

# 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
<b>Welcome to Reading 3</b>	1	2–3	All	1–2	<ul style="list-style-type: none"> <li>Predict the themes of the units in Student Text 3A based on the titles of the unit opener pages</li> <li>Find a story in the Student Text using the Contents</li> <li>Find unknown words in the Student Text using the Glossary</li> <li>Demonstrate current reading skills</li> </ul>
<b>One of a Kind</b> Realistic fiction by Milly Howard	2–4	4–29	2–23	3–8 assessment	<ul style="list-style-type: none"> <li>Identify the main character of a story</li> <li>Infer a character's traits based on how he looks, what he says, what he does, and what he thinks</li> <li>Explain how a character changes in a story</li> </ul>
<b>André</b> Poetry by Gwendolyn Brooks <b>We Thank Thee</b> Poetry by unknown author	5–6	30–33	24–27	9–12	<ul style="list-style-type: none"> <li>Listen to a poem for comprehension and enjoyment</li> <li>Identify rhyming words in a poem</li> <li>Reread poems aloud by participating in a choral reading</li> <li>Use a model to write a four-line poem <i>Thankfulness to God</i></li> </ul>
<b>The Spelling Window</b> Realistic fiction by Dawn L. Watkins	7–8	34–51	28–43	13–16	<ul style="list-style-type: none"> <li>Infer a character's traits based on how he looks, what he says, what he does, and what he thinks</li> <li>Compare and contrast characters using a Venn diagram</li> <li>Recognize first-person point of view</li> <li>Recognize change in a character and first-person point of view</li> <li>Create an informal writing assignment <i>Be kind to others</i> <i>We should show love to others</i></li> </ul>
<b>Silent Communication</b> An article by Lindsey Dickinson	9–10	52–63	44–55	17–20 assessment	<ul style="list-style-type: none"> <li>Identify characteristics of informational text</li> <li>Locate information using text features: section headings, bold words, and picture captions</li> <li>Reread an article to determine the main idea</li> <li>Recognize the main idea of a section in an article <i>Be kind to one another</i> <i>Love others as much as you love yourself</i></li> </ul>
<b>Alex, the Drummer Boy</b> Historical fiction by Steffi Adams	11–14	64–97	56–83	21–28 assessment	<ul style="list-style-type: none"> <li>Define <i>historical fiction</i></li> <li>Identify problems and solutions in a story</li> <li>Infer a character's traits based on how he looks, what he says, and what he does <i>Recognize and show God's sacrificial love</i> <i>Trust in God's comforting presence</i> <i>Trust God's promises in times of trouble</i></li> </ul>

Lesson Content	Lesson Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
<b>Encyclopedia Brown</b> Two mysteries by Donald J. Sobol	15–17	98–119	84–103	29–34	<ul style="list-style-type: none"> <li>Identify characteristics of a mystery</li> <li>Use what a character looks like, what he says, and what he does to solve a mystery</li> <li>Draw conclusions based on clues</li> <li>Locate <i>Encyclopedia Brown</i> books in a library</li> <li>Reread a story aloud to convey meaning and emotion</li> <li>Identify relevant information</li> </ul> <p><i>Show love to God by showing love to others</i> <i>Trust in God's redeeming love</i></p>
<b>Two Crooks and Two Heroes</b> Drama by Karen Wilt	18–20	120–35	104–17	35–38 assessment	<ul style="list-style-type: none"> <li>Identify the cast and features of a play</li> <li>Read orally to portray characters in a play</li> <li>Identify cause-and-effect relationships</li> <li>Give examples of words, names, and actions that show the author's use of humor</li> <li>Participate in the oral reading of a play</li> <li>Create an audio recording while reading the story as a reader's theater</li> <li>Use features of a glossary: entry words, definitions, sample sentences, and word forms</li> </ul>
<b>Book Activity: Post Card</b> <b>Reading Skill Check 1</b>	21	136–37			<ul style="list-style-type: none"> <li>Enjoy recreational reading</li> <li>Choose a book on the student's independent reading level</li> <li>Create a simple Book Activity: a post card</li> </ul>
<b>New Year in a New Land</b> Realistic fiction by Karen Wilt	22–24	138–53	118–31	39–44 assessment	<ul style="list-style-type: none"> <li>Identify words that describe the setting of a story</li> <li>Infer a character's traits based on how he looks, what he says, and what he does</li> <li>Retell "New Year in a New Land" to a partner</li> <li>Explain what you learned from the story</li> </ul> <p><i>Trust in God's help</i> <i>Recognize Christ as the Messiah</i></p>
<b>The Trail West</b> Historical fiction by Milly Howard	25–28	154–77	132–51	45–52 assessment	<ul style="list-style-type: none"> <li>Infer a character's traits based on how he looks, what he says, and what he does</li> <li>Recall story details</li> <li>Identify the setting of a story</li> <li>Reread the story aloud, using dialog to portray the character</li> <li>Identify what happens at the beginning, middle, and end of a story</li> </ul> <p><i>Give thanks to God</i> <i>Glorify God as you work</i> <i>Do things with energy and a happy, willing spirit</i> <i>God cares for His creatures</i></p>

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<b>Book Activity: Share Day</b>	29	178–79			<ul style="list-style-type: none"> <li>• Share a book that has been read independently</li> <li>• Share a completed post card about the book read independently</li> </ul>
<b>David Livingstone: Man of Determination</b> Biography by Jan Joss	30–32	180–203	152–71	53–58 assessment	<ul style="list-style-type: none"> <li>• Identify characteristics of a biography</li> <li>• Compare and contrast oneself with the main character</li> <li>• Infer a character's attitudes based on what he says and does</li> <li>• Understand and explain the gospel of Jesus Christ and affirm the importance of sharing it with others</li> <li>• Infer a person's character based on what he says and what he does</li> </ul> <p><i>Use self-control and be slow to anger</i>  <i>Trust in Jesus for salvation</i>  <i>Share the gospel with others</i></p>
<b>Gideon</b> A Bible account taken from Judges 6 and 7	33–34	204–15	172–81	59–62 assessment	<ul style="list-style-type: none"> <li>• Determine the main character of a story</li> <li>• Identify the setting of a story</li> <li>• Recognize cause-and-effect relationships</li> <li>• Personally apply biblical truth</li> <li>• Identify and use the features of a glossary: entry word, definition, sample sentence, syllable division, and word forms</li> </ul> <p><i>Recognize the power of God</i>  <i>Trust in God's power</i></p>
<b>Ira's Battle</b> Biblical fiction by Renee Cancino	35–36	216–26	182–92	63–66	<ul style="list-style-type: none"> <li>• Recognize that the same story can be told from different points of view</li> <li>• Recognize changes in the main character</li> <li>• Evaluate the meaning of a story title</li> <li>• Reread to compare two versions of the same story</li> <li>• Distinguish fact from fiction in a biblical fiction story</li> </ul> <p><i>God reveals Himself to man</i>  <i>Recognize God's Word as truth</i></p>
<b>SSR Journal: Setting</b> <b>Reading Skill Check 2</b>	37	227–29			<ul style="list-style-type: none"> <li>• Enjoy and respond to recreational reading</li> <li>• Choose a book on the student's independent reading level</li> <li>• Respond to reading through setting</li> </ul>

## Unit 2: Missions and Memories

Lesson Content	Lesson Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
<p><b>Danger on the Mountain</b> Realistic fiction by Karen Wooster</p>	38–41	230–51	194–211	67–74	<ul style="list-style-type: none"> <li>• Identify important elements in a story's plot</li> <li>• Identify the setting and characters at the beginning of a story</li> <li>• Draw and support conclusions with evidence from the text</li> <li>• Identify the problem that happens in the middle of a story</li> <li>• Predict the solution to a problem</li> <li>• Identify how the author solves the problem at the end of a story</li> <li>• Discuss the lesson that the characters learn</li> <li>• Reread the story aloud, reading dialog to portray the characters</li> <li>• Plan and write a story including the setting, characters, problem, and solution</li> </ul> <p><i>Trusting God brings peace God remains true to His promises God answers prayer</i></p>
<p><b>Tent</b> Poetry by Deborah Chandra</p> <p><b>Under the Tent of the Sky</b> Poetry by Rowena Bastin Bennett</p>	42	252–55	212–15	75–76 assessment	<ul style="list-style-type: none"> <li>• Listen to a poem for comprehension and enjoyment</li> <li>• Interpret a poet's use of imagery</li> <li>• Compare and contrast how two poets use the same image to describe different things</li> </ul>
<p><b>A Ticket to the Circus</b> Realistic fiction by Milly Howard and Rebekah Fitchner Lindstrom</p>	43–46	256–79	216–35	77–84 assessment	<ul style="list-style-type: none"> <li>• Draw conclusions to identify a character's problem</li> <li>• Support conclusions with evidence from the story</li> <li>• Infer the attitude of a character</li> <li>• Evaluate a character's feeling based on biblical principles</li> <li>• Reread the story to provide supporting evidence for character change</li> <li>• Identify irrelevant information</li> </ul> <p><i>God has given each person special abilities to use for Him Each person is wonderfully made by God</i></p>
<p><b>Harriet Tubman</b> Biography by Esther Wilkison</p>	47	280–87	236–43	85–86	<ul style="list-style-type: none"> <li>• Identify important details from a biography</li> <li>• Determine the main idea of a paragraph or article</li> <li>• Compare and contrast an historical person with a person in the Bible</li> <li>• Use features of a glossary: entry words, definitions, sample sentences, and word forms</li> </ul> <p><i>God's plan may include suffering</i></p>

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<b>A Song in the Night</b> Historical fiction by Dawn L. Watkins	48–51	288–311	244–63	87–94 assessment	<ul style="list-style-type: none"> <li>Identify the author's use of a song text to provide story clues</li> <li>Evaluate a story title based on story content</li> <li>Draw conclusions based on story details and historical context</li> <li>Compare the details of a realistic fiction story to the historical content of a biography</li> <li>Reread a story using punctuation and text clues to convey emotion and read expressively</li> <li>Create an audio recording while rereading the text aloud</li> </ul>
<b>Book Activity: Paper Sandwich</b> <b>Reading Skill Check 3</b>	52	312–13			<ul style="list-style-type: none"> <li>Enjoy recreational reading</li> <li>Choose a book on the student's independent reading level</li> <li>Create a simple book activity: a paper sandwich</li> <li>Demonstrate mastery of reading skills</li> </ul>
<b>Mission over Mexico</b> A true story retold by Susan W. Young	53–55	314–35	264–81	95–100 assessment	<ul style="list-style-type: none"> <li>Predict the outcome of a story</li> <li>Locate information from a point on a map using a compass rose</li> <li>Recognize that God orders the lives of His people for His glory and their good</li> <li>Verify predictions and explain outcomes</li> <li>Determine the main idea of a paragraph</li> <li>Identify the author's purpose</li> <li>Understand that God uses people's skills and talents for His purposes</li> </ul> <p><i>God uses our skills to reach others with the gospel</i>  <i>God orders the lives of His people for His glory and their good</i>  <i>We should remember God's great love and goodness</i>  <i>Continually praise God's name</i>  <i>God remains true to His promises</i>  <i>Tell others about God's plan of salvation</i>  <i>Give to missions and pray for missionaries</i></p>
<b>Brave Bessie</b> Biography by Michele White	56–58	336–55	282–99	101–6 assessment	<ul style="list-style-type: none"> <li>Identify problems and their solutions</li> <li>Infer the motives and emotions of the characters</li> <li>Recognize characteristics of a biography</li> <li>Compare and contrast two texts on a similar topic</li> <li>Reread a story aloud</li> <li>Understand the importance of setting in a story</li> <li>Write about a favorite location</li> </ul>
<b>Book Activity: Share Day</b>	59	356–57			<ul style="list-style-type: none"> <li>Share a book that has been read independently</li> <li>Share a completed "paper sandwich" about the book read independently</li> </ul>

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<b>Views from Space</b> An article by Lindsey Dickinson	60–61	358–70	300–309	107–10	<ul style="list-style-type: none"> <li>Interpret information presented on a timeline</li> <li>Define the term <i>worldview</i></li> <li>Infer a person's worldview from his speech and actions</li> <li>Relate story content to a timeline</li> <li>Contrast different worldviews</li> </ul> <i>God is the Creator</i> <i>God's greatness and glory are revealed in creation</i>
<b>An Instrument for God</b> Historical fiction by Maggie D. Sloan	62–63	371–81	310–19	111–14 assessment	<ul style="list-style-type: none"> <li>Infer a character's attitude based on what he says and does</li> <li>Explain how the main characters show God's love to others</li> <li>Evaluate the author's choice of the story title</li> <li>Compare characters from two different stories</li> <li>Identify examples of cause-and-effect relationships in the story</li> </ul> <i>Cast your cares on the Lord through prayer</i> <i>Show love to others through actions</i> <i>Use your talents and possessions to serve God</i>
<b>Lazarus</b> A dramatized Bible account taken from John 11	64–65	382–91	320–29	115–16	<ul style="list-style-type: none"> <li>Identify the cast and features of a play</li> <li>Recognize and discuss cause-and-effect relationships</li> <li>Explain how the Bible account supports the stated purpose (John 20:31)</li> <li>Participate in a play</li> </ul> <i>Jesus made the resurrection possible</i> <i>The Bible was written so we can learn about Christ and put our trust in Him</i> <i>By believing in Jesus, we can have eternal life</i>
<b>Joy Comes to Bethany</b> Biblical fiction by Esther Wilkison	66–67	392–403	330–39	117–20 assessment	<ul style="list-style-type: none"> <li>Distinguish the point of view from which a story is told</li> <li>Compare and contrast two versions of the same story</li> <li>Rewrite a story from a different point of view</li> </ul> <i>Jesus is the Son of God</i>
<b>The Firefighter's Thanksgiving</b> Narrative poetry by Maribeth Boelts	68–69	404–15	340–51	121–24 assessment	<ul style="list-style-type: none"> <li>Identify the author's purpose</li> <li>Recognize the structure of a narrative poem by identifying the repeated words</li> <li>Listen to narrative poetry for comprehension and enjoyment</li> <li>Reread the narrative poem aloud</li> <li>Respond to reading by planning and writing a thank-you note</li> </ul> <i>Be dependable in your work</i> <i>We should trust God to answer our requests in His own way</i>

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<p><b>Chickadee Winter</b> Realistic fiction by Dawn L. Watkins</p>	70–73	416–37	352–69	125–32	<ul style="list-style-type: none"> <li>• Identify and categorize the author's use of descriptive sensory words</li> <li>• Identify the point of view from which the story is told</li> <li>• Infer a character's attitudes based on what he says</li> <li>• Identify the author's use of similes</li> <li>• Recognize changes in a story character</li> <li>• Reread portions of a story aloud that show the author's use of imagery</li> <li>• Write a sensory poem</li> </ul> <p><i>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</i></p>
<p><b>SSR Journal: Characters</b> <b>Reading Skill Check 4</b></p>	74	438–39			<ul style="list-style-type: none"> <li>• Enjoy and respond to recreational reading</li> <li>• Choose a book on the student's independent reading level</li> <li>• Respond to reading through character details</li> <li>• Introduce mastery of reading skills</li> </ul>

# LESSON PLAN OVERVIEW

## 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
<b>The Quest of Dudley Deer Mouse</b> Fantasy by Emily McAllister Kassales	75–76	446–69	2–23	133–36	<ul style="list-style-type: none"> <li>Identify traits of characters</li> <li>Identify and explain the author's purpose: to entertain</li> <li>Predict story events</li> <li>Interpret illustrations and explain how they add meaning to the story</li> <li>Identify a problem and its solution</li> <li>Recognize the differences between realistic fiction and fantasy</li> </ul> <p><i>Trusting God brings peace God remains true to His promises God answers prayer</i></p>
<b>The Beast of the Desert</b> Realistic fiction by Milly Howard	77–79	470–89	24–41	137–42	<ul style="list-style-type: none"> <li>Recognize characteristics of realistic fiction</li> <li>Define words with multiple meanings</li> <li>Compare and contrast ways to do similar tasks</li> <li>Identify and use the features of a glossary: word forms, entry words</li> <li>Reread the story to find details on how to train a camel</li> <li>Plan and write a how-to article</li> </ul> <p><i>Do everything with energy and a joyful spirit</i></p>
<b>The Coyote's Song</b> Drama A traditional Native American tale, adapted by Karen Wooster and Rebekah Fitchner Lindstrom	80–83	490–507	42–55	143–48 assessment	<ul style="list-style-type: none"> <li>Distinguish fantasy from reality</li> <li>Infer qualities of a story character based on how he looks, what he says, and what he does</li> <li>Infer the moral of a story</li> <li>Identify features of a play</li> <li>Describe how a character changes in a story</li> <li>Reread and act out a play</li> <li>Read dialog expressively to portray the character's traits</li> <li>Follow directions to create simple costumes</li> </ul> <p><i>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</i></p>
<b>A Snake in the House</b> Realistic fiction by Milly Howard	84–86	508–33	56–77	149–54 assessment	<ul style="list-style-type: none"> <li>Identify cause-and-effect relationships</li> <li>Predict outcomes and verify predictions</li> <li>Infer character emotion</li> </ul> <p><i>God designed each creature with unique characteristics God created all things for good</i></p>



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<b>Just Plain Snaky</b> An article by Nellie Ashe Cooper	87–88	534–41	78–85	155–58	<ul style="list-style-type: none"> <li>Identify supporting information from the article</li> <li>Identify and explain the author's purpose: to persuade</li> <li>Compare and contrast a story and an article about the same topic</li> <li>Reread the article to identify details that support the main idea</li> <li>Plan a paragraph with three details that support the main idea</li> </ul>
<b>Slithery, Slidery, Scaly Old Snake</b> Poetry by Denise Rodgers  <b>Camels, Coyotes &amp; Cobras</b> Poetry by Amy Schoneweis  <b>Sunning</b> Poetry by James S. Tippet	89	542–45	86–89	159–60	<ul style="list-style-type: none"> <li>Listen to a poem for comprehension and enjoyment</li> <li>Identify rhyme, alliteration, and rhythm in poetry</li> </ul>
<b>The Greedy Dog</b> A retelling of Aesop's fable	90	546–49	90–91	161–62 assessment	<ul style="list-style-type: none"> <li>Infer the moral of a fable</li> <li>Support conclusions with evidence from the story <i>Be thankful and content with what you have</i></li> </ul>
<b>Book Activity: Book Jacket</b>  <b>Reading Skill Check 5</b>	91	550–51			<ul style="list-style-type: none"> <li>Enjoy recreational reading</li> <li>Choose a book on the student's independent reading level</li> <li>Create a simple Book Activity: a book jacket</li> <li>Demonstrate mastery of reading skills</li> </ul>
<b>Fremont's Frog Farm</b> Realistic fiction by Gail Fitzgerald and Susan W. Young	92–94	552–79	92–115	163–68 assessment	<ul style="list-style-type: none"> <li>Identify story elements: character, setting, problem, and solution</li> <li>Infer main idea</li> <li>Identify additional solutions</li> <li>Infer character traits based on the character's actions</li> <li>Create a story elements booklet and use it to retell the story to a partner</li> <li>Identify and use the features of a glossary: word forms and entry word <i>Show love to others by what you say and do</i> <i>Be diligent in your work</i></li> </ul>

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<b>For Sale</b> An article by Nancy Lohr	95–96	580–87	116–23	169–72	<ul style="list-style-type: none"> <li>Determine the author's purpose</li> <li>Explain the relationship between important ideas in the article</li> <li>Evaluate persuasive writing</li> <li>Reread the article and identify elements of a good advertisement</li> <li>Interpret information displayed in a circle graph</li> <li>Write a persuasive advertisement</li> </ul> <i>Honor God with your words</i>
<b>Book Activity: Share Day</b>	97	588–89			<ul style="list-style-type: none"> <li>Share a book that has been read independently</li> <li>Share a completed book jacket about the book read independently</li> </ul>
<b>The Spider and the Fly</b> Poetry by Mary Howitt	98	590–97	124–31	173–74	<ul style="list-style-type: none"> <li>Listen to narrative poetry for comprehension and enjoyment</li> <li>Explain how illustrations add meaning to the poem</li> <li>Connect the main lesson of the poem to biblical teaching and make real-life application</li> </ul> <i>God will not tempt you, neither will He allow you to be tempted above what you are able to handle</i> <i>All praise belongs to God</i> <i>Wrong choices have consequences</i>
<b>A Curtain of Spun Silver</b> Based on a true story retold by Karen Wilt	99	598–605	132–39	175–76	<ul style="list-style-type: none"> <li>Identify information on a map using a map key and compass rose</li> <li>Identify the main purpose of the story</li> <li>Connect the main lesson of the story to biblical teaching and make real-life application</li> </ul> <i>Love and pray for your enemies</i> <i>Trust in God when you are afraid</i> <i>Christ's provision of peace</i> <i>God's use of creation for His purposes</i>
<b>The Web Weavers</b> An article by Wendy M. Harris	100–101	606–13	140–47	177–80 assessment	<ul style="list-style-type: none"> <li>Sequence events using time-order words</li> <li>Explain how the diagrams help clarify and enhance the article</li> <li>Connect the main lesson of the story to biblical teaching and make real-life application</li> <li>Reread the article for details</li> <li>Identify web address information</li> <li>Choose reliable websites while searching for related information online</li> <li>Write a paragraph contrasting two related ideas</li> </ul> <i>God designed each creature with unique characteristics</i> <i>God created all things for good</i> <i>God is the Master Creator as seen in nature</i>
<b>Up in the Air</b> An article by Gail Fitzgerald	102	614–21	148–55	181–82	<ul style="list-style-type: none"> <li>Interpret information presented on a timeline</li> <li>Identify cause-and-effect relationships</li> <li>Determine the main idea of an article</li> </ul>

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<b><i>Mice of the Westing Wind</i></b> Fantasy by Tim Davis	103–6	622–45	156–75	183–90 assessment	<ul style="list-style-type: none"> <li>• Identify problems and solutions</li> <li>• Infer the author's meaning</li> <li>• Make predictions</li> <li>• Relate the story to personal experience</li> <li>• Verify the outcome of predictions</li> <li>• Explain the difference between realistic fiction and fantasy</li> <li>• Explain how details in two different stories relate to one another</li> <li>• Identify important events and main ideas</li> <li>• Create a storyboard and retell the story to a partner</li> <li>• Create an audio recording while rereading portions of the story aloud</li> </ul>
<b>God Provides</b> A Bible account taken from 1 Kings 17	107	646–51	176–81	191–92	<ul style="list-style-type: none"> <li>• Locate the setting of the story on a map</li> <li>• Infer the main lesson taught in a Bible account through character dialog and key events</li> </ul> <p><i>God orders the lives of His people for His glory and their good</i></p>
<b>A Widow Helps Elijah</b> Biblical fiction by Ann Larson	108–10	652–66	182–94	193–98 assessment	<ul style="list-style-type: none"> <li>• Compare and contrast two versions of the same story</li> <li>• Distinguish fact from fiction in a biblical fiction story</li> <li>• Infer the main lesson taught in a biblical fiction story through character dialog and key events</li> <li>• Infer qualities of a story character based on how he looks, what he says, and what he does</li> <li>• Reread the story to determine point of view</li> <li>• Rewrite part of a story from a character's first person point of view</li> </ul> <p><i>Compare what you learn with the Bible There is only one true God Trust and obey God</i></p>
<b>SSR Journal: Plot</b> <b>Reading Skill Check 6</b>	111	667–68			<ul style="list-style-type: none"> <li>• Enjoy and respond to recreational reading</li> <li>• Choose a book on the student's independent reading level</li> <li>• Respond to reading through plot</li> <li>• Demonstrate mastery of reading skills</li> </ul>

## Unit 4: People and Places

Lesson Content	Lesson Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
<b>Music in Your Heart</b> Realistic fiction by Eileen M. Berry	112–13	670–83	196–207	199–202	<ul style="list-style-type: none"> <li>• Sequence events using time-order words</li> <li>• Identify the main character and the lesson that he learns</li> <li>• Identify multiple meanings of words</li> <li>• Connect the main lesson of the story to biblical teaching and make real-life application</li> <li>• Demonstrate understanding of a story by labeling a diagram</li> </ul> <p style="margin-left: 20px;"> <i>Do everything for the glory of God</i>  <i>Be a good steward</i>  <i>Be diligent and hard-working</i>  <i>God gives courage to do the right thing</i> </p>
<b>The Amazing Mozart</b> Biography by an unknown author	114–16	684–97	208–19	203–8	<ul style="list-style-type: none"> <li>• Identify the main idea of a paragraph</li> <li>• Identify details that support the main idea</li> <li>• Complete a character web</li> <li>• Complete a character web and explain how it helps organize information</li> <li>• Identify details that support the main idea</li> <li>• Identify characteristics of a biography</li> <li>• Identify and use glossary features: guide words, entry words, syllables, definitions, sample sentences, and word forms</li> <li>• Reread the biography for details</li> <li>• Search online for additional biographical details</li> <li>• Write a biography including facts and details about a real person</li> <li>• Identify keywords for Internet searching</li> </ul> <p style="margin-left: 20px;"> <i>God knows every detail concerning us</i>  <i>Any of man's abilities to do good come from God</i>  <i>Use your talents to bring glory to God</i> </p>
<b>The Secret Pony</b> Historical fiction by an unknown author	117–19	698–721	220–39	209–14	<ul style="list-style-type: none"> <li>• Infer details about characters from information presented on a family tree</li> <li>• Infer the motives and emotions of the main character</li> <li>• Infer the motives and emotions of the main character and identify changes</li> <li>• Predict what will happen at the end of the story</li> <li>• Verify predictions about the end of the story</li> <li>• Connect the main lesson of the story to biblical teaching and make real-life application</li> </ul> <p style="margin-left: 20px;"> <i>We should be content and not complain</i>  <i>We should confess wrong thoughts to God</i>  <i>We should be honest in all things</i>  <i>We should strive to be more like Christ</i>  <i>Be dependable in your work</i> </p>

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<b>Phillis Wheatley: Slave Girl of Old Boston</b> Biography by Steffi Adams	120–22	722–37	240–53	215–20	<ul style="list-style-type: none"> <li>Identify characteristics of a biography</li> <li>Ask <i>who</i>, <i>what</i>, <i>where</i>, and <i>when</i> questions to find important information in a biography</li> <li>Recall facts and details about a biography</li> <li>Infer facts and details about a biography</li> <li>Infer the main idea of a biography</li> <li>Explain the importance of the gospel in a person's life</li> <li>Reread the biography to find specific dates</li> <li>Create a timeline of important events</li> </ul>
<b>A Dark Night</b> Drama by Steffi Adams	123–25	738–53	254–67	221–24	<ul style="list-style-type: none"> <li>Identify the setting</li> <li>Identify the features and the cast of characters of a drama</li> <li>Ask <i>who</i>, <i>what</i>, <i>where</i>, and <i>when</i> questions to find important information in a historical drama</li> <li>Identify cause-and-effect relationships</li> <li>Read orally to portray characters in a drama</li> <li>Identify and use Glossary features: guide words, entry words, syllables, definitions, sample sentences, and word forms</li> <li>Reread a play using punctuation and context clues to convey emotion and to read expressively</li> <li>Create an audio recording while rereading the play as a reader's theater</li> </ul>
<b>Sally Ann Thunder Ann Whirlwind Crockett</b> A tall tale retold by Steven Kellogg	126–27	754–73	268–87	225–28	<ul style="list-style-type: none"> <li>Identify exaggeration in tall tales</li> <li>Explain how the setting affects the problems that the main character has to solve in the story</li> <li>Listen to a tall tale for comprehension and enjoyment</li> <li>Reread the story aloud, locating problems and solutions</li> <li>Plan and write a tall tale</li> </ul>
<b>Book Activity: Book in a Box</b> <b>Reading Skill Check 7</b>	128	774–75			<ul style="list-style-type: none"> <li>Enjoy recreational reading</li> <li>Choose a book on the student's independent reading level</li> <li>Create a simple Book Activity: a Book in a Box</li> <li>Demonstrate mastery of reading skills</li> </ul>

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<b>Captive Treasure</b> Historical fiction by Milly Howard	129–34	776–811	288–315	229–40	<ul style="list-style-type: none"> <li>Recognize a historical fiction</li> <li>Explain how a diagram helps clarify and enhance the story</li> <li>Describe character and setting details</li> <li>Infer a character's beliefs from what he says and what he does</li> <li>Compare and contrast the point of view (beliefs) of characters</li> <li>Connect the main lesson of the story to biblical teaching and make real-life application</li> <li>Reread the story aloud to identify the important event from each part</li> </ul> <p><i>John 3:16, Psalm 62:5–7, and Proverbs 9:10 teach about spiritual life, protection, and wisdom</i>  <i>The Holy Spirit can bring verses to mind when you need them</i>  <i>Take your prayer requests to the Lord</i>  <i>Nothing can separate us from the love of God</i>  <i>We show our love to others by how we treat them.</i>  <i>The Bible is powerful, and it teaches people what is true</i>  <i>Christ's help is available to those who trust in Him</i>  <i>God is the source of our power as believers</i></p>
<b>Book Activity: Share Day</b>	135	812–13			<ul style="list-style-type: none"> <li>Share a book that has been read independently</li> <li>Share a completed Book in a Box based on the book read independently</li> </ul>
<b>A Gift for Uncle Tom</b> Realistic fiction by Gail Fitzgerald and Susan W. Young	136–37	814–31	316–31	241–44	<ul style="list-style-type: none"> <li>Recognize realistic fiction</li> <li>Identify cause-and-effect relationships</li> <li>Infer qualities of a story character based on what he does, what he says, and what he thinks</li> <li>Make and verify predictions</li> </ul> <p><i>Be a dependable worker</i></p>
<b>Friends of the Prairie</b> An article by Eileen M. Berry	138	832–39	332–39	245–46	<ul style="list-style-type: none"> <li>Organize prior knowledge, reading goals, and new information with a K-W-L chart</li> <li>Identify the author's purpose: to inform</li> <li>Explain how diagrams and picture captions help clarify and enhance the article</li> </ul> <p><i>God cares for His people</i></p>
<b>The Diary of George Shannon</b> Historical fiction by Eileen M. Berry	139–41	840–55	340–53	247–52	<ul style="list-style-type: none"> <li>Identify the important words in a diary entry</li> <li>Determine the main idea of a diary entry</li> <li>Recognize a historical fiction</li> <li>Explain how a map helps clarify and enhance the story</li> <li>Sequence important events in a story</li> <li>Reread the diary to find details</li> </ul> <p><i>We should show godly love to others</i>  <i>God will not forsake His people</i>  <i>God protects and strengthens the believer</i>  <i>Faithful servants must set goals for their work</i></p>

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<p><b>Wynken, Blynken, and Nod</b> Poetry by Eugene Field</p> <p><b>Lullaby</b> Poetry by Robert Hillyer</p>	142	856–61	354–59	253–54	<ul style="list-style-type: none"> <li>• Interpret an author's use of imagery and recognize mood</li> <li>• Compare and contrast two authors' use of imagery</li> <li>• Listen to a poem for comprehension and enjoyment</li> </ul> <p><i>God's love of beauty is seen in creation</i> <i>God's creation helps us to understand other concepts (imagery)</i></p>
<p><b>Beautiful Feet</b> A true story retold by Ruth Brail</p>	143–45	862–77	360–73	255–60	<ul style="list-style-type: none"> <li>• Compare and contrast two characters in a story</li> <li>• Infer character emotion</li> <li>• Predict character response</li> <li>• Recognize the sovereignty of God</li> <li>• Recognize the gospel of Jesus Christ and the importance of sharing this truth with others</li> <li>• Connect the main lesson of the story to biblical teaching and make real-life application</li> <li>• Retell the story to a friend</li> <li>• Explain the gospel to a friend</li> </ul> <p><i>God promises to direct the lives of those who trust in Him</i> <i>It is important to trust Christ for eternal salvation</i> <i>Christ's final command was to take the Word of God to all nations</i> <i>God has given us special abilities to use for Him</i> <i>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</i> <i>God has given us special abilities to use for Him</i> <i>Explain the gospel to a friend</i></p>
<p><b>Philippi</b> A Bible account taken from Acts 16</p>	146	878–87	374–83	261–62	<ul style="list-style-type: none"> <li>• Infer the main lesson taught in a Bible account through character dialog and key events</li> <li>• Apply biblical truth</li> <li>• Sequence events in a Bible account</li> </ul> <p><i>The Bible condemns fortune telling</i> <i>Evil spirits cannot live in a person who has put his trust in Christ</i></p>
<p><b>Saved</b> Biblical fiction by Robin E. Scroggins</p>	147–49	888–907	384–401	263–68	<ul style="list-style-type: none"> <li>• Identify and explain cause-and-effect relationships</li> <li>• Determine the main character of a story</li> <li>• Infer qualities of a story character based on how he looks, what he says, and what he does</li> <li>• Recognize that the same story can be told from different points of view</li> <li>• Compare and contrast two versions of the same story</li> <li>• Distinguish fact from fiction in a biblical fiction story</li> </ul> <p><i>All people are sinners and need to repent of their sin and put their trust in Christ</i> <i>Baptism is the outward symbol of identification with Christ and with others who trust in Him</i></p>

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<b>SSR Journal: Share Day</b> <b>Reading Skill Check 8</b>	150	908–9			<ul style="list-style-type: none"> <li>Share a journal entry from a favorite book read during SSR time</li> </ul>
<b>BJ BookLink: <i>The Case of the Dognapped Cat</i></b>	151–75	910			
<b>BJ BookLink: <i>These Are My People</i></b>	176–80	910			