**Reading 4 Lesson Plan Overview**
Unit 1: Dreams

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| **Welcome to Reading 4 (1)** | 2–3 | All | 1–2 | * Identify and locate key features of this book
* Relate the title of this book to its contents
* Define the term genre
* Locate a variety of genres in the Contents page
* Demonstrate current reading skills
 |
| **“Dreams” (2)**Poetryby Langston Hughes | 4–5 | 2–3 | 3–4 | * Identify the key elements of this poem
* Explain how repetition and rhyme make the poem more memorable
* Identify the comparison a metaphor makes
* Evaluate the theme based on Proverbs 13:12, 19
* Propose a dream that could be used for God’s glory in the home, classroom, school, or community
 |
| **Fire on the Mountain (3–4)**Folktalean Ethiopian folktale by Jane Kurtz | 6–12 | 4–9 | 5–6 | * Identify the key elements of a folktale
* Identify the parts of a story’s structure
* Identify the main characters and the setting
* Use text and picture clues to comprehend words in an unfamiliar language
* Predict the significance of the title
 |
| 13–19 | 10–15 | 7–8 | * Verify the accuracy of the title prediction
* Analyze the main characters’ motivations and actions
* Summarize the plot
* Complete the Story Structure graphic organizer
* Explain why the rich man’s actions were unjust
 |
| **Look Again:** Fire on the Mountain **(5)** | 20–21 | 4–15 | 9–10 | * Infer the theme of the story
* Evaluate the theme based on biblical teaching about justice
* Identify the theme of a hymn text
 |
| **Reader’s Theater:** William Shakespeare, Playwright **(6)**by Beki Gorhamadapted as reader’s theater | 22–27 | 16–21 | 11–12 | * Identify the key elements of reader’s theater
* Identify experiences that may influence a person’s future
* List ways that Shakespeare’s writing has influenced culture
* Assess the importance of one person’s influence on culture
 |
| Look Again: William Shakespeare, Playwright (7) | 28–29 | 16–21 |  | * Perform reader’s theater as a class and in small groups
* Create a recording (audio or video) of the reader’s theater
* Evaluate fluency and expression in oral reading using a rubric
 |
| Book Report: Become the Character, Part 1 (8)Comprehension Assessment 1 | 30–31 |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a simple book report
* Demonstrate mastery of reading skills
 |
| “A Tale of Chanticleer” (9)Fabletaken from The Canterbury Tales by Geoffrey Chaucer, retold by Eileen M. Berry | 32–41 | 22–31 | 13–14 | * Identify the key elements of a fable
* Identify foreshadowing as a part of an author’s craft
* Identify and evaluate pride as a character trait
* Infer the moral
* Explain why pride brings harm to the proud
 |
| “Nebuchadnezzar’s Dream” (10)Bible accounttaken from Daniel 4 | 42–51 | 32–41 | 15–16 | * Identify Nebuchadnezzar’s sin
* Identify consequences of Nebuchadnezzar’s sin
* Analyze how Nebuchadnezzar changes in response to God’s judgment
* Infer the theme
* Sequence the events of a Bible account
 |
| Look Again: Chanticleer & Nebuchadnezzar (11) | 52–53 | 22–41 | 17–18 | * Identify a fable as fiction and a Bible account as nonfiction
* Compare the moral of the fable to the theme of the Bible account
* Contrast God’s response to pride with His response to humility
 |
| Gifted Hands: The Ben Carson Story (12–15)Biographyan excerpt from the book by Gregg Lewis and Deborah Shaw Lewis | 54–60 | 42–47 | 19–20 | * Identify the key elements of a biography
* Interpret motives and responses
* Identify problem-solving methods
* Evaluate problem-solving methods
 |
| 61–69 | 48–54 | 21–22 | * List the requirements of Sonya’s plan
* Judge the effectiveness of the plan
* Analyze the change in Ben’s attitude based on the effectiveness of the plan
 |
| 70–77 | 55–60 | 23–24 | * Identify the effects Ben’s anger had on his relationships
* Evaluate Ben’s method for resolving his anger problem
* Relate Ben’s method of problem solving to his mother’s method
 |
| 78–85 | 61–67 | 25–26 | * Identify and complete an acrostic
* Sequence events in the biography
* Evaluate Ben’s philosophy for success using his acrostic
* Evaluate Ben’s philosophy for success based on biblical truth
* Apply problem-solving methods to everyday situations
 |
| **Look Again:** Gifted Hands **(16)** | 86–87 | 42–67 | 27–28 | * Identify two different worldviews regarding anger
* Interpret verses on “anger” and “angry” in the book of Proverbs
* Explain how several different verses address the sin of anger
 |
| “How Does the Human Brain Compare to a Computer?” (17–18)Informational texttaken from an online article by Answers in Genesis | 88–90 | 68–69 | 29–30 | * Identify the key elements of informational text
* Identify the main idea of the article
* Find supporting details for the main idea
* Relate Ben Carson’s biography to the informational text
 |
| 91–93 | 70–71 | 31–32 | * Follow directions to complete the scientific procedure that demonstrates the brain’s flexibility
* Interpret results of the scientific procedure
* Defend God’s purpose and design in creation
 |
| Haiku (19)Poetrytranslation by Peter Beilenson and Harry Behn | 94–95 | 72–73 | 33–34 | * Recognize haiku as Japanese poetry
* Identify elements of haiku: three lines, syllabic pattern 5-7-5, talk about nature
* Compare three haiku poems
* Describe how a poem’s imagery can enhance enjoyment of God’s creation
* Create a haiku
 |
| “The Man Who Bought a Dream” (20)Folktalea Japanese folktale, retold by Stephanie R. Suhr | 96–106 | 74–84 | 35–36 | * Recall the key elements of a folktale
* Infer the theme
* Evaluate the theme based on God’s perspective on how wealth is gained and valued
 |
| Look Again: “The Man Who Bought a Dream” (21) | 107 | 74–84 | 37–38 | * Create a continuation of the folktale
* Orally share the new ending with others
* Evaluate the continuation from a biblical worldview
 |
| SSR Journal: Setting (22)Comprehension Assessment 2 | 108–9 |  |  | * Enjoy and respond to recreational reading
* Choose a book on the student’s independent reading level
* Respond to reading by providing information about the setting
* Demonstrate mastery of reading skills
 |

Unit 2: Friendships

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| “Fog” (23)Poetryby Carl Sandburg“The Crickets”Poetryby Charlotte Zolotow | 110–11 | 86–87 | 39–40 | * Identify elements of a free verse poem
* Infer the mood of a poem
* Identify simile or metaphor within a poem
* Analyze how a simile or metaphor makes a poem more visual
* Complete a simile and a metaphor
 |
| The Cricket in Times Square **(24–25)**Fantasyby George Selden | 112–21 | 88–96 | 41–42 | * Identify elements of fantasy
* List details from the text about a character
* Infer character traits based on text clues
 |
| 122–29 | 97–103 | 43–44 | * Recall elements of fantasy
* Contrast traits of three characters
* Evaluate the strengths or weaknesses of a particular character trait
* Devise a plan for showing friendship to a person in need
 |
| Look Again: The Cricket in Times Square (26) | 130–31 | 88–103 | 45–46 | * Choose an animal to write about
* Organize ideas using a word web
* Compose a paragraph about the animal that includes something that could not happen in real life
 |
| Limericks (27)Poetryby Edward Lear and anonymous | 132–33 | 104–5 | 47–48 | * Identify the rhyme scheme of limericks
* Identify the author’s use of humor to support the purpose (to entertain) in a limerick
* Compose/complete a limerick that demonstrates a proper use of humor for the purpose of entertaining
 |
| “The Ant and the Grasshopper” (28)Fableretold by Eileen M. Berry | 134–35 | 106–7 | 49–50 | * Recall key elements of a fable
* Contrast traits of two characters
* Distinguish between wise and foolish counsel using biblical principles
* Apply the moral of preparing for the future to real-life situations
 |
| “The Town Mouse and the Country Mouse” (29)Fableretold by Kelly A. Payne | 136–37 | 108–9 | 51–52 | * Recall key elements of a fable
* Compare and contrast values of two characters
* Evaluate the teaching of a moral by comparing it to biblical truth
* Apply the moral of contentment to real-life situations
 |
| “Parable of the Prodigal Son” (30)Bible accountLuke 15:11–32 | 138–41 | 110–13 | 53–54 | * Identify the purpose of a parable
* Contrast a parable with a fable
* Infer the spiritual lesson of a parable
* Analyze a Bible passage to identify how it supports the spiritual lesson of the parable
 |
| Look Again: Fables and Parables (31) | 142–43 | 106–13 | 55–56 | * Compare and contrast a fable with a parable
* Conclude that all truth (wisdom) comes from God
 |
| “Two Brothers” (32)Folktalea Middle Eastern folktale, retold by Elaine L. Lindy | 144–49 | 114–19 | 57–58 | * Recall that folktales may reflect cultural values and beliefs
* Identify irony as part of an author’s craft
* Analyze how irony makes a story more interesting
* Evaluate the theme in light of the biblical principles of love and humility
* Apply the principle of putting others before self to real-life situations
 |
| “Corrie ten Boom” (33–34)Informational textby Michele Layson | 150–57 | 120–26 | 59–60 | * Identify informational text features (section titles, captions, sidebars)
* Analyze the purposes of informational text features in the article
* Evaluate the actions of the Ten Boom family based on Genesis 12:3
* Locate information using a house diagram
* Identify the main idea of each section
 |
| 158–63 | 127–31 | 61–62 | * Identify the main idea of each section
* Explain how the photographs enhance understanding of the information
* Identify the author’s purpose in the article
* Evaluate the actions of Corrie and Betsie based on Matthew 5:44
 |
| Look Again: “Corrie ten Boom” (35) | 164–65 | 123–25 | 63–64 | * Recall how the Ten Boom family used coded language to communicate secret information
* Interpret a coded message
* Create a coded message
 |
|  |  |  |  |  |
| “The Best Kind of Love” (36–37)Realistic fictionby Eileen M. Berry | 166–71 | 132–36 | 65–66 | * Infer the meaning of Spanish words using context clues
* Identify similes in the story
* Identify characters’ words or actions that reveal how they think and feel
 |
| 172–81 | 137–45 | 67–68 | * Identify characters’ words or actions that reveal how they think and feel
* Evaluate characters’ motives and actions based on biblical truth
* Infer the theme of the story
 |
| Look Again: “The Best Kind of Love” (38) | 182–83 | 132–45 | 69–70 | * Determine the kind of love God has for sinners
* Evaluate the theme of “The Best Kind of Love” in light of Ephesians 2:4–10
* List ways we can show God’s unconditional love to others
 |
| Book Report: Become the Character, Part 2 (39)Comprehension Assessment 3 | 184–85 |  |  | * Enjoy recreational reading
* Create a written first-person summary of the book
* Prepare an oral presentation following the rubric guidelines
 |
| “Janwahr’s Bridge” (40–42)Fantasyby Dawn L. Watkins | 186–94 | 146–53 | 71–72 | * Differentiate between realistic fiction and fantasy
* Recall that a plot has a beginning, middle, and end
* Summarize the events at the beginning of the plot
* Identify challenges the main character faces
 |
| 195–204 | 154–61 | 73–74 | * Summarize the events in the middle of the plot
* Identify the problem faced by the main characters
* List solutions presented by the main characters
* Predict the outcome of the chosen solution
 |
| 205–11 | 162–67 | 75–76 | * Summarize the events at the end of the plot
* Identify character development as part of an author’s craft
* Infer character traits
* Verify the outcome of the chosen solution
* Analyze the main character’s development as the story progresses
 |
| Look Again: “Janwahr’s Bridge” (43) | 212–13 | 146–47 | 77–78 | * Infer various meanings of the story’s title as the story progresses
* Relate the story to the unit title
* Compare and discuss the types of friendships experienced by the students
 |
| “Ruth and Naomi” (44–45)Bible accounttaken from Ruth 1–4 | 214–21 | 168–74 | 79–80 | * Identify examples of Ruth’s kindness to Naomi
* Identify examples of Boaz’s kindness to Ruth
* Identify the change that these human kindnesses brought to Naomi’s view of God
 |
| 222–27 | 175–79 | 81–82 | * Identify Boaz’s redemptive role as the source of many blessings in the account
* Compare the role of Boaz as redeemer of the family to Christ’s role as Redeemer
* Identify a primary way God has shown kindness according to Romans 5:8
* Sequence the events of the Bible account
 |
| Book Report Presentations (46) | 228–29 |  |  | * Demonstrate mastery of reading skills
* Present a character from a book orally
* Develop appreciative listening skills
 |
| “Betsy Holds the Reins” (47–49)Realistic fictionan excerpt from Understood Betsyby Dorothy Canfield Fisher | 230–41 | 180–90 | 83–84 | * Identify the main character’s emotions
* Infer the cause and effect of the main character’s emotions and behavior
* Infer the cause and effect of the supporting characters’ words and actions
 |
| 242–52 | 191–99 | 85–86 | * Identify the main character’s emotions
* Infer the cause and effect of the main character’s emotions and behavior
* Infer the cause and effect of the supporting characters’ words and actions
 |
| 253–61 | 200–207 | 87–88 | * Analyze the main character’s change in attitude
* Analyze how the supporting characters’ attitudes and actions affect the main character
* Evaluate the supporting characters’ actions based on Proverbs 27:17
 |
| Look Again: “Betsy Holds the Reins” (50) | 262–63 | 196–99 | 89–90 | * Recall the literal and symbolic meanings of the title “Janwahr’s Bridge”
* Identify the symbolic meaning of the title “Betsy Holds the Reins”
* Analyze how the symbolic meaning of the story title supports character development
 |
| “Stories” (51)Poetryby J. Patrick Lewis | 264–66 | 208–10 | 91–92 | * Recall key elements of free verse poetry
* Identify onomatopoeia as part of an author’s craft
* Analyze the poem’s theme
* Relate the poem’s title to the theme
* Infer the value of memories created by friendships
 |
| SSR Journal: Characters (52)Comprehension Assessment 4 | 267 |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Respond to recreational reading by providing information about a character’s traits
* Demonstrate mastery of reading skills
 |

Unit 3: Seasons

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| “Seashells” (53)Poetryby Douglas Florian“maggie and milly and molly and may”Poetryby E. E. Cummings | 268–71 | 212–15 | 93–94 | * Identify common elements in the poems
* Distinguish differences in the presentation of the poems
* Explain how a poem’s shape can support its content
* Infer differences in theme, using the titles of the poems
* Contrast the depth of meaning in the poems
 |
| “The Mother Who Lost Her Daughter” (54)Mythretold by Anne Rockwell | 272–81 | 216–25 | 95–96 | * Identify key elements of a myth
* Classify characters in a myth as gods and goddesses or humans
* Identify cause-and-effect relationships in the myth
* Evaluate the actions of the mythical deities
* Contrast the mythical deities with the God of the Bible
 |
| “God Sends a Flood” (55)Bible accounttaken from Genesis 6–9 | 282–89 | 226–33 | 97–98 | * Sequence events in the Bible account
* Identify cause-and-effect relationships in the Bible account
* Describe God’s character as revealed in the Bible account
* Explain the meaning of seasons in light of biblical truth
 |
| Look Again: “The Mother Who Lost Her Daughter” & “God Sends a Flood” (56) | 290–91 | 216–33 | 99–100 | * Compare and contrast the myth and the Bible account
* Evaluate the explanation in this myth from a biblical worldview
 |
| “Something Told the Wild Geese” (57)Poetryby Rachel Field | 292–93 | 234–35 | 101–2 | * Explain how imagery increases the poem’s sensory appeal
* Read orally to demonstrate how rhyme and rhythm give the poem auditory appeal
* Evaluate the theme (instinct) based on biblical truth about creation
 |
| Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy **(58)**Narrative nonfictionby Kate Waters | 294–307 | 236–49 | 103–4 | * Identify key elements of narrative nonfiction
* Identify the historical setting of this text
* Infer the meaning of language that is specific to the setting
* Explain how first-person point of view makes the text enjoyable to read
* Analyze how photos support the main text
 |
| Look Again: Samuel Eaton’s Day (59) | 308–9 | 236–49 | 105–6 | * Reread the text to discover details about the Pilgrims’ way of life
* Infer values of the Pilgrims and evaluate them based on the Bible
* Rewrite a portion of the text in modern language
 |
| Cranberry Thanksgiving (60)Mysteryby Wende Devlin | 310–21 | 250–61 | 107–8 | * Identify key elements of a mystery
* Identify outward and inward characteristics of Mr. Whiskers and Mr. Horace
* Analyze the accuracy of Grandmother’s first impressions of the two characters
* Analyze how Grandmother’s attitude toward each character changes
* Evaluate Grandmother’s prejudices based on 1 Samuel 16:7
 |
| Look Again: Cranberry Thanksgiving (61) | 322–23 | 250–61 | 109–10 | * Infer the theme of Cranberry Thanksgiving
* Analyze how the illustrations support the theme
* Create a drawing of your Thanksgiving table
 |
| Molly’s Pilgrim (62–63)Realistic fictionby Barbara Cohen | 324–32 | 262–69 | 111–12 | * Recall the key elements of realistic fiction
* Infer background details about characters and setting
* Infer character emotions
* Predict character actions
* Evaluate the actions and responses of characters
 |
| 333–41 | 270–77 | 113–14 | * Analyze how a character’s beliefs affect her actions
* Analyze the story structure to see that a story’s plot often depends on its unique setting and characters
* Infer the theme
* Evaluate the theme based on biblical truth
 |
| Look Again: Molly’s Pilgrim (64) | 342–43 | 262–77 | 115–16 | * Identify the biblical meaning of pilgrim
* Evaluate Molly’s mother’s definition of pilgrim based on Hebrews 11
* Compare the meaning of pilgrim in Molly’s Pilgrim with its meaning in an informational text on the Plymouth Pilgrims
* Make a Pilgrim clothespin doll
 |
| SSR Journal: Plot (65)Comprehension Assessment 5 | 344–45 |  |  | * Enjoy and respond to recreational reading
* Choose a book on the student’s independent reading level
* Respond to reading by providing information about the book’s plot
* Demonstrate mastery of reading skills
 |
| “The Cherry Trees” (66)Christian fictionby Eileen M. Berry | 346–55 | 278–87 | 117–18 | * Identify key elements of Christian fiction
* Infer character emotions
* Infer the theme
* Analyze how symbolism supports the theme
* Support the theme with Bible passages
 |
| Look Again: “The Cherry Trees” (67) | 356–57 | 278–87 | 119–20 | * Relate symbolism of names to Bible content
* Infer why the Babylonian conquerors changed the names of the four Hebrew captives (Daniel 1)
* Evaluate the effect of the name change on the four young Hebrews
* Find the meaning of a name using technology
 |
| “A Christmas Carol” (68)Poetryby Christina Rossetti | 358–59 | 288–89 | 121–22 | * Relate poetry to hymns
* Identify the theme
* Analyze the poet’s use of imagery to support the theme
* Generate a list of practical ways that one could demonstrate a heart of love for Christ
 |
| Shooting at the Stars: The Christmas Truce of 1914 (69)Historical fictionby John Hendrix | 360–71 | 290–301 | 123–24 | * Analyze the characters’ actions and dialogue to identify emotional responses
* Infer the story’s theme
* Assess the setting’s importance to the theme
* Complete a Story Map
 |
| Look Again: Shooting at the Stars (70) | 372–73 | 290–301 | 125–26 | * Review the structure of a friendly letter
* Review historical fiction as a genre
* Write a response to Christ’s birth in the form of a friendly letter
 |
| Snowflake Bentley (71)Biographyby Jacqueline Briggs Martin | 374–87 | 302–15 | 127–28 | * Recall the elements of a biography
* Examine the purpose of sidebars
* Identify problem/solution relationships in the story
* Analyze how Bentley’s determination helped to make him a good scientist
 |
| Look Again: Snowflake Bentley (72) | 388–89 | 303–6 | 129–30 | * Follow written directions
* Create unique, six-sided snowflake designs
* Locate Bentley’s snowflake photographs online using a keyword search
* Compare the paper snowflakes with Bentley’s photos
* Relate Bentley’s appreciation of God’s design of the snowflake to your own
 |
| Bible Proverbs (73) | 390–91 | 316–17 | 131–32 | * Identify key elements of a proverb
* Contrast Bible proverbs with other sayings
* Infer the meanings of several Bible proverbs
* Apply Bible proverbs to daily living
 |
| “Confucius” (74–75)Informational textby Brian Collins | 392–400 | 318–25 | 133–34 | * Compare the historical time period of Confucius’s teachings to that of Solomon’s proverbs
* Identify the main idea of the first section of the article
* Identify the five important relationships in the teachings of Confucius
* Explain how Confucius’s teachings have influenced many Asian cultures
 |
| 401–5 | 325–29 | 135–36 | * Identify the main idea of the second section of the article
* Compare biblical teaching with Confucian teaching
* Evaluate Confucius’s teachings on good and evil based on the Bible’s teachings
 |
| Older Brother, Younger Brother (76–77)Folktalea Korean folktale, retold by Nina Jaffe | 406–14 | 330–37 | 137–38 | * Predict a character’s actions
* Identify the main characters’ traits through their words and actions
* Classify the characters’ traits as wise (good) or foolish (evil)
* Verify the outcome of the prediction
 |
| 415–23 | 338–43 | 139–40 | * Identify the main characters’ traits through their words and actions
* Classify the characters’ traits as wise (good) or foolish (evil)
* Analyze the author’s use of irony
* Infer the theme
* Evaluate the theme based on biblical truth
 |
| “Wind Song” (78)Poetryby Lilian Moore | 424–26 | 346–48 | 141–42 | * Recall onomatopoeia as part of an author’s craft
* Identify personification as part of an author’s craft
* Identify onomatopoeia and personification in the poem
* Infer the theme
* Create sentences using onomatopoeia and personification
 |
| SSR Journal: Plot and Character Development (79)Comprehension Assessment 6 | 427 |  |  | * Enjoy and respond to recreational reading
* Choose a book on the student’s independent reading level
* Respond to reading by providing information about the book’s plot and character development
* Demonstrate mastery of reading skills
 |

Unit 4: Determinations

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| **“A Backwoods Boy” (80–82)**Biographyby Russell Freedman | 428–36 | 350–57 | 143–44 | * Recall the key elements of a biography
* Contrast biography and fiction
* Identify ways that a biographer researches his subject
* Create a graphic organizer to list details that make Lincoln “come alive”
* Compare and contrast two individuals from the biography
 |
| 437–45 | 358–64 | 145–46 | * Identify details in the biography that make Lincoln “come alive”
* Identify Lincoln’s character traits
* Analyze the biography for specific incidents that illustrate Lincoln’s character traits
 |
| 446–55 | 365–73 | 147–48 | * Identify Lincoln’s character traits
* Analyze the biography for specific incidents that illustrate Lincoln’s character traits
* Develop a plan to incorporate into your life one positive character trait that was evident in Lincoln’s life
* Sequence events using a timeline
* Create a personal timeline
 |
| **“Lincoln” (83)**Poetryby Nancy Byrd Turner | 456–57 | 374–75 | 149–50 | * Identify the poet’s use of imagery
* Infer the meaning of the symbolism used at the end of the poem
* Draw a picture of the image created by one stanza of the poem
 |
| Look Again: “A Backwoods Boy” & “Lincoln” (84) | 458–59 | 355–58, 375 | 151–52 | * Conduct an interview to obtain biographical information
* Organize information from the interview
* Write a short biography using the organized information
 |
| “The Legend of John Henry” (85)Tall taleretold by Emily McAllister Kassales | 460–73 | 376–89 | 153–54 | * Identify the elements of a tall tale
* Find examples of imagery in the story
* Explain how exaggeration creates colorful imagery
* Identify the conflict in the story’s plot
* Debate the positive and negative effects of progress
 |
| Look Again: “The Legend of John Henry” (86) | 474–75 | 376–89 | 155–56 | * Recall the elements of a tall tale
* Invent and name a larger-than-life character
* Develop the larger-than-life character using a character web
* Describe orally the larger-than-life character
* Create a picture of the invented character based on an oral description
 |
| American Folksongs (87)Informational text | 476–81 | 390–95 | 157–58 | * Identify folksongs as part of American literary heritage
* Identify cultural and regional groups that contributed to American folksongs
* Relate types of folksongs to specific groups of people
* Interpret the song “Were You There?”
* Create a personal response related to the song “Were You There?”
 |
| Dandelions (88–89)Historical fictionby Eve Bunting | 482–95 | 396–408 | 159–60 | * Recall the definition of setting
* Define the term mood
* Identify details about the setting of the story
* Identify the mood of the story
* Analyze how the setting supports the mood
 |
| 496–507 | 409–19 | 161–62 | * Infer the story’s theme
* Identify two key symbols in the story
* Explain how the symbols support the theme
* Predict the story’s continuation beyond the ending
 |
| Look Again: Dandelions (90) | 508–9 | 397, 407–8, 417–18 | 163–64 | * Infer the attitudes of the main characters based on their actions and words
* Compare the main characters’ attitudes toward their move out west
* Write about a problem or difficult circumstance from personal experience
* Evaluate personal attitudes and responses based on biblical truth
 |
| “Moving West: Then and Now” (91)Informational textby Emily McAllister Kassales | 510–19 | 420–29 | 165–66 | * Recall key elements of informational text
* Identify the main idea of each section
* Identify supporting details for each main idea
* Create a packing list of items needed for a long trip in present times
* Compare and contrast traveling in a wagon with modern travel
 |
| Book Report: Newsletter, Blog, or Website, Part 1 (92)Comprehension Assessment 7 | 520–21 |  |  | * Enjoy recreational reading
* Choose a book on the student’s independent reading level
* Create a newsletter, blog, or website book report
* Demonstrate mastery of reading skills
 |
| The Black Stallion (93–95)Realistic fictionan excerpt from the book by Walter Farley | 522–31 | 430–38 | 167–68 | * Identify suspense as part of an author’s craft
* Trace the author’s use of suspense through this part of the story
* Infer the main character’s traits based on actions
* Predict the outcome of the character’s actions
* Verify the outcome predicted
 |
| 532–39 | 439–44 | 169–70 | * Trace the author’s use of suspense through this part of the story
* Identify traits that help the character accomplish his goals
* Explain how descriptive detail makes the story more vivid
 |
| 540–47 | 445–51 | 171–72 | * Predict an outcome based on the section title
* Infer the main character’s traits based on his words and his actions
* Verify the outcome of the prediction
* Identify the irony that makes the ending satisfying
* Evaluate the effectiveness of the author’s use of suspense
 |
| Look Again: The Black Stallion (96) | 548–49 | 430–51 | 173–74 | * Locate countries and bodies of water from the story on a political map
* Trace the movements of Alec and the black stallion on the map
* Identify ways that a map can add understanding to a story
 |
| Horses (97)Informational textan excerpt from the book by Seymour Simon | 550–59 | 452–61 | 175–76 | * Identify an author’s purpose(s) in writing a text
* Identify the three groups of horse breeds and their origins
* Contrast ponies and horses
* List several ways that people have used ponies and horses
* List responsibilities involved in owning a horse
 |
| Look Again: Horses & The Black Stallion (98) | 560–61 | 430–61 | 177–78 | * Identify ways that details of an informational text can add understanding to a story
* Identify an informational topic that might add understanding to a particular story
* Research to find more information on that topic
 |
| “Champion Stock” (99–100)Realistic fictionby Bud Murphy | 562–71 | 462–70 | 179–80 | * Interpret the author’s use of dialect and its importance to setting and characterization
* Infer character traits and motives
* Identify the problem
* Predict possible solutions to the problem
 |
| 572–81 | 471–79 | 181–82 | * Identify the author’s use of foreshadowing and its purpose in the story
* Infer emotions of the characters based on their actions
* Infer the theme
* Interpret the significance of the story’s title
* Evaluate Pa’s and Billy’s actions based on biblical teaching about love
 |
| Look Again: “Champion Stock” & The Black Stallion (101) | 582–83 | 447–50, 477–78 | 183–84 | * Compare problems and solutions in “Champion Stock” and The Black Stallion
* Explain how each story’s solution develops one of its characters
 |
| **Psalm 51 (102)**Bible psalm | 584–87 | 480–83 | 185–86 | * Infer the theme
* Identify images that make the theme clear
* Apply the psalm to a specific personal experience
 |
|  |  |  |  |  |
| “Word of Honor” (103–4)Christian fictionby Eileen M. Berry | 588–94 | 484–89 | 187–88 | * Identify climax as the highest point in the plot of a story
* Identify character traits
* Evaluate characters’ actions and motives
 |
| 595–604 | 490–98 | 189–90 | * Identify the climax of the plot
* Infer character traits and emotions
* Infer character growth
* Evaluate characters’ responses
* Summarize the events of the plot
 |
| Look Again: “Word of Honor” (105) | 605 | 494–97 | 191–92 | * Identify the climax in “Champion Stock”
* Recall the climax in “Word of Honor”
* Complete a plot diagram that shows rising action and climax in “Word of Honor”
 |
| SSR Journal: Story Climax (106)Comprehension Assessment 8 | 606–7 |  |  | * Enjoy and respond to recreational reading
* Choose a book on the student’s independent reading level
* Respond to reading by providing information about the book’s climax
* Demonstrate mastery of reading skills
 |

Unit 5: Exploits

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| “River’s Rising” (107–9)Christian fictionby Milly Howard | 608–14 | 500–505  | 193–94 | * Identify elements of Christian fiction
* Recall the definition of worldview
* Define the term crisis
* Identify the impending crisis of the story
* Predict possible outcomes of the crisis
 |
| 615–20 | 506–9 | 195–96 | * Identify the main crisis of the story
* Recall the meaning of mood in a story
* Identify the mood of the story
* Analyze how the author uses mood to build suspense in the story
 |
| 621–27 | 510–15 | 197–98 | * Verify the outcome of the crisis
* Identify the main characters’ responses to the crisis throughout the story
* Infer the worldview of the characters based on their responses
* Compare the characters’ worldview to biblical teaching about dependence on God through prayer
 |
| “John 3:16—A True Story” (110–11)Biographyby Milly Howard | 628–34 | 516–21 | 199–200 | * Recall the elements of a biography
* Identify the message of John 3:16
* Infer how Gladys’s words and actions exhibit her relationship with God
* Write a prayer for people to receive the gospel
 |
| 635–43 | 522–29 | 201–2 | * Identify the different people who had a part in bringing the gospel to the monks
* Analyze the message of 1 Corinthians 3:6–9
* Relate the events of the story to God’s love and sovereignty
* Identity ways every believer can have a part in sharing the gospel with others
 |
| “When I Survey the Wondrous Cross” (112)Poetryby Isaac Watts | 644–45 | 530–31 | 203–4 | * Identify words in the hymn that create vivid mental images
* Explain why regular rhyme and rhythm are important in a hymn
* Evaluate the theme of the hymn based on Galatians 6:14
* Sing the hymn to demonstrate fluency
 |
| Look Again: “John 3:16—A True Story” & “When I Survey the Wondrous Cross” (113) | 646–47 | 517–18, 525–28, 531 | 205–6 | * Identify the facts of the gospel
* Recall how Isaac Watts responded to the gospel in “When I Survey the Wondrous Cross”
* Identify Gladys Aylward’s response to the gospel in “John 3:16—A True Story”
* Identify the monks’ response to the gospel in “John 3:16—A True Story”
* Write a personal response to the truth of the gospel
 |
| The Cabin Faced West (114–15)Historical fictionan excerpt from the book by Jean Fritz | 648–55 | 532–38 | 207–8 | * Identify conflict as part of an author’s craft
* Identify conflict in the story’s plot
* Recall the definition of foreshadowing
* List examples of foreshadowing
* Predict the main character’s decision
 |
| 656–63 | 539–45 | 209–10 | * Verify predictions about the main character’s decision
* Identify the resolutions of the conflicts
* Analyze the author’s use of symbolism
* Infer the meaning of the title
 |
| Our Farm (116–17)Informational textan excerpt from the book by Michael J. Rosen | 664–69 | 546–50 | 211–12 | * Recall the purpose of text features: section titles, captions, sidebars, and diagrams
* Identify the format of the text
* Define fact and opinion
* Distinguish between fact and opinion in informational text
* Identify examples of God’s purpose and design in creation
 |
| 670–77 | 551–57 | 213–14 | * Define fact and opinion
* Distinguish between fact and opinion in informational text
* Identify examples of God’s purpose and design in creation
* Create a statement of fact
* Create a statement of opinion
 |
| “Lost and Found” (118)Poetryby Nikki Grimes | 678–79 | 558–59 | 215–16 | * Identify the poem as narrative
* Identify the characters, setting, and plot in the poem
* Infer the theme
* Interpret the meaning of the title
 |
| Look Again: “Lost and Found” (119) | 680–81 | 558–59 | 217–18 | * Read the poem orally, using expression
* Write a paragraph about an experience of helping someone else
* Arrange the paragraph into a narrative poem written in short lines
 |
| Book Report: Newsletter, Blog, or Website, Part 2 (120)Comprehension Assessment 9 | 682–83 |  |  | * Enjoy recreational reading
* Create a newsletter, blog, or website book report
* Read and evaluate a peer’s book report
* Demonstrate mastery of reading skills
 |
| My Prairie Year (121–22)Autobiographyby Brett Harvey | 684–92 | 560–67 | 219–20 | * Identify the elements of autobiography
* Distinguish between autobiography and biography
* Infer information from details in the autobiography
* Analyze how descriptive details make the setting come alive
* Contrast details in My Prairie Year with details in Dandelions
 |
| 693–703 | 568–77 | 221–22 | * Identify family members’ responses to new challenges
* Infer character traits of the pioneers
* Contrast details in My Prairie Year with details in Dandelions
* Evaluate the family members’ responses to events based on biblical truth
 |
| Look Again: My Prairie Year (123) | 704–5 | 397–99, 561–63 | 223–24 | * Interpret a timeline
* Trace the westward movement on a map
* Relate a timeline to the westward movement on a map
 |
| Family History (124–25) | 706–7 |  | 225–26 | * Locate a family tree of Abraham Lincoln by doing a keyword search online
* Interpret Lincoln’s family tree
* Complete a family tree of Boaz using Scripture
* Locate an image of Boaz’s family tree by doing a keyword search online
* Compare an online family tree of Boaz to the Bible
 |
| 708 |  | 227–28 | * Create a family tree
* Interpret a family tree
* Evaluate a family tree
 |
| Book Report: Newsletter, Blog, or Website, Part 3 (126) | 709 |  |  | * Enjoy recreational reading
* Create a newsletter, blog, or website book report
* Revise, proofread, and prepare the book report for publishing
 |
| “John Wesley: A Fiery Brand” (127–28)Biographyby Gail Fitzgerald | 710–16 | 578–83 | 229–30 | * Recall features of a biography
* Identify cause-and-effect relationships in the story
* Sequence story events
* Evaluate John Wesley’s early beliefs about God
 |
| 717–23 | 584–89 | 231–32 | * Identify how John Wesley’s beliefs change throughout the story
* List events that led to John Wesley’s conversion
* Identify responses to John Wesley’s conversion
* Explain the significance of the story’s title
* Create a Story Map of John Wesley’s changing beliefs
 |
| Look Again: “John Wesley: A Fiery Brand” (129) | 724–25 | 582–85 | 233–34 | * Compare and contrast John Wesley’s beliefs before and after his conversion
* Evaluate Wesley’s beliefs based on biblical truth
* Evaluate the response of others to John Wesley’s beliefs based on biblical truth
 |
| “Night Ride to River Station” (130–31)Historical fictionby Milly Howard | 726–34 | 590–97 | 235–36 | * Recall the elements of historical fiction
* Predict the challenges Seth may face on the ride
* Analyze the author’s use of added details to increase emotion and suspense
* Rewrite sentences to create a mood
 |
| 735–42 | 598–604 | 237–38 | * Verify the challenges that you predicted Seth may face on the ride
* Analyze the author’s use of added details to increase emotion and suspense
* Identify the climax of the story
* Identify words or actions that reflect the characters’ values
 |
| Look Again: “Night Ride to River Station” (132) | 743 | 591–603 | 239–40 | * Identify historical details within the story
* Compare details of the story with facts about the pony express riders to check for accuracy
 |
| Book Report Presentations (133)Comprehension Assessment 10 | 744–45 |  |  | * Enjoy and respond to recreational reading
* Present a newsletter, blog, or website publication
* Demonstrate mastery of reading skills
 |

Unit 6: Creations

| Lesson Title and Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- |
| “God’s Creation” (134)Bible accounttaken from Genesis 1–2 | 746–51 | 606–11 | 241–42 | * List events for the seven days of the Creation week
* Retell the events of the sixth day
* Infer characteristics of the Creator based on His words and actions
 |
| “The Pea-Pod Man” (135)Mythan Eskimo creation myth, retold by Virginia Hamilton | 752–57 | 612–16 | 243–44 | * Recall the definition of a myth
* Identify the purpose of this myth
* Recall key events of the myth
* Identify characteristics of the creator in the myth based on his words and actions
* Analyze the myth for elements of biblical truth that have been distorted
 |
| The Fire Children (136)Mytha West African creation myth, retold by Eric Maddern | 758–63 | 617–21 | 245–46 | * Identify the purpose of this myth
* Recall key events of the myth
* Identify characteristics of the creator in the myth based on his words and actions
* Analyze the myth for elements of biblical truth that have been distorted
 |
| Look Again: “The Pea-Pod Man” and The Fire Children (137) | 764–65 | 612–21 | 247–48 | * Retell one of the myths from memory
* Conclude that God’s Word is truth and will never change
 |
| “Can You Tell the Difference?” (138)Informational textby Marilyn Elmer | 766–71 | 622–27 | 249–50 | * Recall the purpose of informational text
* Identify the main purpose of this article
* Recall the purpose of a T-chart
* Compare and contrast two similar animals using a T-chart
* Create a Venn diagram using information from the T-chart
 |
| “The Rhinoceros” (139)Poetryby Ogden Nash | 772–73 | 628–29 | 251–52 | * Identify the poem as humorous verse
* Infer the theme
* Analyze the poet’s worldview
* Create a humorous poem
 |
| Look Again: “Can You Tell the Difference?” & “The Rhinoceros” (140) | 774–75 | 622–29 | 253–54 | * Research the rhinoceros
* Research the hippopotamus
* Compare and contrast two similar animals using a T-chart
* Create a compare-and-contrast article
 |
| The Soup Stone (141–44)Playby Mary Nygaard Peterson | 776–82 | 630–35 | 255–56 | * Identify the elements of a play
* Recognize the play as a folktale that has cultural variations
* Read orally to convey emotions of the characters
 |
| 783–91 | 636–43 | 257–58 | * Read the play orally to convey emotions of the characters
* Infer the characters’ motives for their actions
* Evaluate the characters’ motives and actions using Bible verses
* Determine the scenery and props needed for the play
* Generate a list of questions to prompt audience evaluation of Traveler’s actions
 |
| 792 | 631–42 |  | * Create scenery
* Create and gather props
* Develop reading fluency and expression while reading the play orally
* Rehearse the play
 |
| 793 | 631–42 |  | * Perform the play for an audience
* Lead the audience in an evaluation of the main character’s flawed motives and actions
 |
| “Stone Soup Recipe” (145)Procedural text | 794–95 | 644–45 | 259–60 | * Interpret the recipe for Stone Soup
* Adapt the recipe
* Explain the directions
* Prepare the recipe by following the directions
 |
| Poster Design & Creation (146)Comprehension Assessment 11 | 796–97 |  |  | * Design a poster that demonstrates how one selection from the reading book is personally memorable
* Create the designed poster
 |
| “Firefly” (147)Poetryby Valerie Worth | 798–99 | 646–47 | 261–62 | * Identify elements of a free verse poem
* Infer the meaning of words based on context
* Infer the meaning of words using the illustration
* Summarize what occurs in each stanza
* Identify which senses the poem appeals to
 |
| Look Again: “Firefly” (148) | 800–801 | 646–47 | 263–64 | * Read “Firefly” again
* Identify sensory words in “Firefly”
* Review vocabulary words from “Firefly”
* Generate a list of words that appeal to the senses
* Write and illustrate a description of an experience using words that appeal to the sense of sight, smell, touch, taste, or sound
 |
| “Hornbill’s Hot Day” (149)Poetryby Avis Harley | 802–3 | 648–49 | 265–66 | * Identify the speaker in the poem
* Locate the acrostics in the poem
* Infer the theme of the poem
* Analyze how the shape and acrostics support the theme
* Create an acrostic
 |
| Hornbill (150–52)Informational Textby Susan H. Gray | 804–9 | 650–54 | 267–68 | * Identify chapter titles, pictures, and captions as informational text features
* Locate the areas on a map where different types of hornbills live
* Identify the main idea of each chapter
* List supporting details for each main idea
* Explain the relevancy of each chapter title
 |
| 810–15 | 655–58 | 269–70 | * Identify the main idea of each chapter
* List supporting details for each main idea
* Explain the relevancy of the chapter titles
* Explain how hornbills can help the rainforests
 |
| 816–21 | 658–61 | 271–72 | * Identify the main idea of each chapter
* List supporting details for each main idea
* Explain the relevancy of the chapter titles
* Identify the author’s purpose for writing the text
 |
| Look Again: Hornbill (153) | 822–23 | 658–60 | 273–74 | * Identify the messages of Genesis 1:27–28 and Genesis 2:15
* Define steward
* Explain what it means to be a steward of God’s creation
* List ways Christians can care for creation
* Plan a class project that demonstrates caring for creation responsibly
 |
| Voyage of the Dawn Treader (154–55)Fantasyan excerpt from the book by C. S. Lewis | 824–32 | 662–69 | 275–76 | * Infer background details about the characters and setting
* Identify the story’s problem
* Infer character traits and motives
* Analyze why Eustace cannot remove the dragon skin by himself
 |
| 833–39 | 669–73 | 277–78 | * Infer character traits and motives
* Infer the traits of the key character in the solution
* Identify the symbolism of Aslan
* Identify the symbolism of the dragon skin and the bracelet
* Defend the claim that the solution to Eustace’s problem is the only solution possible
 |
| Look Again: The Voyage of the Dawn Treader (156) | 840 | 662–73 | 279–80 | * Draw parallels between Eustace’s condition as a dragon and a real person in need of salvation
* Draw parallels between Eustace’s encounter with Aslan and a person’s encounter with Christ
* Evaluate the effectiveness of fantasy as a means of conveying spiritual truth
 |
| Media Connection: The Voyage of the Dawn Treader (157) | 841 | 662–73 | 281–82 | * Summarize the events of the plot
* Recall the symbolism of the story
* Compare and contrast an audio or visual adaptation with Lewis’s story
 |
| Look Again: The Voyage of the Dawn Treader (158) | 842–43 | 662–73 | 283–84 | * Plan a persuasive paragraph based on the “Media Connection” activity
* Evaluate the effectiveness of the adaptation in a persuasive paragraph
 |
| “There Is No Frigate like a Book” (159)Poetryby Emily Dickinson | 844–45 | 674–75 | 285–86 | * Interpret word meaning based on context
* Infer the theme
* Analyze how imagery in the poem contributes to its theme
* Evaluate the theme based on personal experience
* Relate the theme to the title of the Reading 4 book
 |
| Comprehension Assessment 12Poster Presentation (160) | 846 |  |  | * Share the way the chosen selection has shaped thinking
* Demonstrate mastery of reading skills
 |

Novel Studies: **Sarah, Plain and Tall**

| Lesson Title and Number | Teacher’s Edition pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- |
| Chapter 1a (1) | 848–51 | * Infer information from the cover of the book
* Identify the main characters and the setting
* Identify the point of view
* Identify main characters’ traits
* Explain how a Christian can find comfort after a death
 |
| Chapter 1b (2) | 852–55 | * Identify additional main characters and their traits
* Infer characters’ emotions through their words or actions
* Infer the characters’ motives by their words and actions
* Predict the significance of the title
 |
| Chapter 2 (3) | 856–60 | * Infer the main characters’ questions to Sarah
* Infer Sarah’s traits through her response to each character’s letter
* Verify the outcome of the title prediction
* Infer a character’s needs or desires through his words or actions
* Compose a friendly letter
 |
| Look Again: Chapter 2 (4) | 861 | * Summarize orally the story details found in Chapter 2
* Compare oral details to written details in Chapter 2
* Identify Sarah’s character traits
 |
| Chapter 3 (5) | 862–67 | * Explain homographs based on the context
* Infer characters’ motives for their actions
* Infer a character’s emotions through his words or actions
* Identify an author’s craft of symbolism
* Create an appropriate chapter title
 |
| Look Again: Chapter 3 (6) | 868–69 | * Identify dialogue and narration
* Create an audio recording while reading the story aloud
* Analyze oral reading using the audio recording and a rubric
 |
| Chapter 4a (7) | 870–73 | * Recall foreshadowing as an author’s craft
* Infer characters’ attitudes and emotions through words and actions
* Identify unfamiliar shells and flowers mentioned in the reading by conducting an internet inquiry of images
* Create a dried flower bouquet by adapting Sarah’s technique
 |
| Chapter 4b (8) | 874–77 | * Infer character traits
* Infer characters’ attitudes and emotions through words and actions
* Infer significance of song title
* Using the song “Sumer Is Icumen In,” infer the meaning of several Middle English words from the context
 |
| Chapter 5 (9) | 878–81 | * Infer a character’s emotions through his words or actions
* Identify cause and effect of a character’s emotions
* Identify the main characters’ first words and infer their significance
* Explain the symbolism of Sarah’s drawing of the fields
* Predict what is missing from Sarah’s drawing (prediction will be verified in Lesson 19)
 |
| Look Again: Chapter 5 (10) | 882–83 | * Create a written summary of the chapter events
* Evaluate written summary of the chapter
 |
| Assessment 1 (11) | 884–85 | * Identify the setting
* Identify main characters and their traits
* Sequence plot events
* Identify meanings of vocabulary words from context
* Create a drawing of home by imitating Sarah’s charcoal drawing
 |
| Chapter 6a (12) | 886–89 | * Compare frontier education with modern education
* Infer a character’s favorite season
* List and analyze a character’s reasons for loving a particular season
* Identify an author’s craft of exaggeration
* Compose a list of persuasive reasons about a favorite season
 |
| Chapter 6b (13) | 890–93 | * Recall foreshadowing and identify the author’s use of foreshadowing
* Infer characters’ responses
* Infer characters’ attitudes and emotions through their words or actions
* Analyze the author’s craft of symbolism
* Analyze a character’s response
 |
| Chapter 7 (14) | 894–97 | * Infer characters’ attitudes and emotions through their words or actions
* Conduct an internet inquiry of images to identify unfamiliar flowers mentioned in the reading
* Identify events from the beginning, middle, and end of the chapter
* Create a collage of things that might be missed
 |
| Look Again: Chapter 7 (15) | 898–99 | * Reread Chapter 7 orally with fluency, comprehension, accuracy, and expression
* Identify what a character misses
 |
| Chapter 8a (16) | 900–903 | * Recall foreshadowing as part of the author’s craft
* Infer a character’s attitudes and emotions through his words or actions
* Predict a character’s actions (predictions will be verified in Lessons 18 and 19)
 |
| Chapter 8b (17) | 904–7 | * Identify the mood and explain ways the setting contributes to the mood
* Apply the scriptural principle of trusting God
* Predict what is missing from Sarah’s drawing (prediction verified in Lesson 19)
* Compare the symbolism of the land and the sea
* Create an appropriate chapter title
 |
| Chapter 9a (18) | 908–11 | * Analyze characters’ motives
* Verify outcome of the prediction about whether Sarah will ride Jack (from Lesson 16)
* Analyze a character’s thoughts and words in light of the biblical teaching on love
* Predict whether Sarah will leave the family and return to Maine or stay on the prairie (prediction will be verified in Lesson 19)
 |
| Chapter 9b (19) | 912–16 | * Analyze characters’ emotional responses
* Verify the outcome of the predictions about what is missing from Sarah’s drawing (from Lessons 9 and 17) and whether Sarah will stay with the family or leave (from Lesson 18)
* Identify the climax
* Infer the theme
* Explain how the climax supports the theme
 |
| Assessment 2 (20) | 917 | * Summarize the plot and identify the climax
* Infer the theme
* Analyze character development
* Review vocabulary
* Create a drawing to depict either the land or the sea using Sarah’s favorite colors (optional)
 |

Novel Studies: **Medallion**

| Lesson Title and Number | Teacher’s Edition pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- |
| Introduction | 918–19 |  |
| Chapter 1: “What a Morning Will Bring Forth” (1) | 920–25 | * Recall the elements of a fantasy
* Identify the setting of the story
* Identify details about the main character
* Contrast the two kings, Gris and Panii
 |
| Chapter 2: “An Afternoon Can Change Everything” (2) | 926–29 | * Explain the difference between being good and being great according to Gris
* Identify a king’s first duty
* Infer the meaning of the chapter’s title
* Explain the significance of the novel’s title
 |
| Look Again: Chapter 2: “An Afternoon Can Change Everything” (3) | 930–31 | * Review the conversation between Gris and Trave about Dokos, Trave’s father
* Contrast the qualities of a good king, as described by Gris, with Trave’s idea of a good king
* Contrast the idea of being good (honorable) with the idea of being great (powerful)
* Identify the source of true goodness according to Jeremiah 9:23–24
 |
| Chapter 3: “Gris’s Camp” (4) | 932–35 | * Infer Trave’s character traits based on his words and actions
* Infer Gris’s character traits based on his words and actions
* Contrast Trave’s and Gris’s view of rank
* Identify details about the setting on a map as it relates to the story
 |
| Chapter 4: “Out of Gadalla” (5) | 936–39 | * Identify Trave’s response to correction
* Evaluate Trave’s response to correction based on Proverbs 15:32
* Evaluate personal response to correction based on Proverbs 15:32
* Contrast Gris’s and Thag’s treatment of Trave
 |
| Chapter 5: “Earthquake and Aftermath” (6) | 940–43 | * Identify Thag’s use of flattery to influence Trave
* Contrast Gris, Thag, and Sard using a graphic organizer
* Write a journal entry from Trave’s perspective predicting whether he will choose to follow Thag or whether he will stay with Gris and why (predictions will be verified in Lesson 11)
 |
| Chapter 6: “Sarda” (7) | 944–47 | * Identify details about the setting of Sard’s castle
* Analyze how the setting of Sard’s castle reflects his character
* Explain how the serpent is a fitting symbol for the country of Sarda
* Explain why Trave is valuable to Sard
* Infer Thag’s feelings toward Sard based on his actions
 |
| Chapter 7: “The Raiders of Ashenland” (8) | 948–51 | * Analyze the symbolism in Trave’s dream
* Analyze how Trave’s attitude toward Volar changes
* List ways a person can be friendly or show friendship to others
 |
| Assessment 1 (9) | 952–53 | * Identify key places of the setting
* Contrast main characters and their traits
* Sequence plot events
* Identify meanings of vocabulary words
 |
| Chapter 8: “Decisions at Wrycan” (10) | 954–59 | * Listen to music typical of the medieval period
* Recall how poetry set to music creates a song
* Identify foreshadowing in the words of a song
* Explain what it means to “rule yourself” using Proverbs 16:32
* Infer Trave’s motivation for going to Rock Tower
 |
| Chapter 9: “Rock Tower and Beyond” (11) | 960–63 | * Identify details about the setting
* Recall the meaning of mood
* Infer the mood
* Explain how the setting creates the mood
* Verify predictions from Lesson 6 about Trave’s decision to follow Gris or Thag
 |
| Chapter 10: “The Old Bogger” (12) | 964–67 | * Identify rhyme and riddles in the story
* Infer the meaning of Nog’s words about Gris, Sard, and the Sardans
* Infer the meaning of Nog’s rhymes about “good at first” and “good at last”
* Identify foreshadowing in Nog’s words
* Create rhymed couplets
 |
| Chapter 11: “To Sard’s Camp” (13) | 968–71 | * Contrast how Gris and Sard treat their animals
* Evaluate how Gris’s and Sard’s treatment of their animals reveals their character
* Infer the mood based on details of Skreel Forest
* Infer Sard’s attitude toward Trave based on his words and actions
* Predict the outcome of Gris going after Trave (predictions verified in Lesson 15)
 |
| Chapter 12: “What Fire Reveals” (14) | 972–75 | * Identify how Sard and the Sardans are like animals
* Identify how and why Trave’s view of Sard changes
* Identify how and why Trave’s attitude toward Gris changes
* Infer the meaning of the chapter title
 |
| Chapter 13: “Skreels” (15) | 976–79 | * Contrast Sard and Gris in the treatment of their soldiers and prisoners
* Identify a key change in Trave
* Infer the cause of the key change in Trave
* Verify predictions from Lesson 13 about what happens when Gris goes after Trave
* Predict what will happen after Gris finds Trave (predictions verified in Lesson 16)
 |
| Chapter 14: “Another Dideran” (16) | 980–83 | * Contrast the mood created by Rock Tower and Skreel Forest with the mood created by the Dideran meadow and cave
* Predict how Trave will use the healing liquid that Enna gives him (prediction verified in Lesson 18)
* Identify the second and third duties of a king according to Gris
* Verify predictions from Lesson 15 about what would happen after Gris found Trave
* Identify causes and effects of choices Trave has made
 |
| Chapter 15: “Revenge” (17) | 984–89 | * Identify details that create suspense in the story
* Evaluate Gris’s reason for not giving the medallion to Trave sooner
* Explain the significance of the chapter title
* Evaluate the idea of seeking revenge in light of Romans 12:19
* Create a paper medallion based on the chapter’s description
 |
| Chapter 16: “The Return” (18) | 990–95 | * Identify events that create suspense in the story
* Infer motives for Trave’s actions
* Explain the significance of Trave now being referred to as “the king”
* Verify predictions from Chapter 14 of how Trave uses the healing liquid
* Identify ways Trave has changed
 |
| Chapter 17: “The Battle and What Came After” (19) | 996–1001 | * Identify events that create suspense in the story
* Identify ways Trave has changed (character development)
* Infer the theme
* Evaluate the theme based on Matthew 20:26–28 and Philippians 2:4–8
* Select and defend the best part of the story
 |
| Assessment 2 (20) | 1002–3 | * Select and defend the best part of the story
* Infer the theme
* Summarize how the main character has changed (character development)
* Sequence plot events
* Identify meanings of vocabulary words
 |

**Novel Studies: *The Lion, the Witch and the Wardrobe***

| Lesson Title and Number | Teacher’s Edition pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- |
| Introduction | 1004–5 |  |
| Chapter 1: “Lucy Looks into a Wardrobe” (1) | 1006–9 | * Recall the difference between fantasy and realistic fiction
* Identify the setting of the book
* Identify four main characters and a trait of each
* Identify elements of fantasy in the first chapter
* Predict whether the Faun will turn out to be a friend or an enemy
 |
| Chapter 2: “What Lucy Found There” (2) | 1010–13 | * Identify similarities and differences between Narnia and Lucy’s country (England)
* Identify the problem in the land of Narnia
* Infer character traits from words and actions
* Verify the accuracy of the prediction about the Faun
* Evaluate the Faun’s decision to keep Lucy’s visit a secret from the White Witch
 |
| Chapter 3: “Edmund and the Wardrobe” (3) | 1014–17 | * Infer character emotions
* Infer character traits from words, actions, and thoughts
* Contrast Lucy’s and Edmund’s motives for entering the wardrobe
* Predict the identity of the Lady on the sledge based on descriptive details
* Create a journal entry by one of the four siblings about the events in this chapter
 |
| Chapter 4: “Turkish Delight” (4) | 1018–21 | * Identify descriptive details that create mental pictures
* Infer differing sinful motives of the Lady and Edmund
* Verify the accuracy of the prediction about the Lady
* Analyze how the author’s use of suspense promotes interest in reading further
* Create a picture of an event that has happened in Narnia based on descriptive details
 |
| Chapter 5: “Back on This Side of the Door” (5) | 1022–25 | * Infer character emotions
* Evaluate character motives
* Analyze the logic of the Professor’s argument
* Predict the outcome of the four children’s trip into the wardrobe
 |
| Chapter 6: “Into the Forest” (6) | 1026–29 | * Verify the outcome of the prediction about the trip into the wardrobe
* Identify the new problems introduced in this chapter
* Infer cause-and-effect relationships in the disappearance of Mr. Tumnus
* Evaluate character motives and responses
 |
| Chapter 7: “A Day with the Beavers” (7) | 1030–33 | * Identify elements of fantasy in the chapter
* Infer character traits of the Beavers
* Infer what Aslan is like by the children’s responses to his name
* Evaluate character motives and responses
 |
| Chapter 8: “What Happened After Dinner” (8) | 1034–37 | * Infer character traits of Aslan from other characters’ descriptions
* Analyze dialogue to learn important information about Narnian lore
* Infer character emotions
* Read a portion of the story as reader’s theater
 |
| Chapter 9: “In the Witch’s House” (9) | 1038–41 | * Explain how the author’s use of imagery helps with visualizing the story
* Infer character motives
* Evaluate character actions
* Complete a character profile of Edmund
* Create a picture based on the story’s description
 |
| Assessment 1 (10) | 1042–43 | * Identify two characters and two traits of each
* Contrast the two settings, Narnia and England
* Sequence plot events
* Evaluate character actions
* Identify meanings of vocabulary words from context
 |
| Chapter 10: “The Spell Begins to Break” (11) | 1044–47 | * Identify each character’s Christmas present and its use in Narnia
* Infer upcoming events being foreshadowed by these presents
* Explain the significance of Father Christmas’s visit
* Explain the meaning of the chapter title
 |
| Chapter 11: “Aslan Is Nearer” (12) | 1048–51 | * Trace changes in characters
* Explain how imagery contributes to the mood of the story
* Evaluate character actions
* Create a timeline of the events in this chapter
 |
| Chapter 12: “Peter’s First Battle” (13) | 1052–55 | * Identify character traits of Aslan
* Infer character emotions
* Identify the climax of the chapter
* Analyze causes and effects of Peter’s brave actions
* Write a message from the wolf who escaped to the White Witch
 |
| Chapter 13: “Deep Magic from the Dawn of Time” (14) | 1056–60 | * Infer information about future events from dialogue
* Infer character motives
* Analyze the relationship between Aslan and the Witch based on character words and actions
* Evaluate Edmund’s response to his situation
 |
| Chapter 14: “The Triumph of the Witch” (15) | 1061–65 | * Explain the bargain between Aslan and the Witch
* Infer character motives
* Analyze how the mood contributes to suspense
* Identify earlier information that has foreshadowed this event in the plot
* Compare Aslan’s sacrifice to the one described in Isaiah 53
 |
| Chapter 15: “Deeper Magic from Before the Dawn of Time” (16) | 1066–69 | * Identify this chapter as the turning point in the novel
* Infer character emotions
* Analyze cause-and-effect relationships in the magic of Narnia
* Predict what will happen at the Witch’s house
* Create a sense poem about the ride on Aslan’s back, based on descriptive details
 |
| Chapter 16: “What Happened About the Statues” (17) | 1070–73 | * Identify the solution to the problem in Narnia
* Identify uses of humor and its purpose
* Verify the prediction about what will happen at the Witch’s house
* Contrast Aslan’s leadership with the Witch’s leadership
* Evaluate the actions of Aslan and his followers based on Ephesians 6
 |
| Chapter 17: “The Hunting of the White Stag” (18) | 1074–78 | * Infer character motives
* Evaluate character responses
* Relate character growth in the story to spiritual growth in real life
* Analyze the author’s twofold purpose in writing this novel
 |
| Look Again: The Lion, the Witch and the Wardrobe (19) | 1079–80 | * Identify the theme of the novel
* Compare Edmund’s actions to our own actions
* Compare Aslan’s actions to the work of Christ
* Compare Edmund’s position in Aslan’s kingdom to a Christian’s position in Christ
* Create a chart showing the parallels between the plot of the novel and real Christian experience
 |
| Assessment 2 (20) | 1081 | * Sequence events in the plot
* Trace development in the character of Edmund
* Identify the theme
* Compare the novel with real Christian experience
 |