Reading 3 Lesson Plan Overview

Adventures in Reading 3A  
Unit 1: Actions and Attitudes

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| Welcome to Reading 3 | 1 | 2–3 | All | 1–2 | * Predict the themes of the units in Student Text 3A based on the titles of the unit opener pages * Find a story in the Student Text using the Contents * Find unknown words in the Student Text using the Glossary * Demonstrate current reading skills |
| One of a Kind  Realistic fiction by Milly Howard | 2–4 | 4–29 | 2–23 | 3–8 assessment | * Identify the main character of a story * Infer a character’s traits based on how he looks, what he says, what he does, and what he thinks * Explain how a character changes in a story |
| André  Poetry by Gwendolyn Brooks  We Thank Thee  Poetry  by unknown author | 5–6 | 30–33 | 24–27 | 9–12 | * Listen to a poem for comprehension and enjoyment * Identify rhyming words in a poem * Reread poems aloud by participating in a choral reading * Use a model to write a four-line poem   Thankfulness to God |
| The Spelling Window  Realistic fiction by Dawn L. Watkins | 7–8 | 34–51 | 28–43 | 13–16 | * Infer a character’s traits based on how he looks, what he says, what he does, and what he thinks * Compare and contrast characters using a Venn diagram * Recognize first-person point of view * Recognize change in a character and first-person point of view * Create an informal writing assignment   Be kind to others  We should show love to others |
| Silent Communication  An article by Lindsey Dickinson | 9–10 | 52–63 | 44–55 | 17–20 assessment | * Identify characteristics of informational text * Locate information using text features: section headings, bold words, and picture captions * Reread an article to determine the main idea * Recognize the main idea of a section in an article   Be kind to one another  Love others as much as you love yourself |
| Alex, the Drummer Boy  Historical fiction by Steffi Adams | 11–14 | 64–97 | 56–83 | 21–28 assessment | * Define *historical fiction* * Identify problems and solutions in a story * Infer a character’s traits based on how he looks, what he says, and what he does   Recognize and show God’s sacrificial love  Trust in God’s comforting presence  Trust God’s promises in times of trouble |
| Encyclopedia Brown  Two mysteries by Donald J. Sobol | 15–17 | 98–119 | 84–103 | 29–34 | * Identify characteristics of a mystery * Use what a character looks like, what he says, and what he does to solve a mystery * Draw conclusions based on clues * Locate Encyclopedia Brown books in a library * Reread a story aloud to convey meaning and emotion * Identify relevant information   Show love to God by showing love to others  Trust in God’s redeeming love |
| Two Crooks and Two Heroes  Drama by Karen Wilt | 18–20 | 120–35 | 104–17 | 35–38 assessment | * Identify the cast and features of a play * Read orally to portray characters in a play * Identify cause-and-effect relationships * Give examples of words, names, and actions that show the author’s use of humor * Participate in the oral reading of a play * Create an audio recording while reading the story as a reader’s theater * Use features of a glossary: entry words, definitions, sample sentences, and word forms |
| Book Activity: Post Card  Reading Skill Check 1 | 21 | 136–37 |  |  | * Enjoy recreational reading * Choose a book on the student’s independent  reading level * Create a simple Book Activity: a post card |
| New Year in a New Land  Realistic fiction by Karen Wilt | 22–24 | 138–53 | 118–31 | 39–44 assessment | * Identify words that describe the setting of a story * Infer a character’s traits based on how he looks, what he says, and what he does * Retell “New Year in a New Land” to a partner * Explain what you learned from the story   Trust in God’s help  Recognize Christ as the Messiah |
| The Trail West  Historical fiction by Milly Howard | 25–28 | 154–77 | 132–51 | 45–52 assessment | * Infer a character’s traits based on how he looks, what he says, and what he does * Recall story details * Identify the setting of a story * Reread the story aloud, using dialog to portray the character * Identify what happens at the beginning, middle, and end of a story   Give thanks to God  Glorify God as you work  Do things with energy and a happy, willing spirit  God cares for His creatures |
| Book Activity: Share Day | 29 | 178–79 |  |  | * Share a book that has been read independently * Share a completed post card about the book read independently |
| David Livingstone: Man of Determination  Biography by Jan Joss | 30–32 | 180–203 | 152–71 | 53–58 assessment | * Identify characteristics of a biography * Compare and contrast oneself with the main character * Infer a character’s attitudes based on what he says and does * Understand and explain the gospel of Jesus Christ and affirm the importance of sharing it with others * Infer a person’s character based on what he says and what he does   Use self-control and be slow to anger  Trust in Jesus for salvation  Share the gospel with others |
| Gideon  A Bible account taken from  Judges 6 and 7 | 33–34 | 204–15 | 172–81 | 59–62 assessment | * Determine the main character of a story * Identify the setting of a story * Recognize cause-and-effect relationships * Personally apply biblical truth * Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms   Recognize the power of God  Trust in God’s power |
| Ira’s Battle  Biblical fiction by Renee Cancino | 35–36 | 216–26 | 182–92 | 63–66 | * Recognize that the same story can be told from different points of view * Recognize changes in the main character * Evaluate the meaning of a story title * Reread to compare two versions of the same story * Distinguish fact from fiction in a biblical fiction story   God reveals Himself to man  Recognize God’s Word as truth |
| SSR Journal: Setting  Reading Skill Check 2 | 37 | 227–29 |  |  | * Enjoy and respond to recreational reading * Choose a book on the student’s independent  reading level * Respond to reading through setting |

Unit 2: Missions and Memories

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| Danger on the Mountain  Realistic fiction by Karen Wooster | 38–41 | 230–51 | 194–211 | 67–74 | * Identify important elements in a story’s plot * Identify the setting and characters at the  beginning of a story * Draw and support conclusions with evidence from the text * Identify the problem that happens in the middle of a story * Predict the solution to a problem * Identify how the author solves the problem at the end of a story * Discuss the lesson that the characters learn * Reread the story aloud, reading dialog to portray the characters * Plan and write a story including the setting,  characters, problem, and solution   Trusting God brings peace  God remains true to His promises  God answers prayer |
| Tent  Poetry by Deborah Chandra  Under the Tent of the Sky  Poetry by Rowena Bastin Bennett | 42 | 252–55 | 212–15 | 75–76 assessment | * Listen to a poem for comprehension and enjoyment * Interpret a poet’s use of imagery * Compare and contrast how two poets use the same image to describe different things |
| A Ticket to the Circus  Realistic fiction by Milly Howard and Rebekah Fitchner Lindstrom | 43–46 | 256–79 | 216–35 | 77–84  assessment | * Draw conclusions to identify a character’s problem * Support conclusions with evidence from the story * Infer the attitude of a character * Evaluate a character’s feeling based on biblical principles * Reread the story to provide supporting evidence for character change * Identify irrelevant information   God has given each person special abilities to use for Him  Each person is wonderfully made by God |
| Harriet Tubman  Biography by Esther Wilkison | 47 | 280–87 | 236–43 | 85–86 | * Identify important details from a biography * Determine the main idea of a paragraph or article * Compare and contrast an historical person with a person in the Bible * Use features of a glossary: entry words, definitions, sample sentences, and word forms   God’s plan may include suffering |
| A Song in the Night  Historical fiction by Dawn L. Watkins | 48–51 | 288–311 | 244–63 | 87–94  assessment | * Identify the author’s use of a song text to provide story clues * Evaluate a story title based on story content * Draw conclusions based on story details and  historical context * Compare the details of a realistic fiction story to the historical content of a biography * Reread a story using punctuation and text clues to convey emotion and read expressively * Create an audio recording while rereading the text aloud |
| Book Activity: Paper Sandwich  Reading Skill Check 3 | 52 | 312–13 |  |  | * Enjoy recreational reading * Choose a book on the student’s independent  reading level * Create a simple book activity: a paper sandwich * Demonstrate mastery of reading skills |
| Mission over Mexico  A true story retold by Susan W. Young | 53–55 | 314–35 | 264–81 | 95–100  assessment | * Predict the outcome of a story * Locate information from a point on a map using a compass rose * Recognize that God orders the lives of His people for His glory and their good * Verify predictions and explain outcomes * Determine the main idea of a paragraph * Identify the author’s purpose * Understand that God uses people’s skills and  talents for His purposes   God uses our skills to reach others with the gospel  God orders the lives of His people for His glory and their good  We should remember God’s great love and goodness  Continually praise God’s name  God remains true to His promises  Tell others about God’s plan of salvation  Give to missions and pray for missionaries |
| Brave Bessie  Biography by Michele White | 56–58 | 336–55 | 282–99 | 101–6  assessment | * Identify problems and their solutions * Infer the motives and emotions of the characters * Recognize characteristics of a biography * Compare and contrast two texts on a similar topic * Reread a story aloud * Understand the importance of setting in a story * Write about a favorite location |
| Book Activity: Share Day | 59 | 356–57 |  |  | * Share a book that has been read independently * Share a completed “paper sandwich” about the book read independently |
| Views from Space  An article by Lindsey Dickinson | 60–61 | 358–70 | 300–309 | 107–10 | * Interpret information presented on a timeline * Define the term worldview * Infer a person’s worldview from his speech and actions * Relate story content to a timeline * Contrast different worldviews   God is the Creator  God’s greatness and glory are revealed in creation |
| An Instrument for God  Historical fiction by Maggie D. Sloan | 62–63 | 371–81 | 310–19 | 111–14  assessment | * Infer a character’s attitude based on what he says and does * Explain how the main characters show God’s love to others * Evaluate the author’s choice of the story title * Compare characters from two different stories * Identify examples of cause-and-effect relationships in the story   Cast your cares on the Lord through prayer  Show love to others through actions  Use your talents and possessions to serve God |
| Lazarus  A dramatized Bible account taken from John 11 | 64–65 | 382–91 | 320–29 | 115–16 | * Identify the cast and features of a play * Recognize and discuss cause-and-effect relationships * Explain how the Bible account supports the stated purpose (John 20:31) * Participate in a play   Jesus made the resurrection possible  The Bible was written so we can learn about Christ and put our trust in Him  By believing in Jesus, we can have eternal life |
| Joy Comes to Bethany  Biblical fiction by Esther Wilkison | 66–67 | 392–403 | 330–39 | 117–20 asssessment | * Distinguish the point of view from which a story is told * Compare and contrast two versions of the same story * Rewrite a story from a different point of view   Jesus is the Son of God |
| The Firefighter’s Thanksgiving  Narrative poetry by Maribeth Boelts | 68–69 | 404–15 | 340–51 | 121–24 assessment | * Identify the author’s purpose * Recognize the structure of a narrative poem by identifying the repeated words * Listen to narrative poetry for comprehension and enjoyment * Reread the narrative poem aloud * Respond to reading by planning and writing a thank-you note   Be dependable in your work  We should trust God to answer our requests in His own way |
| Chickadee Winter  Realistic fiction by Dawn L. Watkins | 70–73 | 416–37 | 352–69 | 125–32 | * Identify and categorize the author’s use of descriptive sensory words * Identify the point of view from which the story  is told * Infer a character’s attitudes based on what he says * Identify the author’s use of similes * Recognize changes in a story character * Reread portions of a story aloud that show the author’s use of imagery * Write a sensory poem   Lessons can be learned from God’s creation  God knows a person’s heart’s desires  God’s use of creation for His purposes  God can change a person for the good |
| SSR Journal: Characters  Reading Skill Check 4 | 74 | 438–39 |  |  | * Enjoy and respond to recreational reading * Choose a book on the student’s independent  reading level * Respond to reading through character details * Introduce mastery of reading skills |

Adventures in Reading 3B  
Unit 3: Pets and Predators

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| The Quest of Dudley Deer Mouse  Fantasy  by Emily McAllister Kassales | 75–76 | 446–69 | 2–23 | 133–36 | * Identify traits of characters * Identify and explain the author’s purpose: to entertain * Predict story events * Interpret illustrations and explain how they add meaning to the story * Identify a problem and its solution * Recognize the differences between realistic fiction and fantasy   Trusting God brings peace  God remains true to His promises  God answers prayer |
| The Beast of the Desert  Realistic fiction  by Milly Howard | 77–79 | 470–89 | 24–41 | 137–42 | * Recognize characteristics of realistic fiction * Define words with multiple meanings * Compare and contrast ways to do similar tasks * Identify and use the features of a glossary: word forms, entry words * Reread the story to find details on how to train a camel * Plan and write a how-to article   Do everything with energy and a joyful spirit |
| The Coyote’s Song  Drama  A traditional Native American tale, adapted by Karen Wooster and Rebekah Fitchner Lindstrom | 80–83 | 490–507 | 42–55 | 143–48  assessment | * Distinguish fantasy from reality * Infer qualities of a story character based on how he looks, what he says, and what he does * Infer the moral of a story * Identify features of a play * Describe how a character changes in a story * Reread and act out a play * Read dialog expressively to portray the character’s traits * Follow directions to create simple costumes   Contentment  Cooperativeness  God’s perfect design  God designed each creature with unique characteristics  Think of others before yourself  Recognize your God-given talents  Use your talents for God’s glory |
| A Snake in the House  Realistic fiction  by Milly Howard | 84–86 | 508–33 | 56–77 | 149–54  assessment | * Identify cause-and-effect relationships * Predict outcomes and verify predictions * Infer character emotion   God designed each creature with unique characteristics  God created all things for good |
| Just Plain Snaky  An article  by Nellie Ashe Cooper | 87–88 | 534–41 | 78–85 | 155–58 | * Identify supporting information from the article * Identify and explain the author’s purpose: to persuade * Compare and contrast a story and an article about the same topic * Reread the article to identify details that support the main idea * Plan a paragraph with three details that support the main idea |
| Slithery, Slidery, Scaly Old Snake  Poetry  by Denise Rodgers  Camels, Coyotes & Cobras  Poetry  by Amy Schoneweis  Sunning  Poetry  by James S. Tippett | 89 | 542–45 | 86–89 | 159–60 | * Listen to a poem for comprehension and enjoyment * Identify rhyme, alliteration, and rhythm in poetry |
| The Greedy Dog  A retelling of Aesop’s fable | 90 | 546–49 | 90–91 | 161–62 assessment | * Infer the moral of a fable * Support conclusions with evidence from the story   Be thankful and content with what you have |
| Book Activity: Book Jacket  Reading Skill Check 5 | 91 | 550–51 |  |  | * Enjoy recreational reading * Choose a book on the student’s independent  reading level * Create a simple Book Activity: a book jacket * Demonstrate mastery of reading skills |
| Fremont’s Frog Farm  Realistic fiction  by Gail Fitzgerald and Susan W. Young | 92–94 | 552–79 | 92–115 | 163–68  assessment | * Identify story elements: character, setting,  problem, and solution * Infer main idea * Identify additional solutions * Infer character traits based on the character’s actions * Create a story elements booklet and use it to retell the story to a partner * Identify and use the features of a glossary: word forms and entry word   Show love to others by what you say and do  Be diligent in your work |
| For Sale  An article  by Nancy Lohr | 95–96 | 580–87 | 116–23 | 169–72 | * Determine the author’s purpose * Explain the relationship between important ideas in the article * Evaluate persuasive writing * Reread the article and identify elements of a good advertisement * Interpret information displayed in a circle graph * Write a persuasive advertisement   Honor God with your words |
| Book Activity: Share Day | 97 | 588–89 |  |  | * Share a book that has been read independently * Share a completed book jacket about the book read independently |
| The Spider and the Fly  Poetry  by Mary Howitt | 98 | 590–97 | 124–31 | 173–74 | * Listen to narrative poetry for comprehension and enjoyment * Explain how illustrations add meaning to the poem * Connect the main lesson of the poem to biblical teaching and make real-life application   God will not tempt you, neither will He allow you to be tempted above what you are able to handle  All praise belongs to God  Wrong choices have consequences |
| A Curtain of Spun Silver  Based on a true story  retold by Karen Wilt | 99 | 598–605 | 132–39 | 175–76 | * Identify information on a map using a map key and compass rose * Identify the main purpose of the story * Connect the main lesson of the story to biblical teaching and make real-life application   Love and pray for your enemies  Trust in God when you are afraid  Christ’s provision of peace  God’s use of creation for His purposes |
| The Web Weavers  An article  by Wendy M. Harris | 100–101 | 606–13 | 140–47 | 177–80  assessment | * Sequence events using time-order words * Explain how the diagrams help clarify and enhance the article * Connect the main lesson of the story to biblical teaching and make real-life application * Reread the article for details * Identify web address information * Choose reliable websites while searching for related information online * Write a paragraph contrasting two related ideas   God designed each creature with unique characteristics  God created all things for good  God is the Master Creator as seen in nature |
| Up in the Air  An article  by Gail Fitzgerald | 102 | 614–21 | 148–55 | 181–82 | * Interpret information presented on a timeline * Identify cause-and-effect relationships * Determine the main idea of an article |
| Mice of the Westing Wind  Fantasy  by Tim Davis | 103–6 | 622–45 | 156–75 | 183–90  assessment | * Identify problems and solutions * Infer the author’s meaning * Make predictions * Relate the story to personal experience * Verify the outcome of predictions * Explain the difference between realistic fiction and fantasy * Explain how details in two different stories relate to one another * Identify important events and main ideas * Create a storyboard and retell the story to a partner * Create an audio recording while rereading portions of the story aloud |
| God Provides  A Bible account taken from 1 Kings 17 | 107 | 646–51 | 176–81 | 191–92 | * Locate the setting of the story on a map * Infer the main lesson taught in a Bible account through character dialog and key events   God orders the lives of His people for His glory and their good |
| A Widow Helps Elijah  Biblical fiction  by Ann Larson | 108–10 | 652–66 | 182–94 | 193–98  assessment | * Compare and contrast two versions of the same story * Distinguish fact from fiction in a biblical fiction story * Infer the main lesson taught in a biblical fiction story through character dialog and key events * Infer qualities of a story character based on how he looks, what he says, and what he does * Reread the story to determine point of view * Rewrite part of a story from a character’s first person point of view   Compare what you learn with the Bible  There is only one true God  Trust and obey God |
| SSR Journal: Plot  Reading Skill Check 6 | 111 | 667–68 |  |  | * Enjoy and respond to recreational reading * Choose a book on the student’s independent  reading level * Respond to reading through plot * Demonstrate mastery of reading skills |

Unit 4: People and Places

| Lesson Content | Lesson Number | Teacher’s Edition pages | Student Text pages | Worktext pages | Lesson Objectives and Biblical Worldview |
| --- | --- | --- | --- | --- | --- |
| Music in Your Heart  Realistic fiction  by Eileen M. Berry | 112–13 | 670–83 | 196–207 | 199–202 | * Sequence events using time-order words * Identify the main character and the lesson that he learns * Identify multiple meanings of words * Connect the main lesson of the story to biblical teaching and make real-life application * Demonstrate understanding of a story by labeling  a diagram   Do everything for the glory of God  Be a good steward  Be diligent and hard-working  God gives courage to do the right thing |
| The Amazing Mozart  Biography  by an unknown author | 114–16 | 684–97 | 208–19 | 203–8 | * Identify the main idea of a paragraph * Identify details that support the main idea * Complete a character web * Complete a character web and explain how it helps organize information * Identify details that support the main idea * Identify characteristics of a biography * Identify and use glossary features: guide words, entry words, syllables, definitions, sample  sentences, and word forms * Reread the biography for details * Search online for additional biographical details * Write a biography including facts and details about a real person * Identify keywords for Internet searching   God knows every detail concerning us  Any of man’s abilities to do good come from God  Use your talents to bring glory to God |
| The Secret Pony  Historical fiction  by an unknown author | 117–19 | 698–721 | 220–39 | 209–14 | * Infer details about characters from information presented on a family tree * Infer the motives and emotions of the main character * Infer the motives and emotions of the main  character and identify changes * Predict what will happen at the end of the story * Verify predictions about the end of the story * Connect the main lesson of the story to biblical teaching and make real-life application   We should be content and not complain  We should confess wrong thoughts to God  We should be honest in all things  We should strive to be more like Christ  Be dependable in your work |
| Phillis Wheatley: Slave Girl of Old Boston  Biography  by Steffi Adams | 120–22 | 722–37 | 240–53 | 215–20 | * Identify characteristics of a biography * Ask who, what, where, and when questions to find important information in a biography * Recall facts and details about a biography * Infer facts and details about a biography * Infer the main idea of a biography * Explain the importance of the gospel in a person’s life * Reread the biography to find specific dates * Create a timeline of important events |
| A Dark Night  Drama  by Steffi Adams | 123–25 | 738–53 | 254–67 | 221–24 | * Identify the setting * Identify the features and the cast of characters of  a drama * Ask who, what, where, and when questions to find important information in a historical drama * Identify cause-and-effect relationships * Read orally to portray characters in a drama * Identify and use Glossary features: guide words, entry words, syllables, definitions, sample  sentences, and word forms * Reread a play using punctuation and context clues to convey emotion and to read expressively * Create an audio recording while rereading the play as a reader’s theater |
| Sally Ann Thunder Ann Whirlwind Crockett  A tall tale  retold by Steven Kellogg | 126-27 | 754–73 | 268–87 | 225–28 | * Identify exaggeration in tall tales * Explain how the setting affects the problems that the main character has to solve in the story * Listen to a tall tale for comprehension and enjoyment * Reread the story aloud, locating problems and solutions * Plan and write a tall tale |
| Book Activity: Book in a Box  Reading Skill Check 7 | 128 | 774–75 |  |  | * Enjoy recreational reading * Choose a book on the student’s independent  reading level * Create a simple Book Activity: a Book in a Box * Demonstrate mastery of reading skills |
| Captive Treasure  Historical fiction  by Milly Howard | 129–34 | 776–811 | 288–315 | 229–40 | * Recognize a historical fiction * Explain how a diagram helps clarify and enhance the story * Describe character and setting details * Infer a character’s beliefs from what he says and what he does * Compare and contrast the point of view (beliefs) of characters * Connect the main lesson of the story to biblical teaching and make real-life application * Reread the story aloud to identify the important event from each part   John 3:16, Psalm 62:5–7, and Proverbs 9:10 teach about spiritual life, protection, and wisdom  The Holy Spirit can bring verses to mind when you need them  Take your prayer requests to the Lord  Nothing can separate us from the love of God  We show our love to others by how we treat them.  The Bible is powerful, and it teaches people what is true  Christ’s help is available to those who trust in Him  God is the source of our power as believers |
| Book Activity: Share Day | 135 | 812–13 |  |  | * Share a book that has been read independently * Share a completed Book in a Box based on the book read independently |
| A Gift for Uncle Tom  Realistic fiction  by Gail Fitzgerald and Susan W. Young | 136–37 | 814–31 | 316–31 | 241–44 | * Recognize realistic fiction * Identify cause-and-effect relationships * Infer qualities of a story character based on what he does, what he says, and what he thinks * Make and verify predictions   Be a dependable worker |
| Friends of the Prairie  An article  by Eileen M. Berry | 138 | 832–39 | 332–39 | 245–46 | * Organize prior knowledge, reading goals, and new information with a K-W-L chart * Identify the author’s purpose: to inform * Explain how diagrams and picture captions help clarify and enhance the article   God cares for His people |
| The Diary of George Shannon  Historical fiction  by Eileen M. Berry | 139–41 | 840–55 | 340–53 | 247–52 | * Identify the important words in a diary entry * Determine the main idea of a diary entry * Recognize a historical fiction * Explain how a map helps clarify and enhance the story * Sequence important events in a story * Reread the diary to find details   We should show godly love to others  God will not forsake His people  God protects and strengthens the believer  Faithful servants must set goals for their work |
| Wynken, Blynken, and Nod  Poetry  by Eugene Field  Lullaby  Poetry  by Robert Hillyer | 142 | 856–61 | 354–59 | 253–54 | * Interpret an author’s use of imagery and recognize mood * Compare and contrast two authors’ use of imagery * Listen to a poem for comprehension and enjoyment   God’s love of beauty is seen in creation  God’s creation helps us to understand other concepts (imagery) |
| Beautiful Feet  A true story  retold by Ruth Brail | 143–45 | 862–77 | 360–73 | 255–60 | * Compare and contrast two characters in a story * Infer character emotion * Predict character response * Recognize the sovereignty of God * Recognize the gospel of Jesus Christ and the importance of sharing this truth with others * Connect the main lesson of the story to biblical teaching and make real-life application * Retell the story to a friend * Explain the gospel to a friend   God promises to direct the lives of those who trust in Him  It is important to trust Christ for eternal salvation  Christ’s final command was to take the Word of God to all nations  God has given us special abilities to use for Him  We should show our love for others by our words and actions and by telling them about God’s love and His plan of salvation  God has given us special abilities to use for Him  Explain the gospel to a friend |
| Philippi  A Bible account taken from Acts 16 | 146 | 878–87 | 374–83 | 261–62 | * Infer the main lesson taught in a Bible account through character dialog and key events * Apply biblical truth * Sequence events in a Bible account   The Bible condemns fortune telling  Evil spirits cannot live in a person who has put his trust in Christ |
| Saved  Biblical fiction  by Robin E. Scroggins | 147–49 | 888–907 | 384–401 | 263–68 | * Identify and explain cause-and-effect relationships * Determine the main character of a story * Infer qualities of a story character based on how he looks, what he says, and what he does * Recognize that the same story can be told from different points of view * Compare and contrast two versions of the same story * Distinguish fact from fiction in a biblical fiction story   All people are sinners and need to repent of their sin and put their trust in Christ  Baptism is the outward symbol of identification with Christ and with others who trust in Him |
| SSR Journal: Share Day  Reading Skill Check 8 | 150 | 908–9 |  |  | * Share a journal entry from a favorite book read during SSR time |
| BJ BookLink: The Case of the Dognapped Cat | 151–75 | 910 |  |  |  |
| BJ BookLink: These Are My People | 176–80 | 910 |  |  |  |