as /k/ in <i>walk</i> , lm as /m/ in <i>palm</i> , kn as /n/ in <i>know</i> , mb as /m/ in <i>plumb</i> , wr as /r/ in <i>write</i>

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A Song in the Night Historical fiction by Dawn L. Watkins	23	112–17	71–75	33–34	12— <i>Giant Cymbals</i>	Work (BAT: 2e) Love (BAT: 5a) Spirit-filled (BAT: 6c) Praise (BAT: 7c)	defining dialect recognizing the use of dialect in speech noting how character actions reveal character traits	Phonics: reading words with soft <i>c</i> before <i>e, i,</i> or <i>y</i> as in <i>cent, city,</i> and <i>cyclone</i> reading words with soft <i>g</i> before <i>e, i,</i> or <i>y</i> as in <i>gem, giant,</i> and <i>gym</i>
	24	118–22	76–80	35–36	13— <i>Quiet Consonants</i>	Faithfulness (BAT: 2c) Work (BAT: 2e) Love (BAT: 5a)	recognizing the author’s use of onomatopoeia noting the author’s use of hyperbole noting foreshadowing that makes the outcome reasonable noting the author’s use of suspense identifying the main idea of a paragraph	Phonics: reading words with silent consonant patterns: <i>lk, wr, kn, igh</i>
	25	123–29	81–86	37–38		Spirit-filled (BAT: 6c) Praise (BAT: 7c) Faith in God’s promises (BAT: 8a) Courage (BAT: 8d)	demonstrating understanding of the author’s message: family members should work together toward common goals noting the author’s use of imagery identifying cause-and-effect relationships	Phonics: reading words with silent consonant pattern <i>igh</i> as <i>ī/</i> in <i>light</i> reading words with silent consonant pattern <i>eigh</i> as <i>/ā/</i> in <i>eight</i>
Special Deeds—Lessons 26–49								
The Spelling Window Realistic fiction by Dawn L. Watkins	26	130–39	87–95	39–40		Love (BAT: 5a)	recognizing first-person point of view identifying attitudes and motives of characters relating one story character to another using and writing similes	Phonics: reading words with <i>ch</i> as <i>/k/</i> in <i>Christmas</i>
	27	140–45	96–100	41–42		Friendliness (BAT: 5e) Goal setting (BAT: 2d)	recognizing emotional responses of characters interpreting actions of characters accepting people with physical disabilities as equals making inferences based on embedded text clues	Phonics: reading words with <i>/oo/</i> as <i>oo</i> in <i>cool, ue</i> in <i>blue, ew</i> in <i>flew, ui</i> in <i>fruit,</i> and <i>u</i> in <i>tune</i> reading rhyming words
Skill Station Day Syllable division—VC/CV pattern Main Idea	28	146–49		274–77	14— <i>Easy As 1, 2, 3</i> 15— <i>To Market for Dinner</i>		demonstrating a strategy to recognize a main idea verbalizing the main idea of a paragraph	Structural analysis: dividing words into syllables between two unlike consonants in VC/CV pattern dividing words between two unlike consonants in VC/CV pattern
In the Silent World An article by Eileen M. Berry	29	150–56	101–5	43–44	15— <i>To Market for Dinner</i>	Goal setting (BAT: 2d) Work (BAT: 2e) Friendliness (BAT: 5e)	reading for information demonstrating understanding of the author’s meaning: deaf people compensate for their deafness recognizing that deaf people can lead normal lives processing information	Structural analysis: dividing words into syllables between unlike consonants in VC/CV pattern

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Alex, the Drummer Boy Historical fiction by Steffi Adams	30	157–63	106–11	45–46		Authority (BAT: 2a) Love (BAT: 5a) Goal setting (BAT: 2d) Honesty (BAT: 4c)	demonstrating understanding of the author’s message: stuttering is a difficult speech problem relating to the emotions of a story character recalling story events relating the message of the story to personal experience	Phonics: using letter–sound association: <i>c</i> as /s/ in <i>cent</i> , <i>g</i> as /j/ in <i>giraffe</i> reading words with soft <i>c</i> and <i>g</i> before <i>e</i> , <i>i</i> , or <i>y</i>
	31	164–70	112–18	47–48		Authority (BAT: 2a) Faithfulness (BAT: 2c) Goal setting (BAT: 2d) Courtesy (BAT: 5a) Giving (BAT: 5b) Servanthood (BAT: 2b) Enthusiasm (BAT: 2f)	noting the author’s use of similes and metaphors inferring character traits recalling facts and details about a historical story identifying and using similes	Phonics: using letter–sound association: <i>c</i> as /s/ in <i>cent</i> , <i>g</i> as /j/ in <i>giraffe</i> reading words in context with soft <i>c</i> or soft <i>g</i> before <i>e</i> , <i>i</i> , or <i>y</i>
	32	171–77	119–25	49–50		Servanthood (BAT: 2b) Mind (BAT: 3b) Goal setting (BAT: 2d) Work (BAT: 2e) Faithfulness (BAT: 2c) Enthusiasm (BAT: 2f) Friendliness (BAT: 5e) Prayer (BAT: 6b) Courage (BAT: 8d) Authority (BAT: 2a) Love (BAT: 5a)	demonstrating understanding of the author’s message: obedience to authority is important and godly leaders inspire faith and trust in their followers noting the author’s use of suspense making inference about a character from his speech interpreting clichés inferring the author’s purpose	Study skill: interpreting place relationships on a map reading a map key
	33	178–83	126–30	21–52		Authority (BAT: 2a) Faithfulness (BAT: 2c) Goal setting (BAT: 2d) Emotional control (BAT: 3c) Prayer (BAT: 6b) Courage (BAT: 8d) Love (BAT: 5a)	using chapter titles to predict story content relating story content to biblical truth: a Christian should trust the Lord when he is afraid or feels weak developing a sense of history identifying similes inferring unstated facts and details	Vocabulary: identifying irrelevant words classifying words into categories.

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Skill Station Day Realistic and fanciful elements Compound words—syllable division and accent rules	34	184–87		278–81	16— <i>Cupcakes and Teapots</i> 17— <i>Climbing Accent Hillside</i>	Faith in the Power of the Word of God (BAT: 8b)	distinguishing reality from fantasy identifying fanciful elements in a story	Composition: adding realistic and fanciful elements to complete a story Structural analysis: identifying compound words in context dividing compound words into syllables between the two base words dividing multisyllable words using two rules: compound words and VC/CV pattern words as in <i>straw•ber•ry</i> and <i>bas•ket•ball</i> pronouncing compound words with the accent in the first base word
One of a Kind Realistic fiction by Milly Howard	35	188–95	131–37	53–54	15— <i>To Market for Dinner</i> 16— <i>Cupcakes and Teapots</i>	Love (BAT: 5a) Giving (BAT: 5b) Servanthood (BAT: 2b) Work (BAT: 2e) Faithfulness (BAT: 2c)	identifying character traits inferring supporting details about a character recognizing that family members should work together to reach common goals completing analogies in word pairs	Structural analysis: dividing two- and three-syllable words using two rules: dividing compound words between base words; dividing words with VC/CV pattern between consonants
	36	196–200	138–42	55–56		Work (BAT: 2e) Faithfulness (BAT: 2c) Honesty (BAT: 4c)	relating lesson content to biblical truth identifying attitudes of characters relating the personal emotions of the story characters to one’s own feelings recalling facts and details identifying character traits	Study skill: organizing information in a table
	37	201–7	143–48	57–58		Goal setting (BAT: 2d) Contentment (BAT: 7d)	noting foreshadowing that made the outcome reasonable relating story title to main idea appreciating the satisfaction of a job well done recognizing incongruities	Vocabulary: identifying pronoun referents
Skill Station Day Alliteration Syllable division—consonant + <i>le</i>	38	208–11		282–85	18— <i>Candlelight</i>			Literature: recognizing alliteration Composition: writing alliterative phrases Structural analysis: dividing words with a consonant + <i>le</i> applying one of three syllable rules to a list of words: words with VC/CV pattern divided between the consonants, compound words divided between the base words, and words with <i>C + le</i> endings divided before the consonant

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Jim Poetry by Gwendolyn Brooks	39	212–14	149	59–60	<i>1—The Shorts in Closed Syllables</i>	Servanthood (BAT: 2b)	demonstrating understanding of the author’s message: a selfless spirit is worthy of admiration relating the poem to personal experience	Literature: recognizing alliterative structures in poetry noting the author’s choice of words Phonics: reading words with long <i>o</i> in a closed syllable as in <i>gold</i> and <i>most</i> recognizing antonyms
Pecos Bill A tall tale adapted by Becky Davis	40	215–20	150–54	61–62			recognizing exaggerations and humor in a tall tale drawing conclusions about a situation noting the author’s use of comparisons interpreting clichés recalling facts and details	Phonics: reading words with <i>igh</i> as /ā/ in <i>neighbor</i>
	41	221–26	155–59	63–64		Faithfulness (BAT: 2c) Goal setting (BAT: 2d)	identifying exaggerations in a tall tale noting character actions observing character traits developing opinions recalling facts and details	Phonics: reading words with /īr/ as in <i>deer, near, here,</i> and <i>fierce</i>

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David Livingstone: Man of Determination Biography by Jan Joss	42	227–32	160–64	65–66		Servanthood (BAT: 2b) Faithfulness (BAT: 2c) Work (BAT: 2e) Love (BAT: 5a) Goal setting (BAT: 2d) Authority (BAT: 2a) Bible study (BAT: 6a) Repentance and faith (BAT: 1b)	identifying character traits recognizing character attitudes demonstrating understanding of the author’s message: true science and the Bible agree identifying statements as true or false recalling sequence of events	Structural analysis: dividing into syllables words that end in a consonant + <i>le</i> before the consonant (<i>lit•tle</i> , <i>Bi•ble</i>) identifying words with closed syllables (<i>lit•tle</i>) identifying words with open syllables (<i>Bi•ble</i>)
	43	233–38	165–70	67–68		Goal setting (BAT: 2d) Evangelism and missions (BAT: 5c) Bible study (BAT: 6a) Faith in God’s promises (BAT: 8a) Prayer (BAT: 6b) Understanding Jesus Christ (BAT: 1a) Repentance and faith (BAT: 1b) Courage (BAT: 8d) Love (BAT: 5a)	interpreting the significance of a chapter title relating lesson content to biblical truth drawing conclusions inferring ideas not explicitly stated matching characters and dialogue	Study skill: interpreting a map key reading symbols on a map
	44	239–45	171–76	69–70			Giving (BAT: 5b) Honesty (BAT: 4c) Goal setting (BAT: 2d) Spirit-filled (BAT: 6c)	relating facts and details to a story title observing character traits demonstrating understanding of the author’s message: a man’s character is shown by his actions recalling sequence of events
Skill Station Day Relevant/Irrelevant Information Syllable division—prefixes and suffixes	45	246–49		286–89	19— <i>The Cleanest Mistake</i> 20— <i>Mr. Deeds Does It</i>		distinguishing between relevant and irrelevant information identifying irrelevant sentences within a paragraph	Structural analysis: identifying the base words of words with affixes dividing words between the affix and the base word as in <i>un•lock•ing</i> recognizing that <i>-ed</i> is a separate syllable after /d/ and /t/ as in <i>land•ed</i> and <i>lift•ed</i>
Esther, the Queen Based on the book of Esther by Becky Davis	46	250–55	177–81	71–72		Spirit-filled (BAT: 6c) Loyalty (BAT: 5e) Respect for authority (BAT: 2a)	interpreting a foreign setting in Bible times determining the meaning of a word through context developing opinions inferring character traits and emotions from dialogue	Phonics: reading words with silent consonants: <i>c</i> as in <i>scent</i> , <i>h</i> as in <i>hour</i> , <i>t</i> as in <i>whistle</i> , and <i>b</i> as in <i>climb</i>

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	47	256–61	182–87	73–74	6— <i>Bossy R</i>	Exaltation of Christ (BAT: 7b) Authority (BAT: 2a) Prayer (BAT: 6b) Faith in God’s promises (BAT: 8a) Faithfulness (BAT: 2c)	observing character traits identifying cause-and-effect relationships recognizing the power of prayer determining whether to use comparative or superlative form	Phonics: reading words with <i>er, ir, ur, (w)or</i> as /ûr/ in <i>sir, her, nurse, and worm</i> reading words with <i>ear, our</i> , as /ûr/ in <i>earn</i> and <i>journey</i>
	48	262–66	188–92	75–76		Humility (BAT: 7e) Spirit-filled (BAT: 6c)	relating lesson content to biblical truth recalling sequence of events predicting outcome using antonyms correctly	Study skill: using the glossary to locate the word that fits best in the sentence
	49	267–75	193–200	77–78		Spirit-filled (BAT: 6c) Authority (BAT: 2a) Sowing and reaping (BAT: 4a)	demonstrating understanding of the author’s message: God honors those who trust Him, and God is in control of the affairs of men determining the emotional response of a character identifying character traits matching story characters and dialogue	Structural analysis: demonstrating understanding of how contractions with <i>have</i> are formed reading contractions formed with <i>have, not, am, and is</i>
Days to Remember—Lessons 50-75								
New Year in a New Land Realistic fiction by Karen Wilt	50	276–82	201–6	79–80	19— <i>The Cleanest Mistake</i>	Friendliness (BAT: 5e) Love (BAT: 5a) Authority (BAT: 2a) Work (BAT: 2e) Sowing and reaping (BAT: 4a)	inferring character traits inferring supporting details about characters interpreting pictures literally for actions of characters inferring the main idea	Structural analysis: recognizing prefixes in words identifying the meaning of the prefixes <i>mis-, re-, and un-</i> in words
	51	283–88	207–11	81–82		Work (BAT: 2e) Evangelism and missions (BAT: 5c)	demonstrating understanding of a Jewish tradition relating story content to biblical truth interpreting actions of characters making inferences	Structural analysis: recognizing abbreviations Vocabulary: matching the abbreviations <i>doz., gal, qt., pt., and lb.</i> to the words they represent Composition: composing an advertisement
Up in the Air An article by Gail Fitzgerald	52	289-96	212-17	83-84	20— <i>Mr. Deeds Does It</i>	Goal setting (BAT: 2d) Work (BAT: 2e) Love (BAT: 5a) Courage (BAT: 8d)	recognizing cause-and-effect relationships identifying problems and solutions reading for information	Phonics: reading words ending with the suffix <i>-ed</i> determining when the suffix <i>-ed</i> is a separate syllable

	Lesson	Lesson Pages	Reader Pages	Worktext Pages	Teaching Visuals	Bible Truths	Comprehension Skills	Phonics and Other Skills
Skill Station Day Plot Homonyms	53	297-300		290-93	<i>21—The Shape of a Story</i>	Responsibility (BAT: 2c) Forgiveness (BAT: 6e)	sequencing story events	Literature: identifying the three parts of a story plot: beginning, middle and end identifying the inciting moment of the plot Vocabulary: defining <i>homonym</i> using homonyms in context correctly
Danger on the Mountain Realistic fiction by Karen Wooster	54	301-4	218–20	85–86	<i>11—Baton Tapper</i>	Servanthood (BAT: 2b) Giving (BAT: 5b)	identifying with a story character interpreting setting inferring cause-and-effect relationships	Phonics: reading words with the schwa ending <i>ain</i> as /əɪn/ in <i>mountain</i>
	55	305-8	221–24	87–88		Faith in God’s promises (BAT: 8a)	relating story content to biblical truth: God keeps His promises noting actions of characters perceiving time relationships recalling facts and details	Structural analysis: demonstrating understanding of how contractions are formed reading contractions formed with <i>are, will, is, and not</i>
	56	309–11	225–27	89–90		Prayer (BAT: 6b) Faith in God’s promises (BAT: 8a)	demonstrating appreciation of the author’s use of imagery noting the author’s use of foreshadowing relating story content to biblical truth: God keeps His promises drawing conclusions	Phonics: reading words with /ā/ as in <i>obey, rein,</i> and <i>eight</i>
	57	312–16	228–31	91–92		Love (BAT: 5a) Prayer (BAT: 6b) Courage (BAT: 8d) Faith in God’s promises (BAT: 8a)	observing character traits relating story content to biblical truth: God keeps His promises relating one story character to another sequencing events from the story	Phonics: reading words with the schwa ending <i>-tion</i> and <i>-sion</i> as /shən/ in <i>nation</i> and <i>mission</i>
Professor Plumcott’s Problem A folk tale by Susan W. Young	58	317–23	232–37	93–94		Enthusiasm (BAT: 2f) Honesty (BAT: 4c)	recognizing the folktale genre identifying a problem situation predicting outcomes noting actions of a character recalling facts and details	Phonics: reading words with <i>ou</i> as /ū/ in <i>country</i> and <i>o</i> as /ū/ in <i>Monday</i>
	59	324–27	238–40	95–96		Friendliness (BAT: 5e) Honesty (BAT: 4c)	identifying problems and solutions recalling cause-and-effect relationships recalling story details	Structural analysis: reading possessives Literature: noting the author’s use of alliteration

	Lesson	Lesson Pages	Reader Pages	Worktext Pages	Teaching Visuals	Bible Truths	Comprehension Skills	Phonics and Other Skills
Skill Station Day Setting Accent—prefixes and suffixes	60	328–31		294–97	<i>17—Climbing Accent Hillside</i>			Literature: identifying time and place of a story to discover its setting Structural analysis: recognizing accented and unaccented syllables applying the accent in words with prefixes and suffixes, the accent usually falls in the base word identifying the accent mark
Raised From the Dead A choral reading taken from John 11:1-27	61	332–40	241–48	97–98	<i>17—Climbing Accent Hillside</i>	Faith in God’s promises (BAT: 8a) Faith in the power of the Word of God (BAT: 8b) Love (BAT: 5a) Understanding Jesus Christ (BAT: 1a) Prayer (BAT: 6b) Praise (BAT: 7c)	determining sequence of events drawing conclusions observing character traits recalling facts and details	Structural analysis: identifying base words recognizing accented syllables in words with prefixes and suffixes
	62	341	241–48	99–100	<i>17—Climbing Accent Hillside</i>		relating story content to biblical truth: God is powerful and His love is great recognizing character traits	Structural analysis: identifying base words in compound words applying the accent generalization: in compound words, the primary accent falls in the first base word Oral reading: participating in a choral reading using tone of voice to convey emotion using volume and pacing to communicate meaning
Space Walk An article by Karen Wilt	63	342–50	249–55	101–2		Work (BAT:2e) Faithfulness (BAT: 2c) Teamwork (BAT: 2b) Praise (BAT: 7c) God as Master (Bible Promise: I)	perceiving time relationships identifying information explicitly stated relating story content to biblical truth: God’s creation is worthy of praise	Phonics: reading and writing words with the /ûr/ as <i>ear</i> in <i>learn</i> and <i>our</i> in <i>journey</i> reading and writing words with /ûr/ in words with (<i>w</i>) <i>or</i> as in <i>world</i> , <i>work</i> , and <i>worm</i> Study skill: reading a schedule demonstrating knowledge of the meaning of <i>A.M.</i> and <i>P.M.</i> in relation to time

	Lesson	Lesson Pages	Reader Pages	Worktext Pages	Teaching Visuals	Bible Truths	Comprehension Skills	Phonics and Other Skills
Thanksgiving Day Poetry by Lydia Maria Child	64	351–54	256–57	103–4			developing an awareness of a poet’s use of imagery interpreting imagery demonstrating enjoyment of poetry	Study skill: reading a calendar Literature: developing an awareness of imagery interpreting imagery
The Trail West Historical fiction by Milly Howard	65	355–63	258–65	105–6	7— <i>Two Sides of the Road</i>	Thankfulness (BAT: 7c) Work (BAT: 2e) Teamwork (BAT: 2b) Helpfulness (BAT: 2b)	observing character traits noting elements of setting reading orally with varied voice pitch and inflection to portray characters recalling facts and details	Phonics: reading words with /ɪr/ as in <i>fear, here, fierce,</i> and <i>deer</i>
	66	364–70	266–71	107–8		Cheerfulness (BAT: 2f) God as Master (Bible Promise: I)	relating story content to biblical truth: animals are God’s creation and should be treated with kindness demonstrating understanding of the author’s message: a man’s character is shown by his actions recalling facts and details identifying with a story character reading orally with varied voice inflection to portray characters	Study skill: reading a physical map using a map key translating information in narrative form to markings on a map
Skill Station Day Fact and opinion Time line	67	371–74		298–301			distinguishing between fact and opinion	Study skill: sequencing events on a time line getting information from a time line
A Ticket to the Circus Realistic fiction revised by Rebecca Fitchner	68	375–80	272–76	109–10	6— <i>Bossy R</i>	Work (BAT: 2e) Obedience (BAT: 2a) Spirit-filled (BAT: 6c) Courtesy (BAT: 5a) Enthusiasm (BAT: 2f) Sowing and reaping (BAT: 4a)	interpreting setting relating facts and details to chapter titles identifying attitudes of characters	Phonics: reading words with <i>i</i> in the unstressed open syllable as /ē/ in <i>radio</i> reading words with (w)ar as /or/ in <i>swarm</i>
	69	381–87	277–83	111–12	19— <i>The Cleanest Mistake</i>	Goal setting (BAT: 2d) Work (BAT: 2e) Teamwork (BAT: 2b) Kindness (BAT: 5a) Unselfishness (BAT: 5b) Enthusiasm (BAT: 2f)	demonstrating understanding of the author’s message: each person can do his best with whatever God has given him identifying the emotional response of a character noting the author’s use of similes recalling facts and details writing a short story	Structural Analysis: dividing words into syllables between the base word and the suffix demonstrating the meanings of suffixes by using them to form words

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	70	388–92	284–87	113–14		Enthusiasm (BAT: 2f) Self-concept (BAT: 3a)	demonstrating understanding of the author’s message: family members can work together toward common goals recalling the story plot noting the author’s use of foreshadowing that made the outcome reasonable identifying irrelevant information	Study skills: using the glossary to build vocabulary
The Beast of the Desert Realistic fiction by Milly Howard	71	393–401	288–95	115–16			demonstrating understanding of the author’s message: disappointment sometimes follows even well-laid plans noting the author’s use of imagery defining new vocabulary through context noting the author’s use of the element of surprise recalling facts and details	Study skills: locating words and definitions in a glossary Vocabulary: developing vocabulary related to desert geography
	72	402–8	296–301	117–18	18— <i>Candlelight</i>	Determination (BAT: 2d) Perseverance (BAT: 2d) Enthusiasm (BAT: 2f) Friendliness (BAT: 5e) Self-concept (BAT: 3a)	demonstrating understanding of the author’s message: sometimes it is necessary to try repeatedly before succeeding relating story content to unit theme inferring character traits noting the author’s use of sarcasm recalling facts and details	Structural analysis: dividing into syllables words that end with a consonant + <i>le</i> (<i>Bi•ble</i>) dividing into syllables words that end with ck + <i>le</i> (<i>pick•le</i>)

	Lesson	Lesson Pages	Reader Pages	Worktext Pages	Teaching Visuals	Bible Truths	Comprehension Skills	Phonics and Other Skills
Mission over Mexico A true story told by Susan W. Young	73	409–13	302–5	119–20			noting the author’s use of similes noting the author’s use of details to create setting inferring supporting details about characters locating the main idea in a paragraph	Phonics: reading words with <i>ph</i> as /f/ in <i>phone</i> and <i>gh</i> as /f/ in <i>laugh</i>
	74	414–19	306–11	121–22		Prayer (BAT: 6b) Mind (BAT: 3b) Emotional control (BAT: 3c) Faith in God’s promises (BAT: 8a) God as Master (Bible Promise: I) Kindness (BAT: 5a) Praise (BAT: 7c)	noting the author’s use of suspense relating story content to biblical truth: prayer has power inferring supporting details about characters noting the author’s use of similes to create imagery identifying imagery	Vocabulary: matching words and definitions to increase vocabulary
	75	420–25	312–16	123–24		Faith in God’s promises (BAT: 8a) Faith in the power of the Word of God (BAT: 8b) Exaltation of Christ (BAT: 7b) Repentance and faith (BAT: 1b) Prayer (BAT: 6b) Praise (BAT: 7c) Giving (BAT: 5b)	relating facts and details to titles relating story content to biblical truth: God is in control of the affairs of men identifying true and false statements	Study skill: using a compass rose to read a map