Lesson Plan Overview

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| Chapter 1: Words and Sentences | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 1 | 2–5 | 1–2 | * Locate the Worktext title, Contents page, and Handbook * Understand that God created language and gave people the ability to use language * Identify and give examples of the four language skills |
| 2 | 6–7 | 3–4 | * Affirm that God uses words to give us the message of His truth and His love * Distinguish between complete and incomplete sentences * Complete a sentence by using words in the right order * Recognize that a sentence begins with a capital letter and ends with a punctuation mark (a period) |
| 3 | 8–9 | 5–6 | * Review the definition of a sentence * Recognize a group of words as a sentence * Identify the action word in a sentence |
| 4 | 10–11 | 7–8 | * Identify the action word in a sentence * Choose a naming word, or noun, from among a group of words * Identify the naming word, or noun, in a sentence |
| 5 | 12–13 | 9–10 | * Identify the action word in a sentence * Identify the action part of a sentence |
| 6 | 14–15 | 11–12 | * State the two main parts of a sentence: a naming part and an action part * Identify the naming part of a sentence * Write a complete sentence |
| 7 | 16–17 | 13–14 | * Recognize that a sentence is a complete thought * Write a sentence that begins with a capital letter and ends with a punctuation mark  (a period) |
| 8 | 18–19 | 15–16 | * Complete a sentence prompt with an example of using words to please God or show love to others * Write a sentence about using each language skill: listen, speak, read, and write |

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| Chapter 2: Sentences | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 9 | 20–23 | 17, 19–20 | * Affirm that God communicates His thoughts and tells about His actions in sentences * Distinguish between a complete thought and an incomplete thought * Write a complete sentence, using a capital letter at the beginning and a punctuation mark at the end |
| 10 | 24–25 | 21–22 | * Define the action part of a sentence * Identify the action part of a sentence * Write a complete sentence * Use self-assessment questions to identify sentence parts |
| 11 | 26–27 | 23–24 | * Locate the action part of a sentence * Identify the subject part of a sentence * Divide a sentence between the subject part and the action part * Use self-assessment questions to identify sentence parts |
| 12 | 28–29 | 25–26 | * Identify the subject part * Identify the action part * Distinguish between the subject part and the action part * Write a complete sentence * Use self-assessment questions to identify sentence parts |
| 13 | 30–31 | 18, 27–28 | * Identify a statement and a question in a Bible passage * Distinguish a statement from a question * Write a statement and a question using correct end punctuation |
| 14 | 32–33 | 29–30 | * Explain what an exclamation does * Distinguish exclamations from statements and questions * Write the correct end punctuation for statements, questions, and exclamations |
| 15 | 34–35 | 31–32 | * Explain what a command does * Distinguish the four kinds of sentences from each other * Write the punctuation mark appropriate for each kind of sentence * Understand that God gives commands in the Bible * Write a command |
| 16 | 36–37 | 33–34 | * Define a sentence * Define a fragment * Distinguish between a sentence and a fragment * Change a fragment to a complete sentence |
| 17 | 38–39 | 35–36 | * Match each kind of sentence with its punctuation mark * Distinguish the four kinds of sentences from each other * Write the appropriate punctuation mark for each kind of sentence * Identify the subject part of a sentence |
| 18 | 40 | 37–38 | * Distinguish between sentences and fragments * Write sentences using correct capitalization and punctuation * Add a subject part or action part to complete sentences * Identify the action part/action word of a sentence * Draw a vertical line between the two parts of a sentence * Determine the four kinds of sentences and the corresponding end punctuation |
| 19 | 41 |  | * Demonstrate knowledge of concepts from Chapter 2 by taking the test |
| 20 | 42 | 39–40 | * Choose a word that completes a sentence * Distinguish between sentences and fragments * Identify the sentence with correct capitalization and punctuation * Identify the action word of a sentence * Identify the subject part of a sentence |
| 43 | 41 | * Write two sentences that show love or concern for others |

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| Chapter 3: Writing Poetry | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 21 | 44–47 | 43, 45 | * Write words to praise God * Write different names for God * Read and repeat Hebrew poetry in the Psalms |
| 22 | 48–49 | 47, 49 | * Write a Hebrew poem with the teacher using the Writing Process |
| 23 | 50–51 | 44, 51–52 | * Generate a list of words that rhyme * Write a couplet with the teacher using the Writing Process |
| 24 | 52–53 | 53 | * Recognize couplets as a type of poetry * Generate pairs of rhyming words associated with a picture in the Plan step of the couplet |
| 25 | 54 | 55 | * Recognize couplets as a type of poetry * Draft two sentences that end with rhyming words * Name steps in the Writing Process |
| 26 | 55 | 55 | * Demonstrate understanding of the steps of the Writing Process * Revise the couplet |
| 27 | 56 | 55 | * Demonstrate understanding of the steps of the Writing Process * Proofread the couplet |
| 28 | 57 | 57 | * Publish the couplet |
| 29 | 58–59 | 59–60 | * Describe the association between words and shapes * Write a shape poem together * Choose an animal for a shape poem |
| 30 | 60–61 | 61–62 | * Plan a poem by generating colorful words to describe an animal * Draft a shape poem |
| 31 | 62–63 | 63–64 | * Revise the shape poem |
| 32 | 64 | 65 | * Identify the steps in proofreading * Apply the proofreading checklist to the shape poem |
| 33 | 65 | 65 | * Publish the shape poem |
| 34 | 66–67 | 67–68 | * Complete a sentence * Identify a sentence that answers a question * Identify the kinds of sentences and their punctuation marks * Identify the action part of a sentence |

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| Chapter 4: Nouns | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 35 | 68–71 | 69–72 | * Define a noun * Explain why learning about nouns is important for a Christian * Identify nouns in a sentence * Categorize a noun as a person, place, or thing |
| 36 | 72–73 | 73–74 | * Identify nouns in sentences * Categorize a noun as a person, place, or thing * Construct a compound word by combining two words |
| 37 | 74–75 | 75–76 | * Define singular and plural * Change a singular noun to its plural form by adding -s * Change a singular noun ending in ch, sh, s, x, or z to its plural form by adding -es |
| 38 | 76–77 | 77–78 | * Identify nouns that form their plurals by changing their spellings * Write the correct plural form of nouns |
| 39 | 78–79 | 79–80 | * Recognize nouns and compound words * Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun * Identify the action part and subject part of a sentence * Write the end punctuation mark |
| 40 | 80–81 | 81–82 | * Define a common noun * Define a proper noun * Identify common and proper nouns * Apply capitalization rules to the names of God |
| 41 | 82–83 | 83–84 | * Locate nouns in a series * Use commas to separate three or more words in a series |
| 42 | 84–85 | 85–86 | * Identify common and proper nouns * Categorize nouns * Construct compound words * Create plural nouns by adding -s or -es or changing the form of the word * Use commas in a series of three or more nouns |
| 43 | 86–87 | 87–88 | * Identify common and proper nouns * Construct compound words * Write the plural form of nouns by adding -s, adding -es, or changing the spelling of the noun * Use nouns to thank God for the good things that He has given |
| 44 | 87 |  | * Demonstrate knowledge of concepts from Chapter 4 by taking the test |
| 45 | 88 | 89–90 | * Identify the action part of a sentence * Choose the missing action part or subject part * Identify the sentence that answers the question * Choose sentences that have been punctuated correctly * Identify a rhyming couplet |
| 89 | 91 | * Complete a word web, using proper nouns to name people |

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| Chapter 5: Action Verbs | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 46 | 90–93 | 93–96 | * Locate action verbs in a sentence * Choose action verbs that fit the sentence context * Write a sentence using an action verb |
| 47 | 94–95 | 97–98 | * Identify the now action verb in a sentence * Determine subject-verb agreement |
| 48 | 96–97 | 99–100 | * Determine whether an action verb is in the present or past tense * Change present-tense action verbs to past tense by adding the suffix -ed * Locate the suffix -ed in a past-tense verb * Use a past-tense action verb to tell about something Jesus did |
| 49 | 98–99 | 101–2 | * Determine subject-verb agreement * Identify past-tense verbs |
| 50 | 100–101 | 103–4 | * Identify the action verb and subject part in a sentence using self-assessment  questions * Determine subject-verb agreement * Determine whether an action verb is in the present or past tense * Change present-tense action verbs to past tense by adding the suffix -ed * Identify the past-tense verbs telling about a Christian’s actions |
| 51 | 102–3 | 105–6 | * Identify the past-tense verbs that tell how Christians served God * Recognize the past-tense forms of the irregular verbs tell, give, and sing * Use the present- and past-tense forms of these verbs correctly in sentences * Use self-assessment questions to locate sentence parts |
| 52 | 104–5 | 107–8 | * Recognize the past-tense forms of the irregular verbs see, do, and go * Use the present- and past-tense forms of these verbs correctly in sentences * Use self-assessment questions to locate sentence parts |
| 53 | 106–7 | 109–10 | * Identify the action verb and subject part of a sentence * Recognize the present- and past-tense forms of the irregular verbs tell, give, sing, see, do, and go * Determine subject-verb agreement |
| 54 | 108 | 111–12 | * Identify the action verb and subject part of a sentence * Determine subject-verb agreement * Identify the past forms of regular and certain irregular verbs * Determine whether a verb is in the present or past tense |
| 55 | 109 |  | * Demonstrate knowledge of concepts from Chapter 5 by taking the test |
| 56 | 110 | 113–14 | * Recognize the action part or subject part of sentences and fill in the missing parts * Distinguish among the kinds of sentences * Identify compound words and the correct form of plural nouns * Recognize a complete sentence with capitalization, internal punctuation, and punctuation marks |
| 111 | 115 | * Write sentences using verbs to tell about God’s actions |

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| Chapter 6: Writing a Personal Story | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 57 | 112–15 | 117–19 | * Recognize that a personal story can tell about what God does in someone’s life * Identify the three parts of a paragraph * Identify details that support a topic or topic sentence |
| 58 | 116–17 | 121–22 | * Identify details in a personal story about what God has done or is doing in the storyteller’s life * Identify and label the topic sentence, details, and ending sentence of a paragraph * Demonstrate self-assessment when evaluating paragraphs |
| 59 | 118–19 | 123 | * Organize thoughts and information for a personal story as a topic sentence,  details, and an ending sentence * Participate in completing a planning chart for a personal story |
| 60 | 120–21 | 125 | * Classify the characteristics of a sentence, a paragraph, and a personal story * Participate in drafting a personal story * Produce possible topics for a personal story |
| 61 | 122–23 | 127 | * Explain that a Christian honors God and helps the reader when he makes the  effort to improve his writing and correct mistakes * Define revise * Define proofread * Participate in revising and proofreading a personal story |
| 62 | 124–25 | 129–30 | * Choose a topic for a personal story * Complete a planning chart for a personal story * Write a topic sentence and an ending sentence * Determine details to include in the story and number them in order |
| 63–64 | 126–27 | 131–32 | * Explain the purpose of a draft * Write a draft for a personal story * Indent the first line of a paragraph * Write complete sentences |
| 65 | 128–29 | 133–34 | * Explain the purpose of revising * Apply proofreading marks to mark improvements * Demonstrate self-assessment when revising |
| 66 | 130–31 | 135 | * Explain the purpose of proofreading * Apply proofreading marks to mark corrections * Demonstrate self-assessment when proofreading |
| 67–68 | 132–33 | 137–38 | * Publish a neat final writing and illustrate the personal story * Demonstrate self-assessment when evaluating the final copy of the story * Share the personal story |
| 69 | 134–35 | 139–40 | * Complete a sentence * Answer questions with sentences * Identify words that should be capitalized * Use irregular plural nouns in context * Distinguish between now and past verb forms * Identify the correct use of commas in a series |

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| Chapter 7: More Nouns | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 70 | 136–39 | 141–44 | * Differentiate between common and proper nouns found in the Bible and elsewhere * Apply capitalization to names of people, streets, cities, and states * Write a city and its state using a comma * Capitalize product names |
| 71 | 140–41 | 145–46 | * Write commas correctly in dates * Use capitalization for nouns naming the titles of people, months, days of the week,  and holidays * Use capitalization and punctuation when writing initials |
| 72 | 142–43 | 147–48 | * Define an abbreviation * Recognize abbreviations for days, months, and titles of people * Write abbreviations correctly |
| 73 | 144–45 | 149–50 | * Distinguish proper nouns from common nouns * Use capitalization and punctuation when writing dates, a city with its state, titles, initials, and abbreviations * Use capitalization when writing names of specific people, holidays, months, and days |
| 74 | 146–47 | 151–52 | * Identify the abbreviations of streets and states of the United States * Apply abbreviations when addressing envelopes |
| 75 | 148–49 | 153–54 | * Recognize nouns that show ownership * Use an apostrophe and an s to make nouns possessive * Write possessive nouns correctly in sentences |
| 76 | 150–51 | 155–56 | * Use capitalization for specific names of people, products, and holidays * Use capitalization and punctuation when writing titles, initials, dates, and days of  the week * Use abbreviations, capitalization, and punctuation when addressing envelopes * Identify and form possessive nouns |
| 77 | 152–53 | 157–58 | * Identify and capitalize proper nouns * Apply capitalization and punctuation skills to abbreviations of titles, initials, days, months, addresses, and states * Demonstrate ability to address an envelope |
| 78 | 153 |  | * Demonstrate knowledge of concepts from Chapter 7 by taking the test |
| 79 | 154 | 159–60 | * Identify a complete sentence * Choose the question that matches the statement * Identify plural and compound nouns * Use capitalization and punctuation in sentences * Identify the action part and subject part of sentences |
| 155 | 161 | * Write a prayer request list, including nouns in the list |

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| Chapter 8: Pronouns | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 80 | 156–59 | 163–66 | * Define a pronoun * Identify pronouns he, she, and it * Replace sentence subjects with singular personal pronouns |
| 81 | 160–61 | 167–68 | * Identify the use of the pronoun I in the subject part of the sentence and me in the action part of the sentence * Demonstrate placing I or me last when writing or speaking about yourself and another person |
| 82 | 162–63 | 169–70 | * Identify and use the plural pronouns we and they * Recognize that the pronoun you may be singular or plural * Compose a sentence using a plural pronoun |
| 83 | 164–65 | 171–72 | * Recognize that possessive pronouns show ownership of things that God has given to us * Use singular possessive pronouns in sentences |
| 84 | 166–67 | 173–74 | * Review singular possessive pronouns * Recognize plural possessive pronouns * Use plural possessive pronouns in sentences |
| 85 | 168–69 | 175–76 | * Recognize and use personal pronouns I, me, you, he, she, it, we, you, and they and possessive pronouns my, your, his, her, its, our, your, and their * Replace nouns with pronouns in sentences |
| 86 | 170–71 | 177–78 | * Recognize that reflexive pronouns end in self or selves * Locate reflexive pronouns in sentences |

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| Chapter 9: More Verbs | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 87 | 172–75 | 179–82 | * Define a verb * Identify the helping verbs has and have * Distinguish between came/come and ran/run as they are used in sentences * Determine the action part and subject part in sentences |
| 88 | 176–77 | 183–84 | * Identify helping verbs has and have * Distinguish between went/gone and saw/seen as they are used in sentences * Use went, gone, saw, and seen in sentences |
| 89 | 178–79 | 185–86 | * Distinguish between action verbs and linking verbs * Know that the linking verbs is and are do not show action * Use is and are correctly in sentences demonstrating subject-verb agreement |
| 90 | 180–81 | 187–88 | * Distinguish between action verbs and linking verbs * Know that the linking verbs was and were do not show action * Use was and were correctly in sentences demonstrating subject-verb agreement |
| 91 | 182–83 | 189–90 | * Use the helping verbs has and have with come, run, gone, seen * Distinguish between came/come, ran/run, went/gone, and saw/seen * Distinguish between linking verbs and action verbs * Use is, are, was, and were with correct subject-verb agreement |
| 92 | 184–85 | 191–92 | * Define a contraction * Demonstrate the formation of contractions * Write contractions in sentences |
| 93 | 186–87 | 193–94 | * Define an adverb * Locate adverbs that answer the question “How?” * Use adverbs in sentences |
| 94 | 188–89 | 195–96 | * Define an adverb * Locate adverbs that answer the question “Where?” * Use adverbs in sentences |
| 95 | 190–91 | 197–98 | * Use the helping verbs has and have in sentences with come, run, gone, and seen * Distinguish between action verbs and linking verbs * Choose the correct linking verbs in sentences reflecting subject-verb agreement * Write contractions in sentences |
| 96 | 192–93 | 199–200 | * Identify and use the helping verbs has and have with come, run, gone, and seen * Distinguish between action verbs and linking verbs * Use the linking verbs is, are, was, and were in sentences * Rewrite words as contractions |
| 97 | 193 |  | * Demonstrate knowledge of concepts from Chapter 9 by taking the test |
| 98 | 194 | 201–2 | * Identify complete sentences and the action and subject parts of sentences * Distinguish nouns from verbs * Use commas in a series of words and in dates * Identify the correct verb form * Identify the plural form of a verb * Recognize an address that is written correctly |
| 195 | 203 | * List the actions needed to complete a task, beginning each item with an  action verb |

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| Chapter 10: Writing a Friendly Letter | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 99 | 196–98 | 205, 207 | * Identify the purpose of a Bible letter * Identify the audience and purpose of a friendly letter * Identify the parts of a friendly letter |
| 100 | 199–200 | 206,  209–10 | * Label the parts of a letter and describe what each part tells or means * Discover the use of commas and capital letters in a letter * Identify the audience and purpose of a letter * Identify the parts of a paragraph in the body of the letter |
| 101 | 201 |  | * Identify an expression of thankfulness in a Bible passage * Identify the audience and purpose of a thank-you letter * Participate in planning and drafting a class thank-you letter |
| 102 | 202 |  | * Explain the purpose of revising, proofreading, and publishing * Participate in revising, proofreading, and publishing the class thank-you letter |
| 103–4 | 203–5 | 211,  213-14 | * Organize the parts of a letter * Explain the audience and purpose of a thank-you letter * Plan and draft a personal thank-you letter |
| 105 | 206–7 | 215–16 | * Apply proofreading marks to mark improvements * Use a checklist to guide self-assessment |
| 106–7 | 208–9 | 217 | * Explain the purpose of proofreading * Apply proofreading marks to mark corrections * Use a checklist to guide self-assessment |
| 108 | 210–11 | 219–20 | * Differentiate between a return address and a mailing address * Demonstrate the use of capital letters, periods, and commas in an address * Draft and proofread the return address and mailing address * Publish the addresses on an envelope |
| 109 | 212–13 | 221, 223 | * Explain the purpose of publishing * Write a neat copy of the thank-you letter * Use a checklist to guide self-assessment |
| 110 | 214–15 | 225–26 | * Identify complete sentences and sentence parts * Distinguish verbs from nouns * Use commas in a series of words and in dates * Choose the correct noun or verb form * Recognize an address that is written correctly * Identify the correct way to write parts of a letter |

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| Chapter 11: Adjectives | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 111 | 216–19 | 227–30 | * Define an adjective * Identify adjectives that use the sense of sight * Use adjectives to answer the question “What kind?” |
| 112 | 220–21 | 231–32 | * Identify adjectives that use the senses of smell and sound * Differentiate among adjectives that describe the look, sound, and smell of nouns * Use adjectives to answer the question “What kind?” |
| 113 | 222–23 | 233–34 | * Identify adjectives that use the senses of taste and feel * Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns * Use adjectives to answer the question “What kind?” |
| 114 | 224–25 | 235–36 | * Categorize adjectives by sense * Differentiate among adjectives that describe the look, smell, sound, taste, and feel of nouns * Identify adjectives that answer the question “What kind?” |
| 115 | 226–27 | 237–38 | * Identify adjectives that answer “How many?” * Identify adjectives that answer “What kind?” |
| 116 | 228–29 | 239–40 | * Locate nouns that are being compared by adjectives * Identify adjectives that end in -er when used to compare two nouns * Identify adjectives that end in -est when used to compare more than two nouns * Determine how many nouns are being compared |
| 117 | 230–31 | 241–42 | * Choose the correct adjective to complete a sentence * Write adjectives that end in -er when used to compare two nouns * Write adjectives that end in -est when used to compare more than two nouns |
| 118 | 232–33 | 243–44 | * Identify adjectives that are synonyms and add color or interest to a sentence * Use a thesaurus to find synonyms |
| 119 | 234–35 | 245–46 | * Identify adjectives that answer the question “What kind?” by using the five senses * Choose whether adjectives are comparing two or more than two nouns * Use the correct adjective form to compare items * Identify adjectives that answer the question “How many?” * Use a thesaurus to find colorful adjectives that are synonyms for other adjectives * Identify colorful adjectives that are synonyms for other adjectives |
| 120 | 236 | 247–48 | * Identify adjectives that answer the question “What kind?” or “How many?” * Categorize adjectives by sense * Identify adjectives that compare using -er or -est endings |
| 121 | 237 |  | * Demonstrate knowledge of concepts from Chapter 11 by taking the test |
| 122 | 238 | 249–50 | * Use commas and capital letters when appropriate * Identify command sentences * Distinguish action verbs from nouns * Identify the plural form of a noun * Identify an address that is written correctly * Identify the action part and subject part of a sentence |
| 239 | 251–52 | * Complete a senses chart to describe a food item * Write a paragraph about a food item, using adjectives from the senses chart |

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| Chapter 12: Writing an Instructions Paragraph | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 123 | 240–43 | 253–56 | * Identify instructions given in a Bible passage * Identify the purpose and audience for a set of instructions * Identify the materials and the steps in a model instructions paragraph * Explain the purpose of time-order words |
| 124 | 244–45 | 257 | * Identify the materials needed to follow a set of instructions * Write a time-order chart to plan an instructions paragraph with the class * Draft an instructions paragraph with the class |
| 125 | 246–47 | 259–60 | * Revise, proofread, and publish an instructions paragraph with the class |
| 126–27 | 248–49 | 261–62 | * Choose a topic for an instructions paragraph * Identify the materials needed to follow the instructions * Complete a plan with a time-order chart for the instructions paragraph |
| 128–29 | 250–51 | 263–64 | * Identify the audience, purpose, and materials of instructions in a Bible passage * Write the draft for an instructions paragraph by using a list of materials and a time-order chart |
| 130–31 | 252–53 | 265–66 | * Explain the purpose of revising * Apply proofreading marks to mark improvements * Assess writing progress using a rubric |
| 132 | 254–55 | 267 | * Proofread an instructions paragraph * Apply proofreading marks to mark corrections * Assess writing progress using a rubric |
| 133 | 256–57 | 269,  271–72 | * Write a neat copy of the instructions paragraph * Publish the paragraph by reading it aloud to an audience |
| 134 | 258–59 | 273–74 | * Apply capitalization and punctuation to sentences * Identify the action verb in a sentence * Identify the proper placement of commas * Identify the correct punctuation in a letter greeting * Use pronouns in sentences |

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| Chapter 13: More Sentences | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 135 | 260–63 | 275–78 | * Match a subject part with a predicate part to form a sentence * Identify the missing part to complete a sentence * Distinguish between the subject part and predicate part of a sentence |
| 136 | 264–65 | 279–80 | * Define the predicate part * Match a subject part with a predicate part to form a sentence * Identify the action verb in the predicate part * Distinguish between the subject part and predicate part of a sentence |
| 137 | 266–67 | 281–82 | * Identify adjectives * Match a subject part with a predicate part to form a sentence * Identify the linking verb in the predicate part * Distinguish between the subject part and predicate part of a sentence |
| 138 | 268–69 | 283–84 | * Locate an action verb or a linking verb at the beginning of the predicate part * Distinguish between the subject part and predicate part of a sentence * Identify the subject as a noun or pronoun in the subject part * Choose a subject to complete a sentence |
| 139 | 270–71 | 285–86 | * Match a subject part with a predicate part to form a sentence * Locate an action verb or a linking verb at the beginning of the predicate part * Distinguish between the subject part and predicate part of a sentence * Identify the subject as a noun or pronoun in the subject part * Choose a subject to complete a sentence |
| 140 | 272–73 | 287–88 | * Distinguish between the subject part and predicate part of a sentence * Identify the subject in the subject part * Combine sentences with the same predicate part by joining the two subjects  with and |
| 141 | 274–75 | 289–90 | * Distinguish between the subject part and predicate part of a sentence * Identify words in the predicate part that could be joined with and * Combine sentences with the same subject part by joining the two different  words in the predicate parts with and |
| 142 | 276–77 | 291–92 | * Identify subject parts and predicate parts in a run-on sentence * Change a run-on sentence into two separate sentences |
| 143 | 278–79 | 293–94 | * Select expanded sentences that are more interesting because adjectives have  been added * Identify adjectives * Choose an adjective to make a sentence more interesting |
| 144 | 280–81 | 295–96 | * Distinguish between the subject part and predicate part of a sentence * Identify the subject and the verb in a sentence * Identify adjectives * Combine sentences that have the same subject part * Combine sentences that have the same predicate part * Change a run-on sentence into two separate sentences * Use adjectives to make sentences more interesting |
| 145 | 282 | 297–98 | * Match a subject part with a predicate part to form a sentence * Distinguish between the subject part and predicate part of a sentence * Identify the subject and the verb in a sentence * Combine sentences that have the same predicate part * Combine sentences that have the same subject part * Change a run-on sentence into two separate sentences |

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| Chapter 14: Writing an Opinion Paragraph | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 148 | 286–89 | 303,  305–6 | * Distinguish between a fact and an opinion * Identify reasons that support an opinion * Write an opinion sentence using because to connect the opinion and a reason |
| 149–50 | 290–91 | 304,  307–8 | * Identify the parts of an opinion paragraph about a book * Write a book title and author’s name with correct capitalization, punctuation,  and underlining * Identify reasons that support an opinion * Recognize that the ending sentence restates the opinion |
| 151–52 | 292–93 | 309–10 | * Identify the audience and purpose of an opinion paragraph * Participate in brainstorming reasons for an opinion * Write opinion words to plan an opinion paragraph * Write transition words to plan an opinion paragraph * Plan an opinion paragraph about a book |
| 153–54 | 294–95 | 311–12 | * Order sentences to make an opinion paragraph * Write the draft of an opinion paragraph using a planning chart |
| 155–56 | 296–97 | 313–14 | * Demonstrate an understanding of putting others first * Apply proofreading marks to make improvements * Demonstrate the appropriate use of opinion words * Assess writing progress using a rubric |
| 157 | 298–99 | 315 | * Apply proofreading marks to mark corrections * Consult a dictionary to check or correct spelling * Assess writing progress using a rubric |
| 158–59 | 300–301 | 317,  319–20 | * Explain the purpose of the publishing step * Publish a neat final copy of the paragraph * Demonstrate self-assessment when evaluating the final copy * Publish the paragraph by reading expressively to an audience |
| 160 | 302–3 | 321–22 | * Recognize sentences with correct capitalization and punctuation * Identify compound words * Replace nouns with pronouns * Complete sentences with adjectives |

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| Chapter 15: Study and Research Skills | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 161 | 304–7 | 323–26 | * Differentiate among the author, illustrator, and publisher of a book * Identify the content on the title page of a book * Use the contents page to find information |
| 162 | 308–9 | 327–28 | * Identify guide words and entry words on a dictionary page * Locate definitions * Locate sample sentences within entries |
| 163 | 310–11 | 329–30 | * Differentiate among fiction, nonfiction, and biography * Demonstrate an understanding of the alphabetical arrangement of books in  the library * Identify respect in handling library materials |
| 164 | 312–13 |  | * Demonstrate the use of the library catalog * Locate a book on the shelf using its call number information |
| 165 | 314–15 |  | * Explain that words should please God * Identify TOOLS of Internet safety * Identify ways that technology can be used to love and serve others |
| 166 | 316–17 | 331–32 | * Record source information with correct capitalization and punctuation * Demonstrate the ability to research a topic with the Internet * Determine information that is helpful for their research |
| 167 | 318–19 | 333–34 | * Determine the difference between hearing and listening * Use the Tips for Good Listening to guide listening and to successfully answer  questions |
| 168 | 320–21 | 335–36 | * Identify four questions for remembering facts * Apply the four questions to identify facts and details * Determine the main idea of a listening activity |

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| Chapter 16: Writing a Research Report | | | |
| Lesson | Teacher’s Edition | Worktext | Lesson Objectives and Biblical Worldview |
| 169 | 322–25 | 337–40 | * Identify facts in a text * Identify the parts of a research report * Differentiate between facts and opinions * Choose a topic for the research report |
| 170 | 326–27 | 341–42 | * List the steps of the Writing Process * Write an interesting title for the research report * Identify the paragraph parts of a model report * Differentiate between the topic sentence and supporting details in a paragraph |
| 171–72 | 328–29 | 343–44 | * Analyze model notes * Evaluate the truthfulness of information to include in the report * Take notes from nonfiction sources * Reference the sources of the notes |
| 173–74 | 330–31 | 345 | * Analyze a model draft of a research report * Create three paragraphs by writing information from the note cards into sentences |
| 175–76 | 332–33 | 347–48 | * Explain the purpose of revising * Analyze a model revised report * Apply proofreading marks to mark improvements * Conference with a peer to make improvements to your draft |
| 177 | 334–35 | 349 | * Analyze a model proofread report * Identify capitalization, punctuation, and spelling mistakes * Apply proofreading marks to mark corrections |
| 178–79 | 336–37 | 351 | * Write a final corrected copy with best penmanship * Create a cover for the report * Share the report with others |
| 180 | 338–39 | 353–54 | * Distinguish kinds of sentences * Identify subject-verb agreement * Complete sentences with the correct predicate part * Combine sentences * Complete sentences with adjectives * Identify the correct use of capitalization and punctuation in dates, addresses,  abbreviations, and titles |