

	Lesson	Lesson Pages	Text Pages	Worktext Pages	Teaching Visuals	Vocabulary Words	Bible Truths	Comprehension Skills	Other Skills
Unit 4—Creatures Lessons 72–96									
Unit Page		346	227						
Cat Poetry <i>by Mary Britton Miller</i>	72	347–50	228–29	93–94		† delicate			Literature: interpreting imagery literally recognizing a rhyme pattern recognizing imagery Composition: writing to show imagery writing rhyming words to answer riddles writing creatively
Skill Station Day Scanning and sampling	73	351–52		248–49	16— <i>Scanning the Horizon</i>				Study skills: understanding the reasons for varying reading rates varying reading rate to suit the purpose of the reader distinguishing between scanning and sampling recognizing when to scan using scanning to locate specific information using sampling to find items of interest
Dick Whittington and His Cat An English folktale <i>adapted by Karen Wilt</i>	74	353–56	230–33	95–96		* urchin *† exaggerated *† spires * brandishing * pauper	2d Perseverance 2e Work 3a Self-concept 4a Thriftiness 4c Honesty 5a Kindness	inferring setting from text discerning cause-and-effect relationships generalizing about a character from specific actions recalling facts and details	Vocabulary: matching words and definitions
	75	357–61	233–36	97–98		*† port *† passage † meager † loomed	2d Determination 4a Thriftiness 7d Contentment	identifying characters' emotions by their actions predicting the outcome of a story determining cause-and-effect relationships	Literature: recognizing the author's use of metaphor Study skills: perceiving size relationships determining information from a chart
Can You Tell the Difference? An article <i>by Marilyn Elmer</i>	76	362–69	237–42	99–100		† velvety *† snout *† bill interchangeably	I. God as Master	discriminating between fiction and nonfiction reading for information demonstrating an understanding of the author's messages: God's power is seen in Creation; be observant of God's creatures identifying comparisons and contrasts	Study skills: organizing information in a chart completing information in a chart

Ingersoll Fiction <i>by Gail Fitzgerald</i>	77	370–75	243–47	101–2		† finality † calamity † racket * wallowing		recognizing and responding to humor in fiction recognizing first-person point of view recalling and interpreting facts and details	Vocabulary: using a code and context cues to determine word and phrase meanings
	78	376–80	248–51	103–4		† gratitude † zoning		recognizing the emotional responses of characters interpreting actions of characters determining solutions to problem situations recognizing development of characters predicting characters' speech interpreting idioms	
Skill Station Day Paraphrasing	79	381–82		250–51	17— <i>How Did You Say That?</i>				Study skills: paraphrasing story texts and statements
Rabbit Preschool Poetry <i>by Elizabeth Abbott</i>	80	383–86	252–53	105–6		warren † thunderous † brisk		interpreting metaphors determining significance of the title distinguishing fact and opinion	Literature: identifying metaphors
Just an Albino Squirrel Kit Regional realism <i>by Karen Wilt</i>	81	387–96	254–61	107–8		* albino * kit * stupor daubing * forlornly	2b Helpfulness 2d Determination 3a Self-concept 3c Emotional control 5a Love 5b Giving 7d Contentment 7e Humility 8a Faith in God's promises 8b Faith in the power of the Word of God D. Identified in Christ H. God as Father I. God as Master	inferring character traits and emotions from dialogue recognizing the motives of characters developing awareness of change in a character's attitude identifying imagery inferring character actions	Literature: recognizing elements of setting Study skills: paraphrasing story text

*found in Reader 4 glossary †found in *The Christian Student Dictionary*

	Lesson	Lesson Pages	Text Pages	Worktext Pages	Teaching Visuals	Vocabulary Words	Bible Truths	Comprehension Skills	Other Skills
Skill Station Day Biography	82	397–400		252–53			6a Bible study		Literature: recognizing the genre biography recognizing that a biographer must research his subject contrasting biography with fiction identifying facts in a biography locating biographical information in the Bible
The Tales of Beatrix Potter An article <i>by Pauline Ellis</i>	83	401–8	262–69	109–10		*† manuscript *† miniature *† consequence * sequel † clutched	2a Obedience 2d Dedication 2d Determination 2d Perseverance 5a Love	recalling a sequence of events developing a sense of literary history understanding what an author does to get a book published noting an author’s illustrations recognizing the importance of biblical truths: we should obey those in authority over us; we should set goals for our work and faithfully finish the job recalling facts and details	
Eletelephony A nonsense poem <i>by Laura E. Richards</i>	84	409–12	270–71			† entangled		identifying words from which nonsense words are made enjoying humor in poetry	Literature: making nonsense words from combinations of words Composition: composing nonsense poetry
The Pony Express An article <i>by Beki Gorham</i>	85	413–18	272–75	111–12		* panning † advertise britches *† telegraph	2b Promptness 2b Teamwork 8d Courage	developing a sense of American history identifying time and place relationships identifying problems and solutions recalling facts and details developing sentence sense	Vocabulary: completing definitions Composition: writing a letter Study skills: using a glossary to determine word meaning
Skill Lesson: Directions on a Map	86	419–22	276–77	113–14					Study skills: demonstrating understanding of the compass and the compass rose recognizing the importance of a map key developing a sense of direction reading a simple map using a compass rose to follow directions on a map

Night Rider to River Station Historical fiction <i>by Beki Gorham</i>	87	423–29	278–83	115–16		*† coaxing * fidgeting raring * surefooted † wound	2a Authority 2c Faithfulness 2c Responsibility 2d Determination 2e Diligence 3c Emotional control 5a Love 6b Prayer H. God as Father	identifying time and place relationships identifying problems and solutions inferring character traits and emotions evaluating character actions identifying solutions to problems identifying cause-and-effect relationships	Literature: recognizing the author’s use of suspense Structural analysis: identifying the accented syllable in words with a schwa sound
	88	430–36	284–89	117–18		*† solitary *† anxiously *† aspens *† falter	2e Work 5a Compassion 6b Prayer I. God as Master	developing an awareness of the changing of a character in the course of action recognizing that setting and character responses can aid the development of mood predicting outcomes identifying problems and solutions relating story content to biblical truth: we should trust in God instead of worrying evaluating character responses	Literature: recognizing the use of fiction to illuminate historical fact Study skills: identifying relevant and irrelevant information
Skill Station Day Mood and setting	89	437–38		254–55					Literature: identifying the mood of a story recognizing that setting can influence the mood of a story identifying details that create mood
A Narrow Fellow in the Grass Poetry <i>by Emily Dickinson</i>	90	439–42	290–91			† shaft † whip lash transport † cordiality † attended		developing an awareness of mood interpreting meaning identifying the emotional response of the speaker	Literature: recognizing slant rhyme
Goliath Christian fiction <i>by Beki Gorham and Jeri Massi</i>	91	443–49	292–98	119–20		† furrows † unearthed *† drought † corporate * queasy	1a Understanding Jesus Christ 3c Emotional control 5a Love 5b Unselfishness 5e Friendliness 6b Prayer 7d Contentment 8a Faith in God’s promises I. God as Master	relating story content to biblical truth: God is good and merciful in all things evaluating emotional responses of characters identifying the conflict in the story inferring unstated supporting details recalling the sequence of events	Literature: recognizing the author’s use of foreshadowing Study skills: skimming for main ideas

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Goliath (continued) <i>Christian fiction</i> <i>by Beki Gorham and Jeri Massi</i>	92	450–57	299–304	121–22		† trough † burr tousled † demolished	2b Teamwork 2d Perseverance 5a Love 5b Giving 6b Prayer 7d Contentment 8a Faith in God’s promises	making inferences to identify character change evaluating emotional responses of characters recalling the sequence of events relating story content to biblical truth: we should always trust the Lord inferring unstated details applying biblical truth	Vocabulary: using homonyms in context Study skills: locating verses in the Bible
Literature Lesson: Characters	93	458–61	305–6	123–24		*† endures	2e Industriousness	determining character change	Literature: recognizing the relationship between characters and plot recognizing changing and unchanging characters relating concepts of character change and character stability to other stories
Showdown <i>A chapter taken from Tales from Dust River Gulch</i> <i>by Tim Davis</i>	94	462–70	307–14	125–26		*† inhabited * thoroughbred *† humiliated * sauntered † plucky	4c Honesty 5d Communication 8d Courage	recognizing fanciful literature recognizing dialect demonstrating an understanding of colorful colloquial language interpreting words used in a nonliteral way interpreting dialect	Vocabulary: matching words and definitions Literature: recognizing the author’s sense of humor
	95	471–75	315–18	127–28		contortions † coyote ruckus burly *† commenced	4c Honesty	making inferences about a character from his speech recognizing the humor and fun in a story recalling facts and details	Literature: creating characters identifying character stereotypes matching characters with traits noting the author’s use of exaggeration Oral reading: reading orally to interpret characters’ motives and moods
Skill Station Day Discernment	96	476–77		256–57				making judgments in reading identifying elements of good literature	
Unit 5—Potpourri Lessons 97–123									
Unit Page		478	319						

<p>A Prayer for Rain A true missionary story <i>told by Rachel Larson</i></p>	97	479–84	320–24	129–30		<p>*† veranda * trade language *† dormitory *† drought</p>	<p>5a Kindness 5b Hospitality 6b Prayer</p>	<p>developing an awareness of the changing of a character in the course of action discerning cause-and-effect relationships discerning the motives of characters inferring character and emotions from dialogue</p>	<p>Vocabulary: matching words and definitions identifying words with Greek and Latin roots Study skills: using a glossary comparing information on a chart Literature: relating plot to setting</p>
	98	485–90	325–29	131–32		<p>*† blurted</p>	<p>5a Thankfulness to men 5a Thoughtfulness 6b Prayer 6c Patience 6c Joyfulness 7c Praise E. Christ as Sacrifice H. God as Father</p>	<p>evaluating character responses making inferences to identify character change relating story content to biblical truths; be thankful and content with God’s provision; God gives us the desires of our heart if our joy is in Him sequencing events</p>	<p>Literature: relating plot to setting</p>
<p>A Pocket Full of Money Fiction <i>by Gail Fitzgerald</i></p>	99	491–97	330–35	133–34	5— <i>Dangerous Trails</i>	<p>*† gloated * canvassing *† stencils *† expenses *† noose</p>	<p>2d Determination 2e Work 2e Industriousness 2e Thoroughness 3c Self-control</p>	<p>drawing inferences from picture interpretation and text interpreting figurative language recognizing the motives of characters sequencing events</p>	<p>Literature: recognizing foreshadowing Vocabulary: determining antonyms and synonyms Structural analysis: dividing compound words into syllables placing the primary accent in compound words</p>
	100	498–502	336–39	135–36		<p>feverishly *† annoyed † dampen † detour</p>	<p>2c Responsibility 2e Thoroughness 3c Emotional control</p>	<p>identifying problems and solutions interpreting the mood of the story through character responses and setting interpreting figurative language matching characters and dialogue generalizing about characters from their speech</p>	<p>Literature: appreciating the author’s use of figurative language determining the literal meanings of figurative language recognizing the author’s use of foreshadowing</p>
<p>Strange Fire in the White House Biographical fiction based on an event in the life of Benjamin Harrison <i>by Steffi Adams</i></p>	101	503–8	340–44	137–38		<p>† panels * vestibule disarray dog-eared † electrician</p>	<p>3a Self-concept 5a Compassion 7d Contentment</p>	<p>developing a sense of history inferring history in fiction identifying character traits through dialogue</p>	<p>Study skills: reading a map using a compass rose reading a time line</p>
	102	509–14	345–49	139–40		<p>prattled † pranks *† sullenly † trembling † smother</p>	<p>2e Initiative 5e Friendliness 8d Courage G. Christ as Friend H. God as Father</p>	<p>recognizing conflict in the story determining the solution to the conflict inferring character feelings through dialogue inferring unstated supporting details</p>	<p>Vocabulary: matching words and definitions</p>

	Lesson	Lesson Pages	Text Pages	Worktext Pages	Teaching Visuals	Vocabulary Words	Bible Truths	Comprehension Skills	Other Skills
Wind Song Poetry <i>by Lilian Moore</i>	103	515–18	350–51			ashcan	6a Spirit-filled	classifying sounds	Literature: identifying onomatopoeia recognizing the poet's use of sounds
Skill Station Day Preview, Question, Read, Recite, Review	104	519–20		258–59	18— <i>PQ3R</i>				Study skills: using the PQ3R method of study skimming material to get the general information about the topic forming questions to answer while reading reading carefully to answer questions
Keep the Flags Flying An article <i>by Joshua Richardson</i>	105	521–26	352–55	141–42		*† legend *† hoist *† taper		reading for information developing a sense of history identifying information not explicitly stated completing analogies	Study skills: using the PQ3R study method
The Christian Flag A choral reading <i>arranged by Sharon Wintermute and Ron Shields</i> The American Flag A choral reading <i>arranged by Becky Henry</i>	106	527–32	356–59	143–44		† crucified † tomb *† tyranny † guarantee	1a Understanding Jesus Christ 5a Love 5e Loyalty 8c Fight	reading for information thinking critically about the flag relating lesson content to biblical truths: Christ is the only Savior of man; we should seek God's guidance	Vocabulary: determining word meaning related to the flag pledges Study skills: identifying the parts of a dictionary entry Oral reading: reading orally with varied voice inflection
Literature Lesson: Similes	107	533–36	360–61	145–46		*† cables † expression			Literature: reading for main idea recognizing that similes compare two essentially different things recognizing the importance of good similes recognizing similes as poetic devices identifying similes completing similes Composition: writing creative similes from clichés

<p>O Say Can You See? Poetry <i>by Dawn L. Watkins</i></p>	108	537–39	362			searing † fife † lull			<p>Literature: recognizing the author’s use of simile recognizing the author’s use of metaphors recognizing metaphors as poetic devices recognizing that metaphors compare two different things without using <i>like</i> or <i>as</i></p> <p>Composition: writing and illustrating a metaphor</p>
<p>Skill Station Day Graphs</p>	109	540–41		260–61	19— <i>How Much for Whom?</i> 20— <i>Where’s the Change?</i>				<p>Study skills: identifying and interpreting bar, circle, and line graphs recognizing that a bar graph compares information to other similar information recognizing that a circle graph compares specific information to the whole recognizing that a line graph makes changes easy to see</p>
<p>Story About George Washington A legend taken from the McGuffey Reader</p>	110	542–50	363–69	147–48		* trundling † query *† inquisitively entrusted † proprietor	1a Understanding Jesus Christ I. God as Master	relating a story to history relating story content to biblical truth: God is the Creator and Proprietor of all things determining the moral of a story applying biblical truth	<p>Study skills: supplying supporting facts and details in an outline locating verses in the Bible</p>
<p>Uncommon Names Poetry <i>by Morgan Reed Persun</i></p>	111	551–54	370–71			rile		recognizing rhyme	<p>Literature: appreciating the poet’s use of humor</p> <p>Composition: writing rhyming words writing a short humorous poem</p>
<p>A Tale of Chanticleer A story from <i>The Canterbury Tales</i> by Geoffrey Chaucer <i>retold by Eileen M. Berry</i></p>	112	555–61	372–76	149–50		† ewe † malice † utter † inspiration † frenzy	4c Honesty 7e Humility	discerning the motives of characters recognizing the character flaw of pride interpreting a fable	<p>Literature: recognizing the author’s use of foreshadowing identifying main characters identifying setting identifying the problem and solution of a story identifying the moral of a story</p>
<p>Skill Station Day Personification</p>	113	562–63		262–63	21— <i>Making It Come Alive</i>				<p>Literature: identifying personification</p>

	Lesson	Lesson Pages	Text Pages	Worktext Pages	Teaching Visuals	Vocabulary Words	Bible Truths	Comprehension Skills	Other Skills
When the Wind Blows from the South An adventure story <i>by Milly Howard</i>	114	564–71	377–83	151		*† amphibious *† bazaars * caiman *† knapsack *† astonished	2b Helpfulness 2e Thoroughness 2f Cheerfulness 5b Giving 5e Friendliness	noting elements of setting inferring character traits from dialogue evaluating character responses	Vocabulary: recognizing the meanings of Spanish words and phrases
	115	572–76	384–88	152–53		*† adobe *† cot *† palmettos	2b Helpfulness 3c Emotional control 4c Honesty 5a Compassion 5b Unselfishness	evaluating character responses determining the conflict in the story identifying cause-and-effect relationships inferring unstated supporting details	Study skills: interpreting a schedule making inferences Literature: recognizing the author’s use of suspense
	116	577–82	389–93	154		* gringo * consulate *† wharf * consul	2b Helpfulness 5a Love 5a Compassion 5b Hospitality 5b Unselfishness	drawing conclusions inferring about characters from descriptions or ideas not explicitly stated predicting character dialogue	Literature: recognizing the author’s use of suspense
Up, Up, and— Way Up An article <i>by Bea Ward</i>	117	583–88	394–97	155–56		† emperor † reed *† conducted		reading for information recalling facts and details inferring information not explicitly stated appreciating the genre nonfiction determining the main idea of a paragraph	
The Kite Poetry <i>by Harry Behn</i>	118	589–92	398–99			*† crest			Literature: identifying perfect rhyme and slant rhyme recognizing slant rhyme recognizing the author’s use of rhythm to create a feeling of action recognizing similes
Skill Lesson: Prefixes	119	593–96	400–401	157–58		† seedlings † literally † receiver			Vocabulary: defining <i>prefix</i> identifying words with prefixes determining the meaning of a word by understanding the meaning of its prefix
Naming the Stars Christian fiction <i>by Eileen M. Berry</i>	120	597–60	402–5	159–60		† shrill † saluted racket * trudged *† solemn	2b Helpfulness 3c Emotional control 5b Generosity	determining the conflict in the story distinguishing a character’s attitude through his actions evaluating character responses distinguishing fact from opinion	Composition: writing a fact and an opinion Vocabulary: using words with multiple meanings in sentences

	121	602–7	406–10	161–62		† constellations † celestial † navigation † focus * humdinger	5a Love H. God as Father I. God as Master	noting change in the main character’s attitude relating story content to biblical truth: we should show love toward others by our words and actions identifying actions that demonstrate attitudes inferring character changes by actions determining character traits	Composition: writing a paragraph
Look at the Stars An article by Eileen M. Berry	122	608–13	411–14	163–64	18—PQ3R	† rotates † revolving *† fascinated † clusters † hemisphere	1a Understanding Jesus Christ I. God as Master	recalling facts and details reading for information relating lesson content to biblical truths: God is sovereign over all creation; it is better to know God, who created the stars, than to know facts about the stars relating stated and unstated facts and details	Vocabulary: matching words and definition Study skills: using the PQ3R study method
Skill Station Day Crisis	123	614–15		264–65	1— <i>The Shape of a Story’s Plot</i>				Literature: defining the term <i>crisis</i> identifying the crisis in a story
Unit 6—Heroes Lessons 124–48									
Unit Page		616	415						
Friend or Foe Historical fiction by Milly Howard	124	617–23	416–21	165–66		*† muffler *† conceal *† mold *† enlist * replenish	2a Obedience 3c Emotional control 5a Kindness	demonstrating an understanding of colloquial language inferring character traits recognizing character perspectives interpreting setting using comparatives and superlatives correctly	Literature: noting the author’s use of colorful verbs
	125	624–30	422–27	167–68		* startle * guise *† sentry * transcribe	3c Emotional control 5a Kindness 5a Thankfulness to men 5b Generosity 5b Unselfishness 7e Humility 8a Faith in God’s promises	determining significance of a chapter title determining the emotional responses of characters discerning the motives of characters identifying characters by their actions	Literature: discriminating between fiction and nonfiction recognizing the use of fiction to illuminate historical fact recognizing historical fiction

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Alone over the Atlantic Biographical fiction based on an event in the life of Charles Lindbergh <i>by Richard Barry</i>	126	631–35	428–31	169–70		* runway *† cockpit *† mechanic	2d Determination 6b Prayer	developing a sense of history determining a sequence of events discerning emotional responses of characters identifying a problem situation	Study skills: using glossary entries to determine word meaning in context skimming an article
	127	636–40	432–35	171–72		* instrument panel † landmark	2d Perseverance	drawing conclusions discerning emotional responses of characters determining headlines for newspaper articles	Study skills: determining distance using a map scale
Sulphur Springs Challenge Christian fiction <i>by Susan W. Young</i>	128	641–44	436–38	173		† clan reunion *† endured † ruins † cinch		determining cause-and-effect relationships determining the motives of characters generalizing about a character from his speech	Study skills: using a map key and a compass rose to complete a map following directions Oral reading: reading orally with varied inflection to portray emotions Literature: identifying foreshadowing
	129	645–50	439–43	174–76		† obstacles † boughs interlaced † shielded flailed	2a Authority 2a Obedience 2e Industriousness 2e Initiative 4c Honesty 6c Spirit-filled	inferring character motives and emotions from dialogue identifying a problem situation relating story content to biblical truth: we should obey those in authority over us demonstrating an understanding of the author’s message: it takes courage to tell the truth drawing conclusions	

<p>Skill Station Day Review of syllable division and accent rules</p>	130	651–52		266–67	<p>4—<i>California Challenge</i> 5—<i>Dangerous Trails</i> 8—<i>Eighty Stables</i> 9—<i>Ponies Carry the Mail</i> 10—<i>End of a Hard Ride</i> 12—<i>A Special Mailbag</i> 15—<i>The Greatest Ride</i></p>				<p>Structural analysis: dividing into syllables words with the VC/CV pattern, words ending with consonant + <i>le</i>, words having affixes, and compound words placing primary accent marks in compound words, words with affixes, two-syllable words without affixes, words containing a syllable with two vowels, and words with a schwa syllable</p>
<p>Mort and the Sour Scheme A fanciful story <i>by Tim Davis</i></p>	131	653–61	444–51	177–78		<p>*† spoiling *† sprinted *† trampoline</p>		<p>recognizing the importance of the setting determining the significance of a story title identifying emotional responses of characters identifying problems and solutions recognizing the importance of the characters’ qualities to the plot sequencing events classifying words</p>	
	132	662–70	452–59	179–80		<p>† stationed † dodged *† anxiously</p>		<p>distinguishing between realistic fiction and fanciful fiction recognizing humor in fiction matching characters with description and dialogue</p>	<p>Composition: writing creative dialogue for story characters</p>
<p>Champion Stock Realistic fiction <i>by Bud Murphy</i></p>	133	671–76	460–64	181–82		<p>*† bronc *† spurs sorrel * thoroughbred *† corral</p>	<p>2d Goal setting 2d Perseverance 2e Cooperativeness</p>	<p>determining the meaning of a word from context inferring ideas not explicitly stated inferring character traits</p>	<p>Vocabulary: discerning word meaning from context Literature: determining point of view</p>

	134	677–81	465–68	183–84	1— <i>The Shape of a Story's Plot</i>	* ornerly * loco *† cinch	5a Love 5b Giving 5b Unselfishness	interpreting the actions of characters relating emotions of a story character to one's own feelings demonstrating understanding of the author's message: love is demonstrated by unselfish acts determining the significance of titles inferring unstated supporting details	Literature: sequencing events identifying story plot recognizing the author's use of foreshadowing
John Wesley: A Fiery Brand A biographical sketch <i>by Gail Fitzgerald</i>	135	682–91	469–76	185–86		* rector *† idle * commentary † converted *† transformed	1a Understanding Jesus Christ 1b Repentance and faith 2a Authority 2a Obedience 2c Faithfulness 2e Work 3c Self-control 6a Bible study 6b Prayer 7a Grace 7d Contentment 8a Faith in God's promises 8c Fight 8d Courage	determining sequence of events discerning the motives of characters developing an awareness of the changing of a character in the course of action	Vocabulary: recognizing that some words have multiple meanings using context cues to determine word meaning Study skills: locating verses in the Bible relating story content to biblical truth
Skill Lesson: Bible Study	136	692–96	477–79	187–88		*† scholar *† passage		reading for specific information interpreting information from a page of Scripture determining possible cross-references recognizing the importance of Bible study	Study skills: using topic guides and cross-references to aid in Bible study locating verses in the Bible

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Skill Station Day Concordance	137	697–98		268–69	22— <i>A Bible Tool</i>				Study skills: reading a Bible concordance using a Bible concordance to locate verses in the Bible
An Old Testament Hero A Scripture passage from Joshua 6	138	699–704	480–83			* valour * compass † dawning accursed		inferring emotional responses of characters	Oral reading: conveying the meaning of Scripture through oral reading
What Is Black? Poetry <i>by Mary O’Neill</i>	139	705–8	484–85	189–90		jet-colored † soot † patent		recognizing the theme of the poem	Literature: identifying mood identifying metaphors
The Genuine Sprint-Operated, Brass-Handled, Black Umbrella Fiction <i>by Milly Howard</i>	140	709–15	486–92	191–92		*† gadgets *† canopy † bearings * birthstone † prodding	5a Courtesy 5a Kindness	observing character traits drawing conclusions identifying incomplete sentences in dialogue	Literature: noting the author’s use of onomatopoeia Vocabulary: using glossary entries to acquire information Study skills: determining locating using coordinates, a map key, and a compass rose on a city map
	141	716–22	493–97	193–94	20— <i>Where’s the Change?</i>	fanned † revolving *† indignantly	2c Responsibility	observing character traits projecting characters beyond the plot drawing conclusions recognizing humor in a situation	Study skills: reading a line graph
The Omnibus An article <i>by Milly Howard</i>	142	723–29	498–502	195–96		* lavish *† fare * defiant *† rival *† pedestrians		reading for specific information recalling facts and details determining cause-and-effect relationships	Study skills: using a pronunciation key

<p>Danger at Milner School A true missionary story <i>told by Doris Moose</i></p>	143	730–37	503–8	197–98		<p>* gendarme * shackle intruder</p>	<p>2b Servanthood 2d Goal setting 2e Work 3c Emotional control 5c Evangelism and missions 6a Bible study 6b Prayer 6c Spirit-filled 7c Thankfulness to God 8a Faith in God’s promises 8d Courage</p>	<p>inferring motives of characters evaluating character responses understanding the author’s message: there is power in prayer identifying the emotional responses of characters classifying words</p>	
<p>Literature Lesson: Foreshadowing</p>	144	738–42	509–11	199–200		<p>*† author *† valuable † gems</p>			<p>Literature: understanding the literary term <i>foreshadowing</i> identifying foreshadowing</p>
<p>Seven at One Blow A play adapted from a folktale <i>by Karen Wilt</i></p>	145	743–51	512–18	201–2		<p>marmalade † pence *† feat *† heed instigate</p>		<p>recognizing the genre folktale determining the emotions and qualities of the characters recalling facts and details</p>	<p>Literature: recognizing the author’s use of exaggeration interpreting hyperboles</p>
<p>Who’s a Hero? Realistic fiction <i>by Alicia Peterson</i></p>	146	752–56	519–22	203		<p>† heroism *† avalanche * therapy</p>	<p>2b Helpfulness 6b Prayer 7e Humility</p>	<p>recognizing the significance of a chapter title evaluating the attitude of a character matching characters with action and plot</p>	
	147	757–63	523–28	204–6		<p>*† cautiously * quavered</p>	<p>2b Helpfulness 3c Emotional control 5b Unselfishness</p>	<p>recalling sequence of events identifying problems and solutions demonstrating understanding of the author’s message: heroes are normal people who help others comparing and contrasting conclusions with biblical truth</p>	<p>Study skills: reading a table of contents reading a telephone directory</p>

<p>Skill Station Day Library location skills</p>	<p>148</p>	<p>764-65</p>		<p>270-71</p>	<p>23—<i>Look in a Library Drawer</i> 24—<i>Look in a Library Computer</i></p>								<p>Study skills: recognizing the parts of an entry in the library card catalog identifying the parts of a catalog entry discriminating among the three types of catalog entries using catalog entries to locate books in the library recognizing catalog entries on a computer reading a subject card from a library card catalog arranging book titles alphabetically using the Dewey decimal system</p>
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