LESSON PLAN OVERVIEW

Reading 4
Unit 4: Determinations

Lesson Title and Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
"A Backwoods Boy" (80–82) Biography by Russell Freedman	428–36	350–57	143–44	• Recall the key elements of a biography • Contrast biography and fiction • Identify ways that a biographer researches his subject • Create a graphic organizer to list details that make Lincoln "come alive" • Compare and contrast two individuals from the biography
	437–45	358–64	145–46	• Identify details in the biography that make Lincoln "come alive" • Identify Lincoln's character traits • Analyze the biography for specific incidents that illustrate Lincoln's character traits
	446–55	365–73	147–48	• Identify Lincoln's character traits • Analyze the biography for specific incidents that illustrate Lincoln's character traits • Develop a plan to incorporate into your life one positive character trait that was evident in Lincoln's life • Sequence events using a timeline • Create a personal timeline
"Lincoln" (83) Poetry by Nancy Byrd Turner	456–57	374–75	149–50	• Identify the poet's use of imagery • Infer the meaning of the symbolism used at the end of the poem • Draw a picture of the image created by one stanza of the poem
Look Again: "A Backwoods Boy" & "Lincoln" (84)	458–59	355–58, 375	151–52	• Conduct an interview to obtain biographical information • Organize information from the interview • Write a short biography using the organized information
"The Legend of John Henry" (85) Tall tale retold by Emily McAllister Kassales	460–73	376–89	153–54	• Identify the elements of a tall tale • Find examples of imagery in the story • Explain how exaggeration creates colorful imagery • Identify the conflict in the story's plot • Debate the positive and negative effects of progress

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Look Again: "The Legend of John Henry" (86)	474–75	376–89	155–56	• Recall the elements of a tall tale • Invent and name a larger-than-life character • Develop the larger-than-life character using a character web • Describe orally the larger-than-life character • Create a picture of the invented character based on an oral description
American Folksongs (87) Informational text	476–81	390–95	157–58	• Identify folksongs as part of American literary heritage • Identify cultural and regional groups that contributed to American folksongs • Relate types of folksongs to specific groups of people • Interpret the song "Were You There?" • Create a personal response related to the song "Were You There?"
Dandelions (88–89) Historical fiction by Eve Bunting	482–95	396–408	159–60	• Recall the definition of setting • Define the term *mood* • Identify details about the setting of the story • Identify the mood of the story • Analyze how the setting supports the mood
	496–507	409–19	161–62	• Infer the story's theme • Identify two key symbols in the story • Explain how the symbols support the theme • Predict the story's continuation beyond the ending
Look Again: *Dandelions* (90)	508–9	397, 407–8, 417–18	163–64	• Infer the attitudes of the main characters based on their actions and words • Compare the main characters' attitudes toward their move out west • Write about a problem or difficult circumstance from personal experience • Evaluate personal attitudes and responses based on biblical truth
"Moving West: Then and Now" (91) Informational text by Emily McAllister Kassales	510–19	420–29	165–66	• Recall key elements of informational text • Identify the main idea of each section • Identify supporting details for each main idea • Create a packing list of items needed for a long trip in present times • Compare and contrast traveling in a wagon with modern travel
Book Report: *Newsletter, Blog, or Website*, Part 1 (92) **Comprehension Assessment 7**	520–21			• Enjoy recreational reading • Choose a book on the student's independent reading level • Create a newsletter, blog, or website book report • Demonstrate mastery of reading skills

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The Black Stallion (93–95) Realistic fiction an excerpt from the book by Walter Farley	522–31	430–38	167–68	• Identify suspense as part of an author's craft • Trace the author's use of suspense through this part of the story • Infer the main character's traits based on actions • Predict the outcome of the character's actions • Verify the outcome predicted
	532–39	439–44	169–70	• Trace the author's use of suspense through this part of the story • Identify traits that help the character accomplish his goals • Explain how descriptive detail makes the story more vivid
	540–47	445–51	171–72	• Predict an outcome based on the section title • Infer the main character's traits based on his words and his actions • Verify the outcome of the prediction • Identify the irony that makes the ending satisfying • Evaluate the effectiveness of the author's use of suspense
Look Again: The Black Stallion (96)	548–49	430–51	173–74	• Locate countries and bodies of water from the story on a political map • Trace the movements of Alec and the black stallion on the map • Identify ways that a map can add understanding to a story
Horses (97) Informational text an excerpt from the book by Seymour Simon	550–59	452–61	175–76	• Identify an author's purpose(s) in writing a text • Identify the three groups of horse breeds and their origins • Contrast ponies and horses • List several ways that people have used ponies and horses • List responsibilities involved in owning a horse
Look Again: Horses & The Black Stallion (98)	560–61	430–61	177–78	• Identify ways that details of an informational text can add understanding to a story • Identify an informational topic that might add understanding to a particular story • Research to find more information on that topic

Lesson Title and Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
"Champion Stock" (99–100) Realistic fiction by Bud Murphy	562–71	462–70	179–80	• Interpret the author's use of dialect and its importance to setting and characterization • Infer character traits and motives • Identify the problem • Predict possible solutions to the problem
	572–81	471–79	181–82	• Identify the author's use of foreshadowing and its purpose in the story • Infer emotions of the characters based on their actions • Infer the theme • Interpret the significance of the story's title • Evaluate Pa's and Billy's actions based on biblical teaching about love
Look Again: "Champion Stock" & *The Black Stallion* (101)	582–83	447–50, 477–78	183–84	• Compare problems and solutions in "Champion Stock" and *The Black Stallion* • Explain how each story's solution develops one of its characters
Psalm 51 (102) Bible psalm	584–87	480–83	185–86	• Infer the theme • Identify images that make the theme clear • Apply the psalm to a specific personal experience
"Word of Honor" (103–4) Christian fiction by Eileen M. Berry	588–94	484–89	187–88	• Identify climax as the highest point in the plot of a story • Identify character traits • Evaluate characters' actions and motives
	595–604	490–98	189–90	• Identify the climax of the plot • Infer character traits and emotions • Infer character growth • Evaluate characters' responses • Summarize the events of the plot
Look Again: "Word of Honor" (105)	605	494–97	191–92	• Identify the climax in "Champion Stock" • Recall the climax in "Word of Honor" • Complete a plot diagram that shows rising action and climax in "Word of Honor"
SSR Journal: *Story Climax* (106) **Comprehension Assessment 8**	606–7			• Enjoy and respond to recreational reading • Choose a book on the student's independent reading level • Respond to reading by providing information about the book's climax • Demonstrate mastery of reading skills

Unit 5: Exploits

Lesson Title and Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
"River's Rising" (107–9) Christian fiction by Milly Howard	608–14	500–505	193–94	• Identify elements of Christian fiction • Recall the definition of worldview • Define the term *crisis* • Identify the impending crisis of the story • Predict possible outcomes of the crisis
	615–20	506–9	195–96	• Identify the main crisis of the story • Recall the meaning of mood in a story • Identify the mood of the story • Analyze how the author uses mood to build suspense in the story
	621–27	510–15	197–98	• Verify the outcome of the crisis • Identify the main characters' responses to the crisis throughout the story • Infer the worldview of the characters based on their responses • Compare the characters' worldview to biblical teaching about dependence on God through prayer
"John 3:16—A True Story" (110–11) Biography by Milly Howard	628–34	516–21	199–200	• Recall the elements of a biography • Identify the message of John 3:16 • Infer how Gladys's words and actions exhibit her relationship with God • Write a prayer for people to receive the gospel
	635–43	522–29	201–2	• Identify the different people who had a part in bringing the gospel to the monks • Analyze the message of 1 Corinthians 3:6–9 • Relate the events of the story to God's love and sovereignty • Identity ways every believer can have a part in sharing the gospel with others
"When I Survey the Wondrous Cross" (112) Poetry by Isaac Watts	644–45	530–31	203–4	• Identify words in the hymn that create vivid mental images • Explain why regular rhyme and rhythm are important in a hymn • Evaluate the theme of the hymn based on Galatians 6:14 • Sing the hymn to demonstrate fluency
Look Again: "John 3:16—A True Story" & "When I Survey the Wondrous Cross" (113)	646–47	517–18, 525–28, 531	205–6	• Identify the facts of the gospel • Recall how Isaac Watts responded to the gospel in "When I Survey the Wondrous Cross" • Identify Gladys Aylward's response to the gospel in "John 3:16—A True Story" • Identify the monks' response to the gospel in "John 3:16—A True Story" • Write a personal response to the truth of the gospel

Lesson Title and Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
The Cabin Faced West (114–15) Historical fiction an excerpt from the book by Jean Fritz	648–55	532–38	207–8	• Identify conflict as part of an author's craft • Identify conflict in the story's plot • Recall the definition of foreshadowing • List examples of foreshadowing • Predict the main character's decision
	656–63	539–45	209–10	• Verify predictions about the main character's decision • Identify the resolutions of the conflicts • Analyze the author's use of symbolism • Infer the meaning of the title
Our Farm (116–17) Informational text an excerpt from the book by Michael J. Rosen	664–69	546–50	211–12	• Recall the purpose of text features: section titles, captions, sidebars, and diagrams • Identify the format of the text • Define fact and opinion • Distinguish between fact and opinion in informational text • Identify examples of God's purpose and design in creation
	670–77	551–57	213–14	• Define fact and opinion • Distinguish between fact and opinion in informational text • Identify examples of God's purpose and design in creation • Create a statement of fact • Create a statement of opinion
"Lost and Found" (118) Poetry by Nikki Grimes	678–79	558–59	215–16	• Identify the poem as narrative • Identify the characters, setting, and plot in the poem • Infer the theme • Interpret the meaning of the title
Look Again: "Lost and Found" (119)	680–81	558–59	217–18	• Read the poem orally, using expression • Write a paragraph about an experience of helping someone else • Arrange the paragraph into a narrative poem written in short lines
Book Report: *Newsletter, Blog, or Website*, Part 2 (120) **Comprehension Assessment 9**	682–83			• Enjoy recreational reading • Create a newsletter, blog, or website book report • Read and evaluate a peer's book report • Demonstrate mastery of reading skills

Lesson Title and Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
My Prairie Year (121–22) Autobiography by Brett Harvey	684–92	560–67	219–20	• Identify the elements of autobiography • Distinguish between autobiography and biography • Infer information from details in the autobiography • Analyze how descriptive details make the setting come alive • Contrast details in *My Prairie Year* with details in *Dandelions*
	693–703	568–77	221–22	• Identify family members' responses to new challenges • Infer character traits of the pioneers • Contrast details in *My Prairie Year* with details in *Dandelions* • Evaluate the family members' responses to events based on biblical truth
Look Again: *My Prairie Year* (123)	704–5	397–99, 561–63	223–24	• Interpret a timeline • Trace the westward movement on a map • Relate a timeline to the westward movement on a map
Family History (124–25)	706–7		225–26	• Locate a family tree of Abraham Lincoln by doing a keyword search online • Interpret Lincoln's family tree • Complete a family tree of Boaz using Scripture • Locate an image of Boaz's family tree by doing a keyword search online • Compare an online family tree of Boaz to the Bible
	708		227–28	• Create a family tree • Interpret a family tree • Evaluate a family tree
Book Report: *Newsletter, Blog, or Website*, Part 3 (126)	709			• Enjoy recreational reading • Create a newsletter, blog, or website book report • Revise, proofread, and prepare the book report for publishing
"John Wesley: A Fiery Brand" (127–28) Biography by Gail Fitzgerald	710–16	578–83	229–30	• Recall features of a biography • Identify cause-and-effect relationships in the story • Sequence story events • Evaluate John Wesley's early beliefs about God
	717–23	584–89	231–32	• Identify how John Wesley's beliefs change throughout the story • List events that led to John Wesley's conversion • Identify responses to John Wesley's conversion • Explain the significance of the story's title • Create a Story Map of John Wesley's changing beliefs

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Look Again: "John Wesley: A Fiery Brand" (129)	724–25	582–85	233–34	• Compare and contrast John Wesley's beliefs before and after his conversion • Evaluate Wesley's beliefs based on biblical truth • Evaluate the response of others to John Wesley's beliefs based on biblical truth
"Night Ride to River Station" (130–31) Historical fiction by Milly Howard	726–34	590–97	235–36	• Recall the elements of historical fiction • Predict the challenges Seth may face on the ride • Analyze the author's use of added details to increase emotion and suspense • Rewrite sentences to create a mood
	735–42	598–604	237–38	• Verify the challenges that you predicted Seth may face on the ride • Analyze the author's use of added details to increase emotion and suspense • Identify the climax of the story • Identify words or actions that reflect the characters' values
Look Again: "Night Ride to River Station" (132)	743	591–603	239–40	• Identify historical details within the story • Compare details of the story with facts about the pony express riders to check for accuracy
Book Report Presentations (133) **Comprehension Assessment 10**	744–45			• Enjoy and respond to recreational reading • Present a newsletter, blog, or website publication • Demonstrate mastery of reading skills

Unit 6: Creations

Lesson Title and Number	Teacher's Edition pages	Student Text pages	Worktext pages	Lesson Objectives and Biblical Worldview
"God's Creation" (134) Bible account taken from Genesis 1–2	746–51	606–11	241–42	• List events for the seven days of the Creation week • Retell the events of the sixth day • Infer characteristics of the Creator based on His words and actions
"The Pea-Pod Man" (135) Myth an Eskimo creation myth, retold by Virginia Hamilton	752–57	612–16	243–44	• Recall the definition of a myth • Identify the purpose of this myth • Recall key events of the myth • Identify characteristics of the creator in the myth based on his words and actions • Analyze the myth for elements of biblical truth that have been distorted
***The Fire Children* (136)** Myth a West African creation myth, retold by Eric Maddern	758–63	617–21	245–46	• Identify the purpose of this myth • Recall key events of the myth • Identify characteristics of the creator in the myth based on his words and actions • Analyze the myth for elements of biblical truth that have been distorted
Look Again: "The Pea-Pod Man" and *The Fire Children* (137)	764–65	612–21	247–48	• Retell one of the myths from memory • Conclude that God's Word is truth and will never change
"Can You Tell the Difference?" (138) Informational text by Marilyn Elmer	766–71	622–27	249–50	• Recall the purpose of informational text • Identify the main purpose of this article • Recall the purpose of a T-chart • Compare and contrast two similar animals using a T-chart • Create a Venn diagram using information from the T-chart
"The Rhinoceros" (139) Poetry by Ogden Nash	772–73	628–29	251–52	• Identify the poem as humorous verse • Infer the theme • Analyze the poet's worldview • Create a humorous poem
Look Again: "Can You Tell the Difference?" & "The Rhinoceros" (140)	774–75	622–29	253–54	• Research the rhinoceros • Research the hippopotamus • Compare and contrast two similar animals using a T-chart • Create a compare-and-contrast article

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The Soup Stone (141–44) Play by Mary Nygaard Peterson	776–82	630–35	255–56	• Identify the elements of a play • Recognize the play as a folktale that has cultural variations • Read orally to convey emotions of the characters
	783–91	636–43	257–58	• Read the play orally to convey emotions of the characters • Infer the characters' motives for their actions • Evaluate the characters' motives and actions using Bible verses • Determine the scenery and props needed for the play • Generate a list of questions to prompt audience evaluation of Traveler's actions
	792	631–42		• Create scenery • Create and gather props • Develop reading fluency and expression while reading the play orally • Rehearse the play
	793	631–42		• Perform the play for an audience • Lead the audience in an evaluation of the main character's flawed motives and actions
"Stone Soup Recipe" (145) Procedural text	794–95	644–45	259–60	• Interpret the recipe for Stone Soup • Adapt the recipe • Explain the directions • Prepare the recipe by following the directions
Poster Design & Creation (146) Comprehension Assessment 11	796–97			• Design a poster that demonstrates how one selection from the reading book is personally memorable • Create the designed poster
"Firefly" (147) Poetry by Valerie Worth	798–99	646–47	261–62	• Identify elements of a free verse poem • Infer the meaning of words based on context • Infer the meaning of words using the illustration • Summarize what occurs in each stanza • Identify which senses the poem appeals to
Look Again: "Firefly" (148)	800–801	646–47	263–64	• Read "Firefly" again • Identify sensory words in "Firefly" • Review vocabulary words from "Firefly" • Generate a list of words that appeal to the senses • Write and illustrate a description of an experience using words that appeal to the sense of sight, smell, touch, taste, or sound

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"Hornbill's Hot Day" (149) Poetry by Avis Harley	802–3	648–49	265–66	• Identify the speaker in the poem • Locate the acrostics in the poem • Infer the theme of the poem • Analyze how the shape and acrostics support the theme • Create an acrostic
Hornbill **(150–52)** Informational Text by Susan H. Gray	804–9	650–54	267–68	• Identify chapter titles, pictures, and captions as informational text features • Locate the areas on a map where different types of hornbills live • Identify the main idea of each chapter • List supporting details for each main idea • Explain the relevancy of each chapter title
	810–15	655–58	269–70	• Identify the main idea of each chapter • List supporting details for each main idea • Explain the relevancy of the chapter titles • Explain how hornbills can help the rainforests
	816–21	658–61	271–72	• Identify the main idea of each chapter • List supporting details for each main idea • Explain the relevancy of the chapter titles • Identify the author's purpose for writing the text
Look Again: *Hornbill* **(153)**	822–23	658–60	273–74	• Identify the messages of Genesis 1:27–28 and Genesis 2:15 • Define *steward* • Explain what it means to be a steward of God's creation • List ways Christians can care for creation • Plan a class project that demonstrates caring for creation responsibly
Voyage of the **Dawn Treader (154–55)** Fantasy an excerpt from the book by C. S. Lewis	824–32	662–69	275–76	• Infer background details about the characters and setting • Identify the story's problem • Infer character traits and motives • Analyze why Eustace cannot remove the dragon skin by himself
	833–39	669–73	277–78	• Infer character traits and motives • Infer the traits of the key character in the solution • Identify the symbolism of Aslan • Identify the symbolism of the dragon skin and the bracelet • Defend the claim that the solution to Eustace's problem is the only solution possible

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Look Again: *The Voyage of the* **Dawn Treader (156)**	840	662–73	279–80	• Draw parallels between Eustace's condition as a dragon and a real person in need of salvation • Draw parallels between Eustace's encounter with Aslan and a person's encounter with Christ • Evaluate the effectiveness of fantasy as a means of conveying spiritual truth
Media Connection: *The Voyage of the* **Dawn Treader (157)**	841	662–73	281–82	• Summarize the events of the plot • Recall the symbolism of the story • Compare and contrast an audio or visual adaptation with Lewis's story
Look Again: *The Voyage of the* **Dawn Treader (158)**	842–43	662–73	283–84	• Plan a persuasive paragraph based on the "Media Connection" activity • Evaluate the effectiveness of the adaptation in a persuasive paragraph
"There Is No Frigate like a Book" (159) Poetry by Emily Dickinson	844–45	674–75	285–86	• Interpret word meaning based on context • Infer the theme • Analyze how imagery in the poem contributes to its theme • Evaluate the theme based on personal experience • Relate the theme to the title of the Reading 4 book
Comprehension Assessment 12 **Poster Presentation (160)**	846			• Share the way the chosen selection has shaped thinking • Demonstrate mastery of reading skills