# Lesson Plan Overview

## Reading 4

### Unit 4: Determinations

<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher’s Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| “A Backwoods Boy” (80–82) Biography by 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) Poetry by 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 tale retold 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 |
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher’s Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| **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)**                                | 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)**                                     | 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 |
| **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)**                       | 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)** | 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 |
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher’s Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| **The Black Stallion (93–95)**  
Realistic fiction  
an 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 text  
an 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 |
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher’s Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| **“Champion Stock” (99–100)**<br> Realistic fiction by 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)**<br> 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)**<br> Christian fiction by 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)**<br> 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

<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher's Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| **“River’s Rising” (107–9)**<br>Christian fiction by 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)**<br>Biography by 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  
• Identify ways every believer can have a part in sharing the gospel with others |
| **“When I Survey the Wondrous Cross” (112)**<br>Poetry by 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 |
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher's Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Cabin Faced West (114–15)</strong>&lt;br&gt;Historical fiction&lt;br&gt;an excerpt from the book by Jean Fritz</td>
<td>648–55</td>
<td>532–38</td>
<td>207–8</td>
<td>• Identify conflict as part of an author’s craft&lt;br&gt;• Identify conflict in the story’s plot&lt;br&gt;• Recall the definition of foreshadowing&lt;br&gt;• List examples of foreshadowing&lt;br&gt;• Predict the main character’s decision</td>
</tr>
<tr>
<td></td>
<td>656–63</td>
<td>539–45</td>
<td>209–10</td>
<td>• Verify predictions about the main character’s decision&lt;br&gt;• Identify the resolutions of the conflicts&lt;br&gt;• Analyze the author’s use of symbolism&lt;br&gt;• Infer the meaning of the title</td>
</tr>
<tr>
<td><strong>Our Farm (116–17)</strong>&lt;br&gt;Informational text&lt;br&gt;an excerpt from the book by Michael J. Rosen</td>
<td>664–69</td>
<td>546–50</td>
<td>211–12</td>
<td>• Recall the purpose of text features: section titles, captions, sidebars, and diagrams&lt;br&gt;• Identify the format of the text&lt;br&gt;• Define fact and opinion&lt;br&gt;• Distinguish between fact and opinion in informational text&lt;br&gt;• Identify examples of God’s purpose and design in creation&lt;br&gt;• Define fact and opinion&lt;br&gt;• Distinguish between fact and opinion in informational text&lt;br&gt;• Identify examples of God’s purpose and design in creation&lt;br&gt;• Create a statement of fact&lt;br&gt;• Create a statement of opinion</td>
</tr>
<tr>
<td></td>
<td>670–77</td>
<td>551–57</td>
<td>213–14</td>
<td>• Define fact and opinion&lt;br&gt;• Distinguish between fact and opinion in informational text&lt;br&gt;• Identify examples of God’s purpose and design in creation&lt;br&gt;• Create a statement of fact&lt;br&gt;• Create a statement of opinion</td>
</tr>
<tr>
<td><strong>“Lost and Found” (118)</strong>&lt;br&gt;Poetry&lt;br&gt;by Nikki Grimes</td>
<td>678–79</td>
<td>558–59</td>
<td>215–16</td>
<td>• Identify the poem as narrative&lt;br&gt;• Identify the characters, setting, and plot in the poem&lt;br&gt;• Infer the theme&lt;br&gt;• Interpret the meaning of the title</td>
</tr>
<tr>
<td><strong>Look Again: “Lost and Found” (119)</strong></td>
<td>680–81</td>
<td>558–59</td>
<td>217–18</td>
<td>• Read the poem orally, using expression&lt;br&gt;• Write a paragraph about an experience of helping someone else&lt;br&gt;• Arrange the paragraph into a narrative poem written in short lines</td>
</tr>
<tr>
<td><strong>Book Report: Newsletter, Blog, or Website, Part 2 (120)</strong>&lt;br&gt;Comprehension Assessment 9</td>
<td>682–83</td>
<td></td>
<td></td>
<td>• Enjoy recreational reading&lt;br&gt;• Create a newsletter, blog, or website book report&lt;br&gt;• Read and evaluate a peer’s book report&lt;br&gt;• Demonstrate mastery of reading skills</td>
</tr>
<tr>
<td>Lesson Title and Number</td>
<td>Teacher’s Edition pages</td>
<td>Student Text pages</td>
<td>Worktext pages</td>
<td>Lesson Objectives and Biblical Worldview</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| *My Prairie Year* (121–22)  
Autobiography by 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)  
Biography by 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 |
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher's Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| 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 fiction by 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

<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher's Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| “God’s Creation” (134)  | 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) | 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) | 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) | 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)  | 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  
<pre><code>                      |                         |                    |                                               | • Create a compare-and-contrast article |
</code></pre>
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher's Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| **The Soup Stone (141–44)**<br>Play by 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 | 259–60 | • Create scenery  
• Create and gather props  
• Develop reading fluency and expression while reading the play orally  
• Rehearse the play |
| | 793 | 631–42 | 261–62 | • 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)**<br>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)**<br>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)**<br>Poetry by 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 |
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher’s Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| “Hornbill’s Hot Day” (149) | 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 |
| Poetry by Avis Harley | | | | |
| Hornbill (150–52) | 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  
  • 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  
  • 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  |
| Informational Text by Susan H. Gray | 810–15 | 655–58 | 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  |
  • 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) | 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  
  • 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  |
<p>| Fantasy an excerpt from the book by C. S. Lewis | 833–39 | 669–73 | 277–78 | |</p>
<table>
<thead>
<tr>
<th>Lesson Title and Number</th>
<th>Teacher’s Edition pages</th>
<th>Student Text pages</th>
<th>Worktext pages</th>
<th>Lesson Objectives and Biblical Worldview</th>
</tr>
</thead>
</table>
| 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)  
Poetry by 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 12  
Poster Presentation (160) | 846 | | | - Share the way the chosen selection has shaped thinking  
- Demonstrate mastery of reading skills |