

# LESSON PLAN OVERVIEW

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

Lesson Title and Number	Teacher's Edition pages	Lesson Objectives and Biblical Worldview
<b>Chapter 1a (1)</b>	848–51	<ul style="list-style-type: none"> <li>• Infer information from the cover of the book</li> <li>• Identify the main characters and the setting</li> <li>• Identify the point of view</li> <li>• Identify main characters' traits</li> <li>• Explain how a Christian can find comfort after a death</li> </ul>
<b>Chapter 1b (2)</b>	852–55	<ul style="list-style-type: none"> <li>• Identify additional main characters and their traits</li> <li>• Infer characters' emotions through their words or actions</li> <li>• Infer the characters' motives by their words and actions</li> <li>• Predict the significance of the title</li> </ul>
<b>Chapter 2 (3)</b>	856–60	<ul style="list-style-type: none"> <li>• Infer the main characters' questions to Sarah</li> <li>• Infer Sarah's traits through her response to each character's letter</li> <li>• Verify the outcome of the title prediction</li> <li>• Infer a character's needs or desires through his words or actions</li> <li>• Compose a friendly letter</li> </ul>
<b>Look Again: Chapter 2 (4)</b>	861	<ul style="list-style-type: none"> <li>• Summarize orally the story details found in Chapter 2</li> <li>• Compare oral details to written details in Chapter 2</li> <li>• Identify Sarah's character traits</li> </ul>
<b>Chapter 3 (5)</b>	862–67	<ul style="list-style-type: none"> <li>• Explain homographs based on the context</li> <li>• Infer characters' motives for their actions</li> <li>• Infer a character's emotions through his words or actions</li> <li>• Identify an author's craft of symbolism</li> <li>• Create an appropriate chapter title</li> </ul>
<b>Look Again: Chapter 3 (6)</b>	868–69	<ul style="list-style-type: none"> <li>• Identify dialogue and narration</li> <li>• Create an audio recording while reading the story aloud</li> <li>• Analyze oral reading using the audio recording and a rubric</li> </ul>
<b>Chapter 4a (7)</b>	870–73	<ul style="list-style-type: none"> <li>• Recall foreshadowing as an author's craft</li> <li>• Infer characters' attitudes and emotions through words and actions</li> <li>• Identify unfamiliar shells and flowers mentioned in the reading by conducting an internet inquiry of images</li> <li>• Create a dried flower bouquet by adapting Sarah's technique</li> </ul>
<b>Chapter 4b (8)</b>	874–77	<ul style="list-style-type: none"> <li>• Infer character traits</li> <li>• Infer characters' attitudes and emotions through words and actions</li> <li>• Infer significance of song title</li> <li>• Using the song "Sumer Is Icumen In," infer the meaning of several Middle English words from the context</li> </ul>

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<b>Chapter 5 (9)</b>	878–81	<ul style="list-style-type: none"> <li>• Infer a character's emotions through his words or actions</li> <li>• Identify cause and effect of a character's emotions</li> <li>• Identify the main characters' first words and infer their significance</li> <li>• Explain the symbolism of Sarah's drawing of the fields</li> <li>• Predict what is missing from Sarah's drawing (prediction will be verified in Lesson 19)</li> </ul>
<b>Look Again: Chapter 5 (10)</b>	882–83	<ul style="list-style-type: none"> <li>• Create a written summary of the chapter events</li> <li>• Evaluate written summary of the chapter</li> </ul>
<b>Assessment 1 (11)</b>	884–85	<ul style="list-style-type: none"> <li>• Identify the setting</li> <li>• Identify main characters and their traits</li> <li>• Sequence plot events</li> <li>• Identify meanings of vocabulary words from context</li> <li>• Create a drawing of home by imitating Sarah's charcoal drawing</li> </ul>
<b>Chapter 6a (12)</b>	886–89	<ul style="list-style-type: none"> <li>• Compare frontier education with modern education</li> <li>• Infer a character's favorite season</li> <li>• List and analyze a character's reasons for loving a particular season</li> <li>• Identify an author's craft of exaggeration</li> <li>• Compose a list of persuasive reasons about a favorite season</li> </ul>
<b>Chapter 6b (13)</b>	890–93	<ul style="list-style-type: none"> <li>• Recall foreshadowing and identify the author's use of foreshadowing</li> <li>• Infer characters' responses</li> <li>• Infer characters' attitudes and emotions through their words or actions</li> <li>• Analyze the author's craft of symbolism</li> <li>• Analyze a character's response</li> </ul>
<b>Chapter 7 (14)</b>	894–97	<ul style="list-style-type: none"> <li>• Infer characters' attitudes and emotions through their words or actions</li> <li>• Conduct an internet inquiry of images to identify unfamiliar flowers mentioned in the reading</li> <li>• Identify events from the beginning, middle, and end of the chapter</li> <li>• Create a collage of things that might be missed</li> </ul>
<b>Look Again: Chapter 7 (15)</b>	898–99	<ul style="list-style-type: none"> <li>• Reread Chapter 7 orally with fluency, comprehension, accuracy, and expression</li> <li>• Identify what a character misses</li> </ul>
<b>Chapter 8a (16)</b>	900–903	<ul style="list-style-type: none"> <li>• Recall foreshadowing as part of the author's craft</li> <li>• Infer a character's attitudes and emotions through his words or actions</li> <li>• Predict a character's actions (predictions will be verified in Lessons 18 and 19)</li> </ul>
<b>Chapter 8b (17)</b>	904–7	<ul style="list-style-type: none"> <li>• Identify the mood and explain ways the setting contributes to the mood</li> <li>• Apply the scriptural principle of trusting God</li> <li>• Predict what is missing from Sarah's drawing (prediction verified in Lesson 19)</li> <li>• Compare the symbolism of the land and the sea</li> <li>• Create an appropriate chapter title</li> </ul>

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<b>Chapter 9a (18)</b>	908–11	<ul style="list-style-type: none"> <li>• Analyze characters' motives</li> <li>• Verify outcome of the prediction about whether Sarah will ride Jack (from Lesson 16)</li> <li>• Analyze a character's thoughts and words in light of the biblical teaching on love</li> <li>• Predict whether Sarah will leave the family and return to Maine or stay on the prairie (prediction will be verified in Lesson 19)</li> </ul>
<b>Chapter 9b (19)</b>	912–16	<ul style="list-style-type: none"> <li>• Analyze characters' emotional responses</li> <li>• 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)</li> <li>• Identify the climax</li> <li>• Infer the theme</li> <li>• Explain how the climax supports the theme</li> </ul>
<b>Assessment 2 (20)</b>	917	<ul style="list-style-type: none"> <li>• Summarize the plot and identify the climax</li> <li>• Infer the theme</li> <li>• Analyze character development</li> <li>• Review vocabulary</li> <li>• Create a drawing to depict either the land or the sea using Sarah's favorite colors (optional)</li> </ul>

## Novel Studies: *Medallion*

Lesson Title and Number	Teacher's Edition pages	Lesson Objectives and Biblical Worldview
<b>Introduction</b>	918–19	
<b>Chapter 1: “What a Morning Will Bring Forth” (1)</b>	920–25	<ul style="list-style-type: none"> <li>• Recall the elements of a fantasy</li> <li>• Identify the setting of the story</li> <li>• Identify details about the main character</li> <li>• Contrast the two kings, Gris and Panii</li> </ul>
<b>Chapter 2: “An Afternoon Can Change Everything” (2)</b>	926–29	<ul style="list-style-type: none"> <li>• Explain the difference between being good and being great according to Gris</li> <li>• Identify a king’s first duty</li> <li>• Infer the meaning of the chapter’s title</li> <li>• Explain the significance of the novel’s title</li> </ul>
<b>Look Again: Chapter 2: “An Afternoon Can Change Everything” (3)</b>	930–31	<ul style="list-style-type: none"> <li>• Review the conversation between Gris and Trave about Dokos, Trave’s father</li> <li>• Contrast the qualities of a good king, as described by Gris, with Trave’s idea of a good king</li> <li>• Contrast the idea of being good (honorable) with the idea of being great (powerful)</li> <li>• Identify the source of true goodness according to Jeremiah 9:23–24</li> </ul>
<b>Chapter 3: “Gris’s Camp” (4)</b>	932–35	<ul style="list-style-type: none"> <li>• Infer Trave’s character traits based on his words and actions</li> <li>• Infer Gris’s character traits based on his words and actions</li> <li>• Contrast Trave’s and Gris’s view of rank</li> <li>• Identify details about the setting on a map as it relates to the story</li> </ul>
<b>Chapter 4: “Out of Gadalla” (5)</b>	936–39	<ul style="list-style-type: none"> <li>• Identify Trave’s response to correction</li> <li>• Evaluate Trave’s response to correction based on Proverbs 15:32</li> <li>• Evaluate personal response to correction based on Proverbs 15:32</li> <li>• Contrast Gris’s and Thag’s treatment of Trave</li> </ul>
<b>Chapter 5: “Earthquake and Aftermath” (6)</b>	940–43	<ul style="list-style-type: none"> <li>• Identify Thag’s use of flattery to influence Trave</li> <li>• Contrast Gris, Thag, and Sard using a graphic organizer</li> <li>• 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)</li> </ul>
<b>Chapter 6: “Sarda” (7)</b>	944–47	<ul style="list-style-type: none"> <li>• Identify details about the setting of Sard’s castle</li> <li>• Analyze how the setting of Sard’s castle reflects his character</li> <li>• Explain how the serpent is a fitting symbol for the country of Sarda</li> <li>• Explain why Trave is valuable to Sard</li> <li>• Infer Thag’s feelings toward Sard based on his actions</li> </ul>
<b>Chapter 7: “The Raiders of Ashenland” (8)</b>	948–51	<ul style="list-style-type: none"> <li>• Analyze the symbolism in Trave’s dream</li> <li>• Analyze how Trave’s attitude toward Volar changes</li> <li>• List ways a person can be friendly or show friendship to others</li> </ul>

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<b>Assessment 1 (9)</b>	952–53	<ul style="list-style-type: none"> <li>• Identify key places of the setting</li> <li>• Contrast main characters and their traits</li> <li>• Sequence plot events</li> <li>• Identify meanings of vocabulary words</li> </ul>
<b>Chapter 8: “Decisions at Wrycan” (10)</b>	954–59	<ul style="list-style-type: none"> <li>• Listen to music typical of the medieval period</li> <li>• Recall how poetry set to music creates a song</li> <li>• Identify foreshadowing in the words of a song</li> <li>• Explain what it means to “rule yourself” using Proverbs 16:32</li> <li>• Infer Trave’s motivation for going to Rock Tower</li> </ul>
<b>Chapter 9: “Rock Tower and Beyond” (11)</b>	960–63	<ul style="list-style-type: none"> <li>• Identify details about the setting</li> <li>• Recall the meaning of <i>mood</i></li> <li>• Infer the mood</li> <li>• Explain how the setting creates the mood</li> <li>• Verify predictions from Lesson 6 about Trave’s decision to follow Gris or Thag</li> </ul>
<b>Chapter 10: “The Old Bogger” (12)</b>	964–67	<ul style="list-style-type: none"> <li>• Identify rhyme and riddles in the story</li> <li>• Infer the meaning of Nog’s words about Gris, Sard, and the Sardans</li> <li>• Infer the meaning of Nog’s rhymes about “good at first” and “good at last”</li> <li>• Identify foreshadowing in Nog’s words</li> <li>• Create rhymed couplets</li> </ul>
<b>Chapter 11: “To Sard’s Camp” (13)</b>	968–71	<ul style="list-style-type: none"> <li>• Contrast how Gris and Sard treat their animals</li> <li>• Evaluate how Gris’s and Sard’s treatment of their animals reveals their character</li> <li>• Infer the mood based on details of Skreel Forest</li> <li>• Infer Sard’s attitude toward Trave based on his words and actions</li> <li>• Predict the outcome of Gris going after Trave (predictions verified in Lesson 15)</li> </ul>
<b>Chapter 12: “What Fire Reveals” (14)</b>	972–75	<ul style="list-style-type: none"> <li>• Identify how Sard and the Sardans are like animals</li> <li>• Identify how and why Trave’s view of Sard changes</li> <li>• Identify how and why Trave’s attitude toward Gris changes</li> <li>• Infer the meaning of the chapter title</li> </ul>
<b>Chapter 13: “Skreels” (15)</b>	976–79	<ul style="list-style-type: none"> <li>• Contrast Sard and Gris in the treatment of their soldiers and prisoners</li> <li>• Identify a key change in Trave</li> <li>• Infer the cause of the key change in Trave</li> <li>• Verify predictions from Lesson 13 about what happens when Gris goes after Trave</li> <li>• Predict what will happen after Gris finds Trave (predictions verified in Lesson 16)</li> </ul>
<b>Chapter 14: “Another Dideran” (16)</b>	980–83	<ul style="list-style-type: none"> <li>• Contrast the mood created by Rock Tower and Skreel Forest with the mood created by the Dideran meadow and cave</li> <li>• Predict how Trave will use the healing liquid that Enna gives him (prediction verified in Lesson 18)</li> <li>• Identify the second and third duties of a king according to Gris</li> <li>• Verify predictions from Lesson 15 about what would happen after Gris found Trave</li> <li>• Identify causes and effects of choices Trave has made</li> </ul>

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<b>Chapter 15: "Revenge" (17)</b>	984–89	<ul style="list-style-type: none"> <li>• Identify details that create suspense in the story</li> <li>• Evaluate Gris's reason for not giving the medallion to Trave sooner</li> <li>• Explain the significance of the chapter title</li> <li>• Evaluate the idea of seeking revenge in light of Romans 12:19</li> <li>• Create a paper medallion based on the chapter's description</li> </ul>
<b>Chapter 16: "The Return" (18)</b>	990–95	<ul style="list-style-type: none"> <li>• Identify events that create suspense in the story</li> <li>• Infer motives for Trave's actions</li> <li>• Explain the significance of Trave now being referred to as "the king"</li> <li>• Verify predictions from Chapter 14 of how Trave uses the healing liquid</li> <li>• Identify ways Trave has changed</li> </ul>
<b>Chapter 17: "The Battle and What Came After" (19)</b>	996–1001	<ul style="list-style-type: none"> <li>• Identify events that create suspense in the story</li> <li>• Identify ways Trave has changed (character development)</li> <li>• Infer the theme</li> <li>• Evaluate the theme based on Matthew 20:26–28 and Philippians 2:4–8</li> <li>• Select and defend the best part of the story</li> </ul>
<b>Assessment 2 (20)</b>	1002–3	<ul style="list-style-type: none"> <li>• Select and defend the best part of the story</li> <li>• Infer the theme</li> <li>• Summarize how the main character has changed (character development)</li> <li>• Sequence plot events</li> <li>• Identify meanings of vocabulary words</li> </ul>

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

Lesson Title and Number	Teacher's Edition pages	Lesson Objectives and Biblical Worldview
<b>Introduction</b>	1004–5	
<b>Chapter 1: “Lucy Looks into a Wardrobe” (1)</b>	1006–9	<ul style="list-style-type: none"> <li>• Recall the difference between fantasy and realistic fiction</li> <li>• Identify the setting of the book</li> <li>• Identify four main characters and a trait of each</li> <li>• Identify elements of fantasy in the first chapter</li> <li>• Predict whether the Faun will turn out to be a friend or an enemy</li> </ul>
<b>Chapter 2: “What Lucy Found There” (2)</b>	1010–13	<ul style="list-style-type: none"> <li>• Identify similarities and differences between Narnia and Lucy’s country (England)</li> <li>• Identify the problem in the land of Narnia</li> <li>• Infer character traits from words and actions</li> <li>• Verify the accuracy of the prediction about the Faun</li> <li>• Evaluate the Faun’s decision to keep Lucy’s visit a secret from the White Witch</li> </ul>
<b>Chapter 3: “Edmund and the Wardrobe” (3)</b>	1014–17	<ul style="list-style-type: none"> <li>• Infer character emotions</li> <li>• Infer character traits from words, actions, and thoughts</li> <li>• Contrast Lucy’s and Edmund’s motives for entering the wardrobe</li> <li>• Predict the identity of the Lady on the sledge based on descriptive details</li> <li>• Create a journal entry by one of the four siblings about the events in this chapter</li> </ul>
<b>Chapter 4: “Turkish Delight” (4)</b>	1018–21	<ul style="list-style-type: none"> <li>• Identify descriptive details that create mental pictures</li> <li>• Infer differing sinful motives of the Lady and Edmund</li> <li>• Verify the accuracy of the prediction about the Lady</li> <li>• Analyze how the author’s use of suspense promotes interest in reading further</li> <li>• Create a picture of an event that has happened in Narnia based on descriptive details</li> </ul>
<b>Chapter 5: “Back on This Side of the Door” (5)</b>	1022–25	<ul style="list-style-type: none"> <li>• Infer character emotions</li> <li>• Evaluate character motives</li> <li>• Analyze the logic of the Professor’s argument</li> <li>• Predict the outcome of the four children’s trip into the wardrobe</li> </ul>
<b>Chapter 6: “Into the Forest” (6)</b>	1026–29	<ul style="list-style-type: none"> <li>• Verify the outcome of the prediction about the trip into the wardrobe</li> <li>• Identify the new problems introduced in this chapter</li> <li>• Infer cause-and-effect relationships in the disappearance of Mr. Tumnus</li> <li>• Evaluate character motives and responses</li> </ul>
<b>Chapter 7: “A Day with the Beavers” (7)</b>	1030–33	<ul style="list-style-type: none"> <li>• Identify elements of fantasy in the chapter</li> <li>• Infer character traits of the Beavers</li> <li>• Infer what Aslan is like by the children’s responses to his name</li> <li>• Evaluate character motives and responses</li> </ul>
<b>Chapter 8: “What Happened After Dinner” (8)</b>	1034–37	<ul style="list-style-type: none"> <li>• Infer character traits of Aslan from other characters’ descriptions</li> <li>• Analyze dialogue to learn important information about Narnian lore</li> <li>• Infer character emotions</li> <li>• Read a portion of the story as reader’s theater</li> </ul>

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<b>Chapter 9: "In the Witch's House" (9)</b>	1038–41	<ul style="list-style-type: none"> <li>• Explain how the author's use of imagery helps with visualizing the story</li> <li>• Infer character motives</li> <li>• Evaluate character actions</li> <li>• Complete a character profile of Edmund</li> <li>• Create a picture based on the story's description</li> </ul>
<b>Assessment 1 (10)</b>	1042–43	<ul style="list-style-type: none"> <li>• Identify two characters and two traits of each</li> <li>• Contrast the two settings, Narnia and England</li> <li>• Sequence plot events</li> <li>• Evaluate character actions</li> <li>• Identify meanings of vocabulary words from context</li> </ul>
<b>Chapter 10: "The Spell Begins to Break" (11)</b>	1044–47	<ul style="list-style-type: none"> <li>• Identify each character's Christmas present and its use in Narnia</li> <li>• Infer upcoming events being foreshadowed by these presents</li> <li>• Explain the significance of Father Christmas's visit</li> <li>• Explain the meaning of the chapter title</li> </ul>
<b>Chapter 11: "Aslan Is Nearer" (12)</b>	1048–51	<ul style="list-style-type: none"> <li>• Trace changes in characters</li> <li>• Explain how imagery contributes to the mood of the story</li> <li>• Evaluate character actions</li> <li>• Create a timeline of the events in this chapter</li> </ul>
<b>Chapter 12: "Peter's First Battle" (13)</b>	1052–55	<ul style="list-style-type: none"> <li>• Identify character traits of Aslan</li> <li>• Infer character emotions</li> <li>• Identify the climax of the chapter</li> <li>• Analyze causes and effects of Peter's brave actions</li> <li>• Write a message from the wolf who escaped to the White Witch</li> </ul>
<b>Chapter 13: "Deep Magic from the Dawn of Time" (14)</b>	1056–60	<ul style="list-style-type: none"> <li>• Infer information about future events from dialogue</li> <li>• Infer character motives</li> <li>• Analyze the relationship between Aslan and the Witch based on character words and actions</li> <li>• Evaluate Edmund's response to his situation</li> </ul>
<b>Chapter 14: "The Triumph of the Witch" (15)</b>	1061–65	<ul style="list-style-type: none"> <li>• Explain the bargain between Aslan and the Witch</li> <li>• Infer character motives</li> <li>• Analyze how the mood contributes to suspense</li> <li>• Identify earlier information that has foreshadowed this event in the plot</li> <li>• Compare Aslan's sacrifice to the one described in Isaiah 53</li> </ul>
<b>Chapter 15: "Deeper Magic from Before the Dawn of Time" (16)</b>	1066–69	<ul style="list-style-type: none"> <li>• Identify this chapter as the turning point in the novel</li> <li>• Infer character emotions</li> <li>• Analyze cause-and-effect relationships in the magic of Narnia</li> <li>• Predict what will happen at the Witch's house</li> <li>• Create a sense poem about the ride on Aslan's back, based on descriptive details</li> </ul>



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<b>Chapter 16: "What Happened About the Statues" (17)</b>	1070–73	<ul style="list-style-type: none"> <li>• Identify the solution to the problem in Narnia</li> <li>• Identify uses of humor and its purpose</li> <li>• Verify the prediction about what will happen at the Witch's house</li> <li>• Contrast Aslan's leadership with the Witch's leadership</li> <li>• Evaluate the actions of Aslan and his followers based on Ephesians 6</li> </ul>
<b>Chapter 17: "The Hunting of the White Stag" (18)</b>	1074–78	<ul style="list-style-type: none"> <li>• Infer character motives</li> <li>• Evaluate character responses</li> <li>• Relate character growth in the story to spiritual growth in real life</li> <li>• Analyze the author's twofold purpose in writing this novel</li> </ul>
<b>Look Again: <i>The Lion, the Witch and the Wardrobe</i> (19)</b>	1079–80	<ul style="list-style-type: none"> <li>• Identify the theme of the novel</li> <li>• Compare Edmund's actions to our own actions</li> <li>• Compare Aslan's actions to the work of Christ</li> <li>• Compare Edmund's position in Aslan's kingdom to a Christian's position in Christ</li> <li>• Create a chart showing the parallels between the plot of the novel and real Christian experience</li> </ul>
<b>Assessment 2 (20)</b>	1081	<ul style="list-style-type: none"> <li>• Sequence events in the plot</li> <li>• Trace development in the character of Edmund</li> <li>• Identify the theme</li> <li>• Compare the novel with real Christian experience</li> </ul>