

LESSON PLAN OVERVIEW

Reading 4 Novel Studies: *Sarah, Plain and Tall*

Lesson Title and Number	Teacher's Edition pages	Lesson Objectives and Biblical Worldview
Chapter 1a (1)	848–51	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Chapter 5 (9)	878–81	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Create a written summary of the chapter events • Evaluate written summary of the chapter
Assessment 1 (11)	884–85	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Reread Chapter 7 orally with fluency, comprehension, accuracy, and expression • Identify what a character misses
Chapter 8a (16)	900–903	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Chapter 9a (18)	908–11	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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*

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Introduction	918–19	
Chapter 1: “What a Morning Will Bring Forth” (1)	920–25	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Assessment 1 (9)	952–53	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify details about the setting • Recall the meaning of <i>mood</i> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Chapter 15: "Revenge" (17)	984–89	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Lesson Title and Number	Teacher's Edition pages	Lesson Objectives and Biblical Worldview
Chapter 9: "In the Witch's House" (9)	1038–41	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Chapter 16: "What Happened About the Statues" (17)	1070–73	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <i>The Lion, the Witch and the Wardrobe</i> (19)	1079–80	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Sequence events in the plot • Trace development in the character of Edmund • Identify the theme • Compare the novel with real Christian experience