

| | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Bible Truths | Comprehension Skills | Phonics and Other Skills |
|-------------------------------------------------------------------------|--------|--------------|--------------|----------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Treasures—Lessons 76-99 | | | | | | | | |
| The Best Kind of Love Realistic fiction by Eileen M. Berry | 76 | 2–8 | 2–6 | 125–26 | | Work (BAT: 2e) Love (BAT: 5a) Giving (BAT: 5b) Spirit-filled (BAT: 6c) | demonstrating understanding of the author’s message: love cannot be bought interpreting Spanish words demonstrating understanding of similes | Phonics: using letter-sound association: /sh/ as <i>ci</i> in <i>precious</i> and as <i>ti</i> in <i>nation</i> Literature: noting the author’s use of similes |
| | 77 | 9–11 | 7–9 | 127–28 | | Authority (BAT: 2a) Honesty (BAT: 4c) Friendliness (BAT: 5e) | thinking critically about character feelings and actions noting the author’s use of adjectives to paint word pictures | Phonics: identifying silent consonants in words Literature: developing an awareness of imagery |
| | 78 | 12–17 | 10–14 | 129–30 | <i>13—Quiet Consonants</i> | Obedience (BAT: 2a) Love (BAT: 5a) Thankfulness to men (BAT: 5a) Clear conscience (BAT: 6d) | evaluating the emotional responses of a character demonstrating understanding of the author’s message: it is important to obey those in authority; love and its actions are not based on the actions of another matching characters with plot action | Word work: selecting verbs that clarify meaning |
| Skill Station Day: Problem solving Glossary | 79 | 18–21 | | 302–5 | | Perseverance (BAT: 2d) Courage (BAT: 8d) | identifying problems and solutions in a story finding a solution to a given problem | Study skill: locating the glossary in a book identifying parts of a glossary |
| God Provides Taken from I Kings 17 by Ruth Brail | 80 | 22–27 | 15–18 | 131–32 | <i>14—Easy As 1, 2, 3</i> | Authority (BAT: 2a) Work (BAT: 2e) Love (BAT: 5a) Giving (BAT: 5b) Faith in God’s promises (BAT: 8a) God as Father (Bible Promise: H) God as Master (Bible Promise: I) | relating story content to biblical principles: God keeps His promises inferring character traits identifying the main idea of a paragraph thinking critically | Study skill: using guide words on a glossary or dictionary page Literature: noting the use of similes |
| A Jar of Oil An article by Milly Howard | 81 | 28–32 | 19–21 | 133–34 | <i>22—Look It Up</i> | Contentment (BAT: 7d) | reading for information developing opinions determining the main idea of a paragraph locating the sentence that states the main idea of a paragraph | Study skill: locating words in a glossary Vocabulary: determining the meaning of words in sentences by using glossary entries defining new vocabulary through context analysis |
| Elly’s Secret Historical fiction by Gail Fitzgerald | 82 | 33–40 | 22–28 | 135–36 | | Faithfulness (BAT: 2c) Work (BAT: 2e) Emotional control (BAT: 3c) Love (BAT: 5a) Giving (BAT: 5b) | demonstrating understanding of the author’s message: breaking a confidence has consequences inferring supporting details about characters noting elements of setting recalling facts and details | Word work: recognizing the meaning of the prefixes <i>mid-</i> and <i>pre-</i> in words Literature: recognizing personification |

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| | 83 | 41–48 | 29–35 | 137–38 | 1— <i>The Shorts in Closed Syllables</i> 3— <i>Miss Long in Open Syllables</i> 5— <i>Miss Long and Miss Silent</i> | Faithfulness (BAT: 2c) Love (BAT: 5a) | recognizing the emotional responses of characters relating lesson content to biblical truth: thou shalt not bear false witness relating emotions of the story characters to one's own feelings inferring supporting details about characters | Phonics and structural analysis: classifying words according to vowel generalizations recognizing that vowel generalizations can be applied in most accented syllables |
| Two Crooks and Two Heroes A humorous play by Karen Wilt | 84 | 49–54 | 36–40 | 139–40 | | Clear conscience (BAT: 6d) | relating story content to biblical truth: dishonesty and stealing are sins drawing conclusions inferring supporting details about characters finding relationships between pairs of words | Phonics: reading words with <i>ea</i> as in <i>bread</i> and <i>meat</i> , <i>ow</i> as in <i>show</i> and <i>now</i> |
| | 85 | 55–59 | 41–45 | 141–42 | | Sowing and reaping (BAT: 4a) | relating lesson content to biblical truth: stealing is a sin and sin has consequences predicting outcomes matching characters with dialogue sequencing events | Study skill: recognizing the advantage of a bar graph for conveying detailed information making comparisons based on a bar graph Literature: recognizing the author's sense of humor |
| | 86 | 60 | 36–45 | 143–44 | 22— <i>Look It Up</i> | | identifying characters | Oral reading: reading orally to interpret character's motives and moods Study skill: using a glossary and dictionary as tools for verifying spelling recognizing a glossary to increase vocabulary |
| Skill Station Day: Biography Biographical dictionary | 87 | 61–64 | | 306–9 | | | | Literature: recognizing the characteristics of the genre of biography Study skill: using a biographical dictionary entry to find out important details about a person |

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| André Poetry by Gwendolyn Brooks | 88 | 65–68 | 46–47 | 145–46 | | | identifying the message in a poem: one’s parents are God’s best choice for him relating poetry to personal experience | Literature: noting the use of rhyme in poetry seeing how rhyme scheme supports meaning using figure of speech to create imagery Composition: comparing the concise thoughts expressed in a poem with the expanded thoughts used in prose communicating ideas in writing |
| Beautiful Feet A true missionary story told by Ruth Brail | 89 | 69–74 | 48–52 | 147–48 | | Understanding Jesus Christ (BAT: 1a) Repentance and faith (BAT: 1b) Evangelism and missions (BAT: 5c) | demonstrating the ability to form opinions identifying emotional response of a character discriminating between fact and opinion | Study skill: interpreting a map key that represents natural regions |
| | 90 | 75–80 | 53–57 | 149–50 | | Repentance and faith (BAT: 1b) Self-concept (BAT: 3a) Love (BAT:5a) Evangelism and missions (BAT:5c) | identifying with a story character inferring character traits demonstrating understanding of the author’s message: God can use each of us to further the gospel identifying time relationships | Word work: identifying the common meaning of the suffix <i>-able</i> reading words with the suffix <i>-able</i> added to a variety of spelling patterns |
| Skill Station Day: Newspaper article Paraphrasing | 91 | 81–84 | | 310–13 | | | | Study skill: reading a newspaper article identifying the information in the first paragraph of a newspaper article paraphrasing using elaboration |
| A Snake in the House Fiction by Milly Howard | 92 | 85–94 | 58–66 | 151–52 | | Faithfulness (BAT: 2c) | relating story content about family relationships to personal experience noting actions of characters demonstrating understanding of the author’s message: certain responsibilities accompany owning a pet determining emotional responses of characters | Word work: using descriptive words using descriptive words to draw a picture |
| | 93 | 95–98 | 67–70 | 153–54 | | | evaluating emotional responses of characters recognizing change in character attitude relating story content to personal experience recalling facts and details | Phonics: identifying different spellings of the long <i>a</i> sound as <i>a_e</i> in <i>snake</i> , <i>ai</i> in <i>rain</i> , <i>a</i> in <i>ca•ble</i> , <i>ey</i> in <i>they</i> , <i>igh</i> in <i>weigh</i> , and <i>ei</i> in <i>veil</i> naming and using the diacritical mark for long vowels: <i>macron</i> (¯) |
| | 94 | 99–105 | 71–76 | 155–56 | | | recognizing emotional responses of characters recalling cause-and-effect relationships developing opinions | Study skill: skimming by reading the first and last sentences of a paragraph to get the general idea Word work: identifying pronoun referents |

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| Just Plain Snaky An article by Nellie Ashe Cooper | 95 | 106–13 | 77–82 | 157–88 | | | identifying false statements identifying supporting information reading for specific information identifying irrelevant information | Study skill: rephrasing a subheading as a question reading to answer the question formed from the subheading reciting the answer to the question formed from the subheading (The above are steps in the PQ3R study method to be further developed in grade 4.) |
| Skill Station Day: Encyclopedia—key words; cross-references | 96 | 114–17 | | 314–17 | | | | Study skill: recognizing alphabetical and numerical organization of an encyclopedia determining key words and volume numbers to look up a topic in an encyclopedia identifying key elements of an encyclopedia page predicting possible cross-references recognizing cross-references as sources of additional information |
| The Legend of William Tell A legend adapted by Becky Davis | 97 | 118–26 | 83–89 | 159–60 | | Friendliness (BAT: 5e) Courage (BAT: 8d) | demonstrating understanding of the author’s message: freedom is a valuable thing; a man’s actions show his character recognizing the motives of characters thinking critically about character actions | Literature: noting the author’s use of adjectives recognizing legends as part of the genre folk literature |
| Something Special and Shiny A story taken from <i>The Treasure Keeper</i> by Anita Williams | 98 | 127–34 | 90–96 | 161–62 | | Kindness (BAT: 5a) | determining sequence of events identifying with a story character noting character actions | Vocabulary: using context cues to determine word meaning Literature: developing awareness of imagery that uses the senses to communicate meaning |
| | 99 | 135–41 | 97–102 | 163–64 | | Kindness (BAT: 5a) Unselfishness (BAT: 5b) | recognizing the emotional response of characters matching characters with dialogue | Phonics: reading words with <i>age</i> as /ij/ in <i>leakage</i> Literature: developing awareness of the author’s use of imagery |

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| A New Land—Lessons 100-123 | | | | | | | | |
| The Diary of George Shannon Historical fiction by Eileen M. Berry | 100 | 142-48 | 104-8 | 165-66 | | Friendliness (BAT: 5e) Courage (BAT: 8d) | developing understanding of the author's message: America has a noble historical heritage perceiving time relationships drawing conclusions | Vocabulary: defining new vocabulary through context Word work: using prefix <i>im-</i> , <i>in-</i> to determine the meaning of a word |
| | 101 | 149-54 | 109-13 | 167-68 | | Determination (BAT: 2d) Perseverance (BAT: 2d) Faith in God's Promises (BAT: 8a) God as Father (Bible Promise: H) | demonstrating understanding of the author's message: teamwork is valuable inferring supporting details about characters ordering a sequence of events | Study skills: using letters on the spines of encyclopedia volumes to locate information locating information using a key word Literature: recognizing the use of fiction to illuminate historical |
| Friends of the Prairie An article by Eileen M. Berry | 102 | 155-62 | 114-19 | 169-70 | 9— <i>The Songbook</i> 10— <i>Howling Hound or Royal Noisemaker</i> | God as Master (Bible Promise: I) | reading for information relating story content to biblical truth: God's creation is amazing identifying cause-and-effect relationships | Phonics: applying letter-sound association: /ō/, /oi/, /ou/ Literature: developing awareness of the author's use of imagery |
| Skill Station Day: Character motives Encyclopedia index | 103 | 163-66 | | 318-21 | | Understanding Jesus Christ (BAT: 1a) Sowing and Reaping (BAT: 4a) God as Master (Bible Promise: I) | evaluating the motives of characters | Study skill: identifying the encyclopedia index as a resource book using an encyclopedia index to locate additional information |
| Toys from Nature An article by Steffi Adams | 104 | 167-74 | 120-25 | 171-72 | 11— <i>Baton Tapper</i> | Contentment (BAT:7d) | reading for information relating lesson content to personal experience demonstrating understanding of the author's message: God's creation offers opportunities for play classifying information | Phonics: reading words with the schwa syllable /chər/ as <i>ture</i> in <i>nature</i> Vocabulary: matching compound words and their definitions matching synonyms |
| The Secret Pony Historical fiction unattributed | 105 | 175-81 | 126-31 | 173-74 | 1— <i>The Shorts in Closed Syllables</i> | Obedience (BAT: 2a) Helpfulness (BAT: 2b) Faithfulness (BAT: 2c) Enthusiasm (BAT: 2f) Honesty (BAT: 4c) Contentment (BAT: 7d) | inferring the motives of characters demonstrating understanding of the author's message: names have meaning | Phonics: using letter-sound association: /ō/ as <i>o</i> in a closed syllable (<i>hot</i>) and as <i>a</i> after <i>w</i> (<i>watch</i>) naming and using the diacritical mark for short vowels: <i>breve</i> (˘) |
| | 106 | 182-85 | 132-35 | 175-76 | | Honesty (BAT: 4c) Clear conscience (BAT: 6d) | predicting outcomes relating story content to biblical truth: dishonesty is a sin evaluating character responses | Vocabulary: matching words and definitions |

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| | 107 | 186–92 | 136–41 | 177–78 | | Responsibility (BAT: 2c) Work (BAT: 2e) Victory (BAT: 4d) | relating story content to biblical truth: we should be honest in all situations inferring the motives of characters relating facts and details to a chapter title drawing conclusions | Study skill: identifying comparisons and contrasts |
| News About Ads An article by Wendy M. Harris | 108 | 193–97 | 142–44 | 179–80 | | | demonstrating understanding of the nature and purpose of ads comparing old and new newspapers recalling facts and details | Study skill: reading a classified ad to gain specific information identifying advertising strategies |
| Phillis Wheatley: Slave Girl of Old Boston Christian biography by Steffi Adams | 109 | 198–204 | 145–50 | 181–82 | | Love (BAT: 5a) | developing a sense of history inferring character traits identifying time and place relationships recalling facts and details | Phonics: choosing appropriate rhyming words using letter-sound association: /ē/ as <i>i</i> in <i>ski</i> and as <i>y</i> in <i>merry</i> |
| | 110 | 205–10 | 151–55 | 183–84 | | Evangelism and Missions (BAT: 5c) | identifying time and place relationships thinking critically about character feelings and actions predicting character dialogue | Vocabulary: finding relationships between pairs of words (analogies) Literature: recognizing that the experiences of a poet affect the message of his poetry |
| A Dark Night A play based on events in the life of Paul Revere by Steffi Adams | 111 | 211–16 | 156–60 | 185–86 | | | relating story content to history recognizing the setting of a story recognizing the use of fiction to illuminate historical fact developing an awareness of mood recalling facts and details making inferences | Vocabulary: expanding vocabulary Study skill: labeling a diagram |
| | 112 | 217–23 | 161–67 | 187–88 | | Faith in God’s Promises (BAT: 8a) | identifying with a story character developing a sense of history matching characters and actions matching characters and dialogue | Vocabulary: matching words and definitions |
| | 113 | 224 | 156–57 | 189–90 | | | determining the main idea of a paragraph | Vocabulary: choosing vocabulary to create imagery Oral reading: reading orally to interpret characters’ attitudes and emotions Literature: noting author’s use of verbs to clarify meaning |
| Skill Station Day: Main idea—supporting details Predicting from titles | 114 | 225–28 | | 322–25 | | Initiative (BAT: 2e) Industriousness (BAT:2e) | relating topic sentence to main idea relating main idea and supporting details to outline format | Study skill: predicting the main idea from a title in a table of contents |

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| Lullaby Poetry by Robert Hillyer | 115 | 229–32 | 168–69 | 191–92 | | | recognizing mood and emotion in poetry identifying sounds that support meaning | Vocabulary: recognizing synonyms Oral reading: participating in a choral reading interpreting the poem orally Literature: recognizing the atmosphere a poem creates developing awareness of the author’s use of imagery |
| Captured! Historical fiction by Steffi Adams | 116 | 233–40 | 170–76 | 193–94 | <i>1—The Shorts in Closed Syllables</i> | Honesty (BAT: 4c) | developing a sense of history relating story content to familiar information | Phonics: using letter-sound association: /i/ as <i>i</i> in <i>hit</i> and as <i>y</i> in <i>hymn</i> Vocabulary: recognizing word meaning from context Literature: recognizing the author’s techniques in revealing characters through their conversations and actions |
| | 117 | 214–44 | 177–80 | 195–96 | | Courage (BAT: 8d) God as Father (Bible Promise: H) God as Master (Bible Promise: I) | relating story content to personal experience recognizing changing characters in the course of action drawing conclusions inferring setting from text | Study skill: locating places on a map |
| | 118 | 245–48 | 181–84 | 197–98 | | Initiative (BAT: 2e) | demonstrating understanding of the author’s message: initiative is a noble character trait relating chapter titles to story facts and details predicting outcomes | Vocabulary: recognizing word meaning from context Study skill: reading a pictograph |
| | 119 | 249–52 | 185–88 | 199–200 | <i>18—Candlelight</i> | | identifying emotional responses of characters discerning cause-and-effect relationships relating chapter title to story content | Vocabulary: using context cues to infer word meaning Structural analysis: applying syllable rule 3: words ending with a consonant + <i>le</i> are divided into syllables before the consonant (exception: words ending with <i>ckle</i> divide after the <i>ck</i>) |
| | 120 | 253–58 | 189–93 | 201–2 | | Obedience (BAT: 2a) Promptness (BAT: 2b) Responsibility (BAT: 2c) Love (BAT: 5a) Contentment (BAT: 7d) | recognizing change in character attitude identifying with a story character demonstrating understanding of the author’s message: obedience to those in authority is important predicting outcomes recalling story action | Phonics: discerning rhyming words Composition: writing a news article Oral reading: reading orally to communicate characters’ motives and emotions |

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| Sooner or Later Historical fiction by Becky Davis | 121 | 259–64 | 194–98 | 203–4 | 11— <i>Baton Tapper</i> 15— <i>To Market for Dinner</i> 16— <i>Cupcakes and Teapots</i> 18— <i>Candlelight</i> 19— <i>The Cleanest Mistake</i> | Obedience (BAT: 2a) Prayer (BAT: 6b) Faith in God’s Promises (BAT: 8a) | interpreting the mood of a story through character responses and setting demonstrating understanding of the author’s message: names have meaning inferring character traits relating story content to personal experience recalling facts and details | Structural analysis: demonstrating mastery of the four syllable rules by dividing words into syllables and identifying the rules used |
| | 122 | 265–71 | 199–204 | 205–6 | | | relating story content to personal experience relating story content to biblical truth: God is our help in trouble thinking critically about character feelings and actions drawing inferences finding relationships between pairs of words (analogies) | Phonics: reading words with the schwa syllable /cher/ as <i>ture in nature</i> |
| Skill Station Day: Irrelevant information Comparative and superlative forms | 123 | 272–75 | | 326–29 | | | | Study skill: discriminating irrelevant information for the purpose of writing Word work: using comparative and superlative forms correctly |

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| Creatures Great and Small—Lessons 124-147 | | | | | | | | |
| Mice of the Westing Wind A fanciful story taken from the book by Tim Davis | 124 | 276–84 | 205–212 | 207–9 | 12— <i>Giant Cymbals</i> | Kindness (BAT: 5a) | making inferences interpreting setting recalling facts and details | Phonics: applying soft <i>c</i> and <i>g</i> generalization to multisyllable words: <i>c</i> as /s/ and <i>g</i> as /j/ when followed by <i>e</i> , <i>i</i> , or <i>y</i> Literature: identifying fanciful elements in story content |
| | 125 | 285–89 | 213–217 | 209–10 | | Servanthood (BAT: 2b) Work (BAT: 2e) Enthusiasm (BAT: 2f) Kindness (BAT: 5a) Love (BAT: 5a) Giving (BAT: 5b) | predicting outcomes recognizing the value of teamwork noting actions of characters thinking creatively | Study skill: labeling a diagram |
| | 126 | 290–95 | 218–22 | 211–12 | | | identifying problems and solutions evaluating emotional responses of characters recalling facts and details drawing conclusions predicting outcomes | Composition: writing a paragraph explaining predicted outcomes |
| Chickadee Winter Realistic fiction by Dawn L. Watkins | 127 | 296–99 | 223–25 | 213–14 | | Thankfulness to God (BAT: 7c) | noting elements of setting comparing dialogue to evaluate character attitude | Study skill: using textual clues to scan for specific details Literature: recognizing first-person point of view developing an awareness of imagery |
| | 128 | 300–303 | 226–29 | 215–16 | | Work (BAT: 2e) Kindness (BAT: 5a) Love (BAT: 5a) Spirit-filled (BAT: 6c) Contentment (BAT: 7d) | noting the use of figurative language to create imagery identifying attitudes of characters inferring supporting details about characters | Literature: noting similes in prose |
| | 129 | 304–11 | 230–36 | 217–18 | | Teamwork (BAT: 2b) Joyfulness (BAT: 6c) Contentment (BAT: 7d) | recognizing change in character attitude noting actions of characters inferring supporting details about characters inferring information from dialogue recalling facts and details | Literature: noting personification in realistic prose |
| Skill Station Day: Setting Bible concordance | 130 | 312–15 | | 330–33 | 23— <i>A Bible Tool</i> | | making inferences | Literature: recognizing the elements of setting— <i>where</i> and <i>when</i> recognizing how the author reveals the setting of the story Study skill: using a Bible concordance recognizing key words in a Bible verse |

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| Den of Lions Taken from Daniel 6 by Becky Davis | 131 | 316–24 | 237–43 | 219–20 | | Obedience (BAT: 2a) Faithfulness (BAT: 2c) Honesty (BAT: 4c) Love (BAT: 5a) Prayer (BAT: 6b) Contentment (BAT: 7d) Faith in God’s Promises (BAT: 8a) God as Father (Bible Promise: H) | inferring the motives of characters demonstrating understanding of the author’s message: Scripture carries authority; a man’s character is revealed by his actions relating lesson content to personal experience | Study skill: locating verses in the Bible |
| A Lamb’s Tale Realistic fiction by Gail Fitzgerald and Dawn L. Watkins | 132 | 325–34 | 244–52 | 221–22 | | Thankfulness to men (BAT: 5a) Sharing (BAT: 5b) Prayer (BAT: 6b) Thankfulness to God (BAT: 7c) God as Master (Bible Promise: I) | interpreting Spanish words recognizing the emotional responses of characters noting character actions | Study skill: reading a political and physical map of a continent reading a compass rose Composition: writing a description |
| | 133 | 335–43 | 253–60 | 223–24 | | Helpfulness (BAT: 2b) Responsibility (BAT: 2c) Work (BAT: 2e) God as Master (Bible Promise: I) | relating lesson content to personal experience relating lesson content to biblical truth: God’s will is always best relating one story detail to another recalling facts and details | Literature: identifying the author’s use of foreshadowing to make the outcome believable |
| Sunning Poetry by James S. Tippett | 134 | 344–46 | 261 | 225–26 | | | interpreting poetry identifying descriptions drawing conclusions about the meaning of the poem recognizing onomatopoeia | Word work: choosing descriptive words Literature: noting the author’s attention to word choice identifying onomatopoeia |

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| <p>A Curtain of Spun Silver Based on a true story from church history by Karen Wilt</p> | 135 | 347–52 | 262–65 | 227–28 | | Obedience (BAT: 2a) Faithfulness (BAT: 2c) Love (BAT: 5a) Reverence for the Bible (BAT: 6a) Prayer (BAT: 6b) Spirit-filled (BAT: 6c) Thankfulness to God (BAT: 7c) Faith in God’s Promises (BAT: 8a) God as Father (Bible Promise: H) God as Master (Bible Promise: I) | developing a sense of history demonstrating understanding of the author’s message: God’s hand of protection is always present thinking critically and appreciatively about character feelings and actions inferring cause-and-effect relationships | <p>Literature: noting the author’s use of adverbs to clarify the action</p> |
| <p>The Web Weavers An article by Wendy M. Harris</p> | 136 | 353–58 | 266–69 | 229–30 | | God as Master (Bible Promise: I) | demonstrating understanding of the author’s message: God’s creation is perfect recalling sequence of events interpreting pictures literally for sequence of events | <p>Study skill: demonstrating understanding of written information by labeling a diagram</p> <p>Literature: discriminating between fiction and nonfiction</p> |
| <p>Under the Tent of the Sky Poetry by Rowena Bastin Bennett</p> | 137 | 359–62 | 270–71 | 231–32 | <i>17—Climbing Accent Hillside</i> | | interpreting examples of imagery interpreting personification | <p>Literature: identifying examples of imagery in poetry</p> <p>Structural analysis: applying the accent generalization: In words with affixes, the accent falls on the base word (<i>re•ward’•ed</i>)</p> |
| <p>What About Dolphins? An article by Becky Davis and Eileen M. Berry</p> | 138 | 363–71 | 272–78 | 233–34 | | Responsibility (BAT: 2c) Exaltation of Christ (BAT 7b) God as Master (Bible Promise: I) | demonstrating understanding of the author’s message: God’s creation is amazing and interesting drawing conclusions reading for information distinguishing between fact and opinion | <p>Word work: choosing verbs that describe actions</p> |
| <p>Skill Station Day: Character’s speech Accent—two-syllable words; words ending with <i>tion</i></p> | 139 | 372–75 | | 334–37 | <i>17—Climbing Accent Hillside</i> | | | <p>Literature: recognizing the author’s use of the character’s speech to reveal his traits</p> <p>Structural analysis: recognizing accented and unaccented syllables naming the accent mark applying the accent generalization: in a two-syllable word, the accent usually falls on the first syllable applying the accent generalization: in words ending with <i>-tion</i>, the accent falls on the syllable before <i>-tion</i></p> |

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| Fremont's Frog Farm Fiction by Gail Fitzgerald and Susan W. Young | 140 | 376–85 | 279–87 | 235–36 | <i>17—Climbing Accent Hillside</i> | Determination (BAT: 2d) Work (BAT: 2e) Emotional control (BAT: 3c) | noting actions of characters inferring character traits identifying problems and solutions drawing inferences matching related ideas | Structural analysis: applying the accent generalization: in compound words, the primary accent falls on the first syllable |
| | 141 | 386–90 | 288–92 | 237–38 | | Enthusiasm (BAT: 2f) Courtesy (BAT: 5a) | interpreting an idiomatic expression relating lesson content to personal experience inferring supporting details about characters | Study skill: interpreting information in a circle graph comparing information on a graph to information in a paragraph |
| | 142 | 391–98 | 293–99 | 239–40 | | | making inferences recognizing emotional responses of characters predicting outcomes identifying true and false statements recalling facts and details | Study skill: scanning to find information quickly reading a menu |
| The Greedy Dog A fable by Karen Wilt | 143 | 399–402 | 300–301 | 241–2 | <i>17—Climbing Accent Hillside</i> | Contentment (BAT: 7d) | identifying the moral of a story inferring the motives of a character | Literature: recognizing the elements of a fable Structural analysis: identifying base words applying the accent generalization: in words with prefixes and suffixes, the accent usually falls in the base word |
| Forgiven Poetry by A.A. Milne | 144 | 403–7 | 302–4 | 243–44 | | | solving problems relating poetry to personal experience | Literature: recognizing how rhyme and rhythm contributing to humor in poetry identifying the poet's influence on the regional flavor of the poem Vocabulary: determining the meaning of words through context clues |
| Skill Station Day: Character actions Graphs | 145 | 408–11 | | 338–41 | <i>24—Compare with Graphs</i> | Separation from the world (BAT: 1c) Self-control (BAT: 3c) | | Literature: recognizing the author's use of character actions in character development Study skill: reading a bar graph and a circle graph to make simple comparisons reading a line graph to compare two sets of related data |

| | Lesson | Lesson Pages | Reader Pages | Worktext Pages | Teaching Visuals | Bible Truths | Comprehension Skills | Phonics and Other Skills |
|-------------------------------------------------------------------------------------------------|--------|--------------|--------------|----------------|--------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A Gift for Uncle Tom Realistic fiction by Gail Fitzgerald and Susan W. Young | 146 | 412–19 | 305–11 | 245–46 | | Helpfulness (BAT: 2b) Work (BAT: 2e) | demonstrating understanding of the author’s message: giving brings true happiness noting character actions noting elements of setting identifying cause-and-effect relationships drawing conclusions | Vocabulary: matching antonyms |
| | 147 | 420–27 | 312–17 | 247–48 | <i>17—Climbing Accent Hillside</i> | Honesty (BAT: 4c) | identifying cause-and-effect relationships inferring motives of characters recognizing humor interpreting figurative language | Structural analysis: dividing two-syllable words into syllables applying the accent generalization: in a two-syllable word, the accent usually falls on the first syllable |