

READING 5 Third Edition
Lesson Plan Overview

Unit 1: Creatures

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
Welcome to Reading 5 (1) Introduction	2–3	xiv	1–2	<ul style="list-style-type: none"> • Relate the title of the book to its contents • Identify and locate the key features of this book • Identify the three major themes that guide a Christian’s study and evaluation of texts (truth, goodness, and beauty) BWS • Demonstrate current reading skills
Where the Red Fern Grows (2–4) Realistic fiction an excerpt from the book by Wilson Rawls	4–13	2–10	3–4	<ul style="list-style-type: none"> • Identify the setting • Explain how figurative language enhances the regional element of the story • Identify the main character’s good traits and motives • Evaluate the main character’s response to the sinful behavior of others BWS
	14–22	11–16	5–6	<ul style="list-style-type: none"> • Explain how descriptive details enhance the mood in a story • Identify the main character’s good traits and motives • Explain how good characters in a story can reflect the character of God BWS
	23–29	17–23	7–8	<ul style="list-style-type: none"> • Identify the main character’s good traits and motives • Identify the main character’s irresponsible behavior • Evaluate the character’s response to his own irresponsible behavior BWS • Evaluate the character’s response to God’s answer to prayer BWS • Defend the goodness of God when His answers to our prayers differ from our desires BWS
Look Again: Where the Red Fern Grows (5)	30–31	2–23	9–10	<ul style="list-style-type: none"> • Conduct research on the life of Wilson Rawls • Compare events in the life of Rawls with the setting and characters in <i>Where the Red Fern Grows</i> • Write a story idea based on something in your own life

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“The Elephant” (6) “The Vulture” “The Scorpion” Poetry by Hilaire Belloc</p>	32–33	24–25	11–12	<ul style="list-style-type: none"> • Identify vivid words and phrases used to describe each creature • Define tone as part of the author’s craft • Infer the author’s tone toward each creature based on his descriptions • Compare and contrast the tone of each poem • Explain characteristics of the Creator from observing His creatures BWS
<p>“Chinchilla!” (7) Realistic fiction by Elizabeth Turner</p>	34–43	26–35	13–14	<ul style="list-style-type: none"> • Identify the point of view from which a selection is written • Infer Violet’s character traits from her words and actions • Trace the author’s use of humor throughout the story • Infer the author’s purpose (to entertain) and theme • Create a humorous story about an animal or pet
<p>Listening to Crickets (8–9) Biography an excerpt from the book by Candice F. Ransom</p>	44–52	36–43	15–16	<ul style="list-style-type: none"> • Identify key elements of worldview BWS • Identify words and phrases that show Rachel’s attitude toward nature • Identify character traits of Rachel Carson • Explain how Rachel’s childhood led her to become a scientist and a writer
	53–61	43–51	17–18	<ul style="list-style-type: none"> • Identify words and phrases that show Rachel’s attitude toward nature • Explain what led Rachel to write about pesticides • Explain Rachel’s opinion of human progress • Propose ways Christians can be good stewards of God’s creation BWS
<p>Look Again: Listening to Crickets (10)</p>	62–63	36–51	19–20	<ul style="list-style-type: none"> • Recall Rachel Carson’s view of nature based on her story • Distinguish between God’s creation of animals and His creation of man based on Genesis 1:25–31 and Genesis 2:7 BWS • Formulate a correct view of stewardship of nature based on Genesis 2:15–17 and Proverbs 12:10 BWS • Evaluate Rachel Carson’s view of nature based on biblical teaching BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“Monkey and Crocodiles” (11) Reader’s theater by Anthony D. Fredericks</p>	64–70	52–57	21–22	<ul style="list-style-type: none"> • Recall key elements of reader’s theater • Identify key elements of a trickster tale • Identify the problem and solution • Infer the values reflected in the folktale • Evaluate the values reflected in the folktale BWS
<p>“Grandmother Spider Steals the Sun” (12) Reader’s theater by Anthony D. Fredericks</p>	71–77	58–63	23–24	<ul style="list-style-type: none"> • Explain how this folktale is a trickster tale • Identify the problem and solution • Identify the values shown in this folktale • Explain how these values reflect a fallen view of goodness BWS • Compare “Grandmother Spider Steals the Sun” with “Monkey and Crocodiles”
<p>Reader’s Theater Performance (13)</p>	78–79	53–62		<ul style="list-style-type: none"> • Perform reader’s theater as a class and in small groups • Create a recording (audio or visual) of the reader’s theater performance • Evaluate fluency and expression in oral reading
<p>Book Report: <i>Book Jacket:</i> Part 1 (14) Comprehension Assessment 1</p>	80–81			<ul style="list-style-type: none"> • Compare sample book jacket to rubric requirements • Choose a book on the student’s independent level • Participate in recreational reading • Demonstrate mastery of reading skills
<p>“A Dog Named Sergeant Stubby” (15) Informational text by Eileen M. Berry</p>	82–89	64–71	25–26	<ul style="list-style-type: none"> • Recall key elements of informational text • Distinguish between text features and graphic features • Explain how the section title relates to the main idea of each section • Identify ways Stubby and other dogs help humans

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>Look Again: “A Dog Named Sergeant Stubby” (16)</p>	90–91	64–71	27–28	<ul style="list-style-type: none"> • Conduct online research to find more information on the history of military dogs • Summarize results of online research using a graphic organizer • Recall God’s mandate concerning animals in Genesis 1:26–28 BWS • Explain how both military and non-military dogs fulfill God’s design for animals to benefit humans BWS
<p>“The Story of How a Girl Brought Joy to the Heart of the King” (17) Folktale from the book <i>When the Sea Turned to Silver</i> by Grace Lin</p>	92–97	72–77	29–30	<ul style="list-style-type: none"> • Identify cultural elements within the folktale’s setting • Identify character traits • Infer character motives • Identify the problem and solution in the story • Evaluate the story’s outcome based on Luke 6:38 BWS
<p>“The Eagle” (18) Poetry by Alfred, Lord Tennyson</p>	98–99	78–79	31–32	<ul style="list-style-type: none"> • Explain how alliteration and rhyme add beauty to the sound of the poem • Identify imagery, simile, and metaphor that give the poem visual appeal • Identify personification in the poem • Create a descriptive paragraph that responds to something beautiful in nature BWS
<p>“Balaam’s Prophecies” (19) Bible account taken from Numbers 22–24; 2 Peter 2:15; Jude 1:11</p>	100–109	80–89	33–34	<ul style="list-style-type: none"> • Identify Balaam’s negative traits • Contrast Balaam’s traits with God’s traits BWS • Identify cause-effect relationships in the Bible account • Explain how the ending reveals God’s trustworthiness despite Balak and Balaam’s evil plans BWS
<p>Look Again: Story Outcomes (20)</p>	110–11	76, 88	35–36	<ul style="list-style-type: none"> • Identify cause and effect in the outcome of “The Story of How a Girl Brought Joy to the Heart of the King” • Compare and contrast outcomes of behavior for the girl and Balaam • Write a prayer asking God’s help to change or improve a personal behavior pattern BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“The Beginning of the Armadillos” (21–22) Fantasy by Rudyard Kipling</p>	112–17	90–94	37–38	<ul style="list-style-type: none"> • Identify invented words • Infer the meanings of invented words based on context clues • Explain how repetition enhances the story • Identify elements of a trickster tale in this story
	118–25	95–101	39–40	<ul style="list-style-type: none"> • Identify invented words • Infer meanings of invented words based on context clues • Analyze how repetition highlights different characters or elements • Identify elements of an origin story in this tale
<p>“Nanabozho Makes the Earth” (23) Myth an Ojibwa myth retold by Jennifer Olachea</p>	126–30	102–6	41–42	<ul style="list-style-type: none"> • Identify characteristics of the creator in this myth • Identify the two biblical accounts this story borrows from • Analyze the myth for elements of biblical truth that have been changed BWS
<p>Look Again: Flood Legends (24)</p>	131		43–44	<ul style="list-style-type: none"> • Recall biblical flood account • Research flood legends from various cultures • Compare and contrast the flood legends of various cultures with the biblical account BWS
<p>SSR Journal: Setting (25) Comprehension Assessment 2</p>	132–33			<ul style="list-style-type: none"> • Enjoy and respond to recreational reading • Choose a book on the student’s independent reading level • Respond to reading by providing information about setting • Demonstrate mastery of reading skills

Unit 2: Journeys

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p><i>The Wonderful Flight to the Mushroom Planet (26–28)</i> Science fiction an excerpt from the book by Eleanor Cameron</p>	134–40	108–13	45–46	<ul style="list-style-type: none"> • Identify key elements of science fiction • Identify the setting • Identify sensory details that make the setting seem real • Contrast David’s and Chuck’s responses to the setting • Sequence events in the first part of the story
	141–46	114–17	47–48	<ul style="list-style-type: none"> • Identify sensory details that make the setting seem real • Contrast David’s and Chuck’s responses to the setting • Summarize events in the second part of the story
	147–55	118–25	49–50	<ul style="list-style-type: none"> • Identify sensory details that make the setting seem real • Identify the problem presented in the plot • Analyze how the plot would be affected if the story had a different setting • Create a conclusion to the story that solves the problem • Add sensory details to a paragraph without sensory details
<p>“Space Tankas” (29) Poetry from <i>Garvey’s Choice</i> by Nikki Grimes</p>	156–57	126–27	51–52	<ul style="list-style-type: none"> • Recall elements of a haiku • Identify elements of a tanka • Identify imagery in three tankas BWS • Infer the themes of three tankas • Create a tanka together as a class
<p>Look Again: “Space Tankas” (30)</p>	158–59	126–27	53–54	<ul style="list-style-type: none"> • Recall elements of a tanka • Plan a tanka using a graphic organizer • Create and illustrate a tanka

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p><i>The Man Who Went to the Far Side of the Moon (31–32)</i> Biography an excerpt from the book by Bea Uusma Schyffert</p>	160–67	128–34	55–56	<ul style="list-style-type: none"> Recall elements of a biography Explain why traveling to and landing on the moon were important events Identify challenges faced by the astronauts Infer general character traits of Michael Collins, Buzz Aldrin, and Neil Armstrong
	168–75	134–41	57–58	<ul style="list-style-type: none"> Identify challenges faced by the astronauts Identify general character traits of Michael Collins, Buzz Aldrin, and Neil Armstrong Infer God’s role in aiding human endeavor based on the 1 Chronicles 29:11–12 description of God BWS Evaluate the text concerning God’s role in the success of the moon landing BWS Evaluate personal response to a success in light of 1 Chronicles 29:11–12 BWS
<p>“The Wind and the Sun” (33) Fable Aesop’s fable retold by Munro Leaf</p> <p>“Feathers” Folktale Hasidic folktale from Eastern Europe</p>	176–79	142–45	59–60	<ul style="list-style-type: none"> Compare and contrast the genres of fable and folktale Compare the moral of the fable with the theme of the folktale Identify details in each story that make the message memorable Evaluate the message of each story from a biblical worldview BWS Apply each story’s message to real-life situations BWS
<p>Look Again: “The Wind and the Sun” & “Feathers” (34)</p>	180–81	142–45	61–62	<ul style="list-style-type: none"> Apply the message of the fable or folktale to real-life situations BWS Plan the characters, plot, and message of a story Create a story with a message about the proper way to treat other people BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“Horace King: Prince of Bridge Builders” (35) Biography by Stephanie R. Suhr</p>	182–91	146–55	63–64	<ul style="list-style-type: none"> • Identify obstacles King had to overcome to find success • Identify character traits that helped King find success as a bridge builder BWS • Relate key events of King’s life to historical events • Explain how text features and graphic features add interest and order to a biography • Create a timeline that relates events in your life to current events
<p>“The Bridge” (36) Poetry by Charlotte Zolotow</p> <p>“The Bridge” Poetry by Kaissar Afif</p>	192–93	156–57	65–66	<ul style="list-style-type: none"> • Identify the use of simile and metaphor in each poem • Infer the theme of each poem • Identify the difference in form between the two poems (rhymed vs. free verse) • Compare and contrast the two poems in relation to theme and purpose • Create a short poem that describes an object using simile or metaphor
<p>“From Vanity Fair to Doubting Castle” (37–39) Allegory from <i>The Pilgrim’s Progress</i> by John Bunyan, adapted by Karen Duncan</p>	194–201	158–64	67–68	<ul style="list-style-type: none"> • Identify allegorical elements and what they represent • Identify allusions to biblical accounts • Identify author’s use of irony • Evaluate the appropriateness of the allegorical comparisons • Apply the biblical principle illustrated by Christian and Faithful’s behavior to one’s personal life BWS
	202–9	165–70	69–70	<ul style="list-style-type: none"> • Identify allegorical elements and what they represent • Identify allusions to biblical content • Analyze the causes and effects of Faithful’s death • Analyze the consequences of Christian’s decision to enter By-path Meadow BWS • Evaluate appropriateness of the allegorical comparisons

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	210–17	171–77	71–72	<ul style="list-style-type: none"> • Identify allegorical elements and what they represent • Explain how Christian and Hopeful’s relationship changes • Identify biblical promises that rescue people from despair BWS • Identify areas of need in heeding God’s warnings or trusting God’s promises BWS
Look Again: “From Vanity Fair to Doubting Castle” (40)	218	158–77	73–74	<ul style="list-style-type: none"> • Identify the point of view of “From Vanity Fair to Doubting Castle” • Rewrite a scene from a different point of view • Analyze how changing the point of view changes the story
Book Report: <i>Book Jacket:</i> Part 2 (41) Comprehension Assessment 3	219			<ul style="list-style-type: none"> • Enjoy recreational reading • Complete a peer read of the book jacket rough draft • Revise the rough draft based on peer feedback and rubric guidelines
“The New Colossus” (42) Poetry by Emma Lazarus	220–21	178–79	75–76	<ul style="list-style-type: none"> • Identify elements of a sonnet • Identify literary devices in the poem (allusion, personification, symbol) • Infer the meaning of the symbol • Infer American values represented in the poem • Explain how the poem has become an important representation of American values BWS
<i>Ellis Island: New Hope in a New Land</i> (43–44) Informational text an excerpt from the book by William Jay Jacobs	222–28	180–85	77–78	<ul style="list-style-type: none"> • Recall how to use a K-W-L chart • Identify historical context of the time period described in the excerpt • Identify reasons why immigrants came to America • Identify hardships experienced by immigrants on their voyage to America

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	229–35	186–91	79–80	<ul style="list-style-type: none"> • Sequence the process immigrants faced once they arrived at Ellis Island • Identify chronological details about the history of Ellis Island • Identify information learned by reading this selection (K-W-L chart) • Identify the source of hope for many immigrants • Compare this source of hope to the source of hope given in Jeremiah 17:7 BWS
<p><i>I Was Dreaming to Come to America (45–46)</i> Oral history selected by Veronica Lawlor</p>	236–43	192–98	81–82	<ul style="list-style-type: none"> • Identify elements of oral history • Identify different cultures and occupations represented in the collection of memories • Identify why these immigrants came to America • Infer feelings and attitudes shown in the immigrants’ accounts • Distinguish between fact and opinion in the immigrants’ memories
	244–51	199–205	83–84	<ul style="list-style-type: none"> • Identify different cultures and occupations represented in the collection of memories • Distinguish between fact and opinion in the immigrants’ memories • Identify why these immigrants came to America • Infer feelings and attitudes shown in the immigrants’ stories
<p>Look Again: <i>I Was Dreaming to Come to America (47)</i></p>	252–53	192–205	85–86	<ul style="list-style-type: none"> • Create a list of questions for an immigrant, a missionary, or someone who has lived in a different country • Interview an immigrant, a missionary, or someone who has lived in a different country • Compare their experiences with the experiences of the immigrants in <i>I Was Dreaming to Come to America</i> • Present the information from the interview to the class • Formulate a Christian perspective of how Christians should view and treat people from other cultures BWS
<p>Book Report: Book Tasting Day (48)</p>	254–55			<ul style="list-style-type: none"> • Display a completed book jacket • Identify three books for possible future reading

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“Paul Is Shipwrecked” (49) Bible account taken from Acts 27–28</p>	256–63	206–13	87–88	<ul style="list-style-type: none"> • Identify evidences of Paul’s faith during negative experiences • Infer truth about the character of God from this account BWS • Define and identify miracles in this account • Relate the principle of Romans 8:28 to Paul’s experience BWS • Apply Romans 8:28 to one’s personal experience BWS
<p>What I Had Was Singing (50–51) Biography an excerpt from the book by Jeri Ferris</p>	264–72	214–21	89–90	<ul style="list-style-type: none"> • Identify cause-and-effect relationships in the biography • Identify examples of discrimination toward Anderson • Identify examples of respectful treatment of Anderson • Evaluate the attitudes of people in the biography based on biblical teaching BWS
	273–78	222–26	91–92	<ul style="list-style-type: none"> • Identify cause-and-effect relationships in the biography • Evaluate Anderson’s response to the way she was treated BWS • Identify the author’s attitude toward her subject • Develop a plan to help prevent discrimination in one’s own sphere of influence BWS
<p>Look Again: What I Had Was Singing (52)</p>	279	214–26	93–94	<ul style="list-style-type: none"> • Locate recordings of Marian Anderson’s singing through research • Relate the songs Anderson recorded to her life experiences • Explain how media connections add meaning and beauty to a text BWS
<p>SSR Journal: Character Motives (53) Comprehension Assessment 4</p>	280–81			<ul style="list-style-type: none"> • Enjoy and respond to recreational reading • Provide information about character motives from chosen book • Demonstrate mastery of reading skills

Unit 3: Celebrations

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“I Hear America Singing” (54) Poetry by Walt Whitman</p>	282–83	228–29	95–96	<ul style="list-style-type: none"> • Identify imagery in the poem • Analyze the structure of the poem • Infer the theme of the poem and the values it portrays • Evaluate the poem’s message about work based on biblical principles BWS • Create a four-line free verse poem about America
<p><i>By the Dawn’s Early Light</i> (55) Narrative nonfiction by Steven Kroll</p>	284–93	230–39	97–98	<ul style="list-style-type: none"> • Identify people and events that led to the writing of America’s national anthem • Identify positive traits of historical figures in the account • Infer emotions felt by Francis Scott Key that caused him to write the anthem • Explain how we are to treat others based on Matthew 5:43–44 BWS • Construct a timeline of events leading up to the adoption of America’s national anthem
<p>“The Spirit of ’76” (56) Informational text by James Cross Giblin</p>	294–97	240–43	99–100	<ul style="list-style-type: none"> • Identify messages that the image communicates • Explain the artist’s inspiration for the painting • Explain how the painting became so popular • Analyze why the painting communicates a powerful message • Evaluate the message of the painting based on biblical principles BWS
<p>Look Again: Symbols of America (57)</p>	298–99	228–43	101–2	<ul style="list-style-type: none"> • Recall the symbolism of “I Hear America Singing,” “The Star-Spangled Banner,” and <i>The Spirit of ’76</i> • Identify other national symbols • Infer the ideals or values that each symbol communicates • Create an image that symbolizes what the United States means to him or her

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>Thanks a Million (58) Poetry by Nikki Grimes</p>	300–303	244–47	103–4	<ul style="list-style-type: none"> • Identify key elements of a riddle • Identify literary devices in the poems (rhyme, onomatopoeia, metaphor, alliteration, sensory details) • Infer the common theme among all the poems BWS • Explain how each poem presents the theme in a different form BWS • Create a thank-you card with a Bible verse using a concordance (online or other) or online Bible BWS
<p>“Holy Celebrations in Israel” (59–60) Informational text by Brian Collins</p>	304–10	248–53	105–6	<ul style="list-style-type: none"> • Identify the reasons for each holiday • Identify what each celebration pictures • Explain what Christians can learn from the holidays God gave to Israel BWS
	311–17	253–59	107–8	<ul style="list-style-type: none"> • Identify the reasons for each holiday • Explain what Christians can learn from the Offering of Firstfruits and the Feast of Weeks • Identify what the Day of Atonement and the Feast of Booths pictured • Compare and contrast the Day of Atonement practices with the truths they pictured • Make personal applications from reading about the Day of Atonement BWS
<p>“Invitation to Praise” (61) Responsive reading taken from Psalms 100:1–5 and 67:3–7</p>	318–19	260–61	109–10	<ul style="list-style-type: none"> • Identify elements of a responsive reading • Identify the purpose of the responsive reading • Explain how repeated words or phrases emphasize the purpose of the passage BWS • Read the selection responsively as a class BWS
<p>Look Again: “Invitation to Praise” (62)</p>	320–21	260–61	111–12	<ul style="list-style-type: none"> • Recall the elements of a responsive reading • Plan a responsive reading BWS • Create a responsive reading of Scripture based on a theme

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p><i>Silver Packages</i> (63) Realistic fiction by Cynthia Rylant</p>	322–29	262–69	113–14	<ul style="list-style-type: none"> • Explain how the author’s use of present tense draws the reader into the story • Trace the main character’s development in the story • Analyze how the main character’s change benefits himself and others • Infer the theme • Evaluate the theme based on biblical teaching BWS
<p>“Vasko’s Christmas Rescue” (64) Realistic fiction by Dawn L. Watkins</p>	330–37	270–77	115–16	<ul style="list-style-type: none"> • Trace the events of the plot through the story’s beginning, middle, and end • Identify the mood from details in the story • Infer the symbolism in story events • Infer the theme • Evaluate the theme from a biblical worldview BWS
<p>Look Again: <i>Silver Packages</i> & “Vasko’s Christmas Rescue” (65)</p>	338–39	262–77	117–18	<ul style="list-style-type: none"> • Summarize the plots of <i>Silver Packages</i> and “Vasko’s Christmas Rescue” • Compare the themes of <i>Silver Packages</i> and “Vasko’s Christmas Rescue” • Analyze the characteristics of a good Christmas story BWS
<p>“Christmas Bells” (66) Poetry by Henry Wadsworth Longfellow</p>	340–41	278–79	119–20	<ul style="list-style-type: none"> • Identify the rhyme scheme of the poem • Explain the historical context of the song • Infer the theme • Relate the refrain to the theme of the song • Evaluate the relevance of the theme historically and in the present day BWS
<p>SSR Journal: Character Development (67) Comprehension Assessment 5</p>	342–43			<ul style="list-style-type: none"> • Enjoy and respond to recreational reading • Provide information about character development from chosen book • Demonstrate mastery of reading skills
<p>“Welcoming the New Year!” (68–69) Informational text by Lynda Jones</p>	344–49	280–84	121–22	<ul style="list-style-type: none"> • Identify different types of calendars • Compare aspects of Chinese New Year celebrations that are similar to US holidays • Identify the purpose of the activities of Chinese New Year celebrations • Evaluate these activities based on scriptural principles BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	350–55	284–89	123–24	<ul style="list-style-type: none"> • Identify the purpose of the main activity of the Ecuadorian New Year celebration • Identify the main activities of the US New Year celebration • Evaluate these celebrations based on scriptural principles BWS • Compare and contrast the celebration activities of all three nations • Formulate the purpose of a New Year’s celebration based on biblical principles BWS
<p>“Comida/Food” (70) Poetry by Victor M. Valle</p> <p>“Limerick” Poetry by W. H. H. in <i>The New Book of Nonsense</i></p>	356–57	290–91	125–26	<ul style="list-style-type: none"> • Identify the common subject in both poems • Identify Latin roots and their meanings • Compare and contrast the English and Spanish versions of the “Comida/Food” poem • Explain the rhyme scheme and rhythm of a limerick • Create a poem about a favorite food
Look Again: Holidays and Foods (71)	358–59	280–91	127–28	<ul style="list-style-type: none"> • Recall the food traditions of Chinese New Year, Año Viejo, and American New Year • Compare and contrast a holiday’s food traditions in several cultures • Create a paragraph about a holiday food tradition in one’s own family
<p>“A Century of Blossoms” (72) Informational text by Patricia A. Miller</p>	360–65	292–97	129–30	<ul style="list-style-type: none"> • Identify the purpose of the article • Identify actions that show Eliza’s persistence • Explain how other people helped Eliza accomplish her goal • Explain how the article’s title relates to the text • Evaluate the trait of persistence BWS
<p>“May the Plum Tree Always Blossom” (73–74) Christian fiction by Milly Howard</p>	366–72	298–303	131–32	<ul style="list-style-type: none"> • Recall elements of Christian fiction • Infer character traits of Seventh Plumblossom, Luang, and the Japanese soldier • Infer the motives of Seventh Plumblossom, Luang, and the Japanese soldier • Predict whether Luang and Seventh Plumblossom will be separated

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	373–79	303–9	133–34	<ul style="list-style-type: none"> • Identify motives of the Japanese soldier • Verify predictions of whether Luang and Seventh Plumblossom are separated • Infer the theme BWS • Explain how an act of kindness affected you or someone you know BWS
<p>Look Again: “May the Plum Tree Always Blossom” (75)</p>	380–81	298–309	135–36	<ul style="list-style-type: none"> • Recall the traits and motives of the Japanese soldier • Explain how the Japanese soldier’s kindness affects Luang and Seventh Plumblossom • Brainstorm ways in which God’s love can be shown through kindness BWS
<p>“Koinobori, a Fish That Flies!” (76) Procedural text</p>	382–84	310–11	137–38	<ul style="list-style-type: none"> • Interpret the directions for making a Japanese fish kite • Explain the directions • Make a fish kite by following the directions • Propose ways in which the procedure can be adapted
<p>SSR Journal: Plot (77) Comprehension Assessment 6</p>	385			<ul style="list-style-type: none"> • Enjoy and respond to recreational reading • Provide information about plot from a chosen book • Demonstrate mastery of reading skills

Unit 4: Discoveries

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“This Poem Has Been Brought to You by Your Five Senses” & “Boneless” (78)</p> <p>Poetry by Allan Wolf</p>	386–87	314–15	139–40	<ul style="list-style-type: none"> • Identify alliteration, rhyme, and other repetitive sounds in the poems • Identify examples of wordplay and humor in the poems • Explain how the poems present a fresh perspective on scientific facts • Write a humorous poem about something in the realm of science
<p>“Fool Your Senses!” (79–80)</p> <p>Informational text by Liz Huyck</p>	388–93	316–20	141–42	<ul style="list-style-type: none"> • Explain how our brains and our five senses work together to discover the world around us • Identify ways that the senses of sight and hearing can be confused or deceived • Collaborate with a partner to conduct at least two experiments mentioned in the text • Analyze the results of your own experiments and those of others
	394–401	321–27	143–44	<ul style="list-style-type: none"> • Identify ways that the senses of taste, touch, and smell can be confused or deceived • Collaborate with a partner to conduct at least two experiments mentioned in the text • Analyze the results of your own experiments and those of others • Explain how organization helps us follow the author’s thoughts in an informational text
<p><i>Girls Think of Everything</i> (81–82)</p> <p>Informational text an excerpt from the book by Catherine Thimmesh</p>	402–7	328–33	145–46	<ul style="list-style-type: none"> • Identify the organizational structure of this informational text • Identify text features that add interest to the text • Identify ways that each invention made life safer, easier, or more enjoyable • Evaluate the inventors’ responses to mistakes and discouragement from others

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	408–15	333–39	147–48	<ul style="list-style-type: none"> • Identify ways that each invention made life safer, easier, or more enjoyable • List the steps involved in obtaining a patent for an invention • Analyze the character traits an inventor must have • Relate an inventor’s work to Genesis 1:27–28 and Matthew 22:39 BWS
Look Again: <i>Girls Think of Everything</i> (83)	416–17	328–39	149–50	<ul style="list-style-type: none"> • Identify a problem to be solved • Design an invention with a partner to solve the problem • Present the invention design to the class
<i>Smallpox: Is It Over?</i> (84) Informational text an excerpt from the book by Adam Reingold	418–25	340–47	151–52	<ul style="list-style-type: none"> • Identify symptoms of smallpox • Trace the effects of smallpox throughout history • Explain how the smallpox vaccine was developed • Debate whether the smallpox virus should be kept or destroyed
<i>The Birchbark House</i> (85–87) Historical fiction an excerpt from the book by Louise Erdrich	426–33	348–54	153–54	<ul style="list-style-type: none"> • Recall the elements of historical fiction • Infer the emotions of the characters in the first four paragraphs • Explain the change in character emotions after the visitor dies • Infer the main emotions Omakayas feels • Predict what will happen to the characters affected by smallpox
	434–41	354–60	155–56	<ul style="list-style-type: none"> • Verify predictions from Lesson 85 about will happen to the characters affected by smallpox • Explain personal emotions felt in response to the story • Infer emotions felt by Omakayas • Compare Omakayas’s emotions to personal emotions in response to the story
	442–51	360–69	157–58	<ul style="list-style-type: none"> • Explain personal emotions felt in response to the story • Infer emotions felt by Omakayas • Compare Omakayas’s emotions to personal emotions in response to the story • Evaluate Omakayas’s grief in light of biblical truth BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
Look Again: <i>The Birchbark House</i> (88)	452–53	348–69	159–60	<ul style="list-style-type: none"> • Identify Ojibwa religious beliefs about the afterlife as described in <i>The Birchbark House</i> • Compare and contrast these beliefs with the Bible’s description of death and eternity BWS • Explain how the biblical view of eternity offers hope compared to the Ojibwa view of eternity BWS
<i>Seeker of Knowledge</i> (89) Narrative nonfiction by James Rumford	454–61	370–77	161–62	<ul style="list-style-type: none"> • Infer the author’s purpose • Relate hieroglyphs to their meanings • Identify actions and descriptions of Champollion that show his character • Analyze how Champollion’s character traits led to an important historical discovery • Evaluate Champollion’s character based on biblical truth BWS
“Cracking Code Purple” (90) Informational text by Anna Ouchchy	462–67	378–83	163–64	<ul style="list-style-type: none"> • Identify words and actions that show Genevieve Grotjan’s diligence • Explain the method used for breaking coded communications • Explain the reasons her discovery was so important • Infer her attitude about her job and her success • Evaluate her attitude and character traits based on Scripture BWS
“A System of Dots” (91) Informational text by Audrey DeAngelis and Gina DeAngelis	468–73	384–89	165–66	<ul style="list-style-type: none"> • Identify prior knowledge about the development of braille • Identify problems and solutions • Sequence the events that led to the development of braille • Compare and contrast three different methods of teaching reading to people who are blind • Explain how Louis Braille turned his hardship into a blessing for many people BWS
Look Again: People with Disabilities (92)	474–75		167–68	<ul style="list-style-type: none"> • Identify well-known people who have disabilities • Explain ways to help people with disabilities • Formulate a Christian perspective on relating to people with disabilities BWS • Write an encouraging email or letter to someone with a disability BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>Book Report: <i>Character Interview or Podcast: Part 1 (93)</i> Comprehension Assessment 7</p>	476–77			<ul style="list-style-type: none"> • Compare sample character interview to rubric requirements • Choose a character from a book on the student’s independent level • Write interview questions for the character • Participate in recreational reading • Demonstrate mastery of reading skills
<p><i>Top Secret (94–95)</i> Procedural text an excerpt from the book by Paul Janeczko</p>	478–83	390–94	169–70	<ul style="list-style-type: none"> • Distinguish between a code and a cipher • Identify several different ways to encipher a message • Apply the information to enciphering and deciphering messages
	484–91	395–401	171–72	<ul style="list-style-type: none"> • Identify several different ways to encipher a message • Decipher a message using information from the text • Explain the importance of codes and ciphers
<p>Look Again: <i>Top Secret (96)</i></p>	492–93	390–401	173–74	<ul style="list-style-type: none"> • Compare and contrast codes on the basis of difficulty to encipher and decipher • Follow procedural text to encipher a message • Decipher a partner’s message • Propose uses for codes in the twenty-first century
<p><i>Blue Willow (97–98)</i> Realistic fiction an excerpt from the book by Doris Gates</p>	494–503	402–10	175–76	<ul style="list-style-type: none"> • Identify the historical setting of the story • Infer character emotions from words, actions, and thoughts • Describe the relationship between Janey and Mrs. Larkin • Evaluate character attitudes about friendship based on James 2:8–9 BWS
	504–13	410–19	177–78	<ul style="list-style-type: none"> • Infer character motives • Compare and contrast Janey and Lupe • Analyze how both Janey and Lupe begin to change through the relationship • Evaluate the theme based on biblical teaching BWS • Propose one way to strengthen a friendship with someone whose perspective is different from one’s own BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
Look Again: <i>Blue Willow</i> (99)	514–15	402–19	179–80	<ul style="list-style-type: none"> • Identify the symbolism of the willow plate • Analyze how suspense makes Janey’s storytelling more interesting • Infer the connection between the story and Janey’s experience • Write a paragraph about how a story in <i>Reading 5: Quests</i> connects with personal experience
<i>Pulling the Lion’s Tail</i> (100) Folktale by Jane Kurtz	516–25	420–29	181–82	<ul style="list-style-type: none"> • Recall the different types of conflict in a story • Identify the types of conflict in the folktale • Explain how conflict is resolved • Infer the theme • Evaluate the theme in light of 1 Corinthians 13:4 BWS
Look Again: <i>Pulling the Lion’s Tail</i> (101)	526–27	420–29	183–84	<ul style="list-style-type: none"> • Recall types of literary conflict • Explain why conflict is a necessary part of stories • Identify types of conflict in <i>The Wonderful Flight to the Mushroom Planet</i>, “Vasko’s Christmas Rescue,” and <i>Blue Willow</i> • Summarize how conflict is resolved in each story
<i>The Librarian Who Measured the Earth</i> (102–3) Narrative nonfiction by Kathryn Lasky	528–35	430–36	185–86	<ul style="list-style-type: none"> • Identify subjects that Eratosthenes studied or wrote about • Explain why Eratosthenes was excited to go to Alexandria • Identify the major discoveries made by scholars in Alexandria • Evaluate the character trait of curiosity BWS
	536–41	437–41	187–88	<ul style="list-style-type: none"> • Identify words from Greek roots • Explain the problems and solutions Eratosthenes worked on to measure the earth’s circumference • Analyze the advantages and disadvantages of trying to do something no one else has ever tried to do before • Formulate a Christian perspective on curiosity as it relates to science BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
Isaiah 40 (104) Bible prophecy selected verses	542–45	442–44	189–90	<ul style="list-style-type: none"> • Identify words and phrases that show God’s power and wisdom BWS • Identify words and phrases that show God’s tender and loving care BWS • Explain why some questions in this passage do not require an answer • Apply principles learned about God’s character to one’s own life BWS
Look Again: Solving Problems (105)	546	438–40, 443	191–92	<ul style="list-style-type: none"> • Recall the steps Eratosthenes used to determine the earth’s circumference • Identify the steps in a problem-solving sequence • Collaborate to solve a riddle • Analyze problems that may have more than one solution
SSR Journal: Character Emotions (106) Comprehension Assessment 8	547			<ul style="list-style-type: none"> • Enjoy and respond to recreational reading • Respond to reading by providing information about character emotions • Demonstrate mastery of reading skills

Unit 5: Heroes

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p><i>Moon over Tennessee</i> (107) Free verse narrative an excerpt from the book by Craig Crist-Evans</p>	548–55	446–53	193–94	<ul style="list-style-type: none"> • Identify elements of free verse narrative • Explain how simile and metaphor make the story more vivid • Identify the purpose of the flashback in the selection • Infer the theme • Evaluate the theme of the selection BWS
<p><i>Diary of William Bircher: A Civil War Drummer</i> (108–9) Autobiography an excerpt from the book edited by Michelle Hasselius</p>	556–62	454–59	195–96	<ul style="list-style-type: none"> • Define <i>primary source</i> • Identify the purpose of the text features within the autobiography • Identify details that give a perspective on the events of the Civil War • Infer the author’s reasons for involvement in the war
	563–69	460–65	197–98	<ul style="list-style-type: none"> • Identify details that give a perspective on the events of the Civil War • Infer the author’s feelings about war, friends, and family members • Infer the author’s purpose in writing this autobiographical account • Analyze this account for differences from the way the war is portrayed in <i>Moon over Tennessee</i>
<p>Look Again: Primary Sources (110)</p>	570–71		199–200	<ul style="list-style-type: none"> • Distinguish primary sources from other types of sources • Analyze insights gained from primary sources • Analyze the perspective on war in a primary source from the same time period as William Bircher’s diary
<p>“The Queen Who Saved Her People” (111–12) Bible account taken from the book of Esther</p>	572–78	466–71	201–2	<ul style="list-style-type: none"> • Recall the definition of <i>irony</i> • Explain the difference between situational and dramatic irony • Identify the setting of the account • Identify character traits of Mordecai, Esther, and Haman • Sequence events in the account

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	579–85	472–77	203–4	<ul style="list-style-type: none"> • Identify the reason Mordecai gave for why Esther became queen • Recall the definition of <i>irony</i> • Identify examples of irony in the account • Trace the events of the account that show how God used Mordecai and Esther to save the Jews BWS
<p>Let's Roll! (113–14) Biography an excerpt from the book by Lisa Beamer with Ken Abraham</p>	586–93	478–84	205–6	<ul style="list-style-type: none"> • Identify prior and desired knowledge about the events of September 11, 2001 (K-W-L chart) • Identify character traits of Todd Beamer • Infer character traits of other passengers and crew members
	594–601	485–91	207–8	<ul style="list-style-type: none"> • Explain why Todd Beamer and the other passengers of Flight 93 are viewed as heroes • Identify information learned by reading this selection (K-W-L chart) • Identify what made Todd Beamer different from other men BWS • Infer Lisa Beamer's motivation based on her quotation of Esther 4:14 BWS • Explain why every person needs a life built on the firm foundation of Christ BWS
<p>Look Again: Let's Roll! (115)</p>	602–3	478–91	209–10	<ul style="list-style-type: none"> • Research online to learn about the design of the 9/11 Memorial • Research online to learn about passengers and crew members from United Flight 93 who were mentioned in the <i>Let's Roll!</i> excerpt • Explain why it is important to remember the people and events of 9/11
<p>"How Firm a Foundation" (116) Poetry anonymous</p>	604–5	492–93	211–12	<ul style="list-style-type: none"> • Identify the meaning of <i>foundation</i> as described in the first stanza • Relate promises found in Bible verses to the promises found in stanzas 2–5 BWS • Explain how this hymn relates to Lisa Beamer's testimony in <i>Let's Roll!</i> BWS • Sing the hymn to demonstrate fluency

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“The Boy with Yellow Eyes” (117–18) Mystery by Gloria Gonzalez</p>	606–13	494–500	213–14	<ul style="list-style-type: none"> • Identify foreshadowing in the beginning of the story • Identify vague words and phrases that build suspense • Compare and contrast Willie’s and Norman’s character traits • Explain how three unrelated events bring the three main characters together
	614–19	500–505	215–16	<ul style="list-style-type: none"> • Identify words and actions that build suspense • Explain how Norman and Willie’s relationship changes • Analyze the ways each boy uses his talents to become a hero • Evaluate the friendship of Norman and Willie using biblical principles BWS
<p>Look Again: “The Boy with Yellow Eyes” (119)</p>	620	494–505	217–18	<ul style="list-style-type: none"> • Identify parts of the plot pyramid • Analyze “The Boy with Yellow Eyes” to map the rising action, climax, and falling action • Analyze the plot of “The Queen Who Saved Her People”
<p>Book Report: <i>Character Interview or Podcast: Part 2</i> (120) Comprehension Assessment 9</p>	621			<ul style="list-style-type: none"> • Enjoy recreational reading • Write answers to interview questions as the book character would answer them • Compare written answers to rubric requirements • Practice for character interview presentation or begin recording podcast
<p><i>Eric Liddell: Something Greater Than Gold</i> (121–24) Biography an excerpt from the book by Janet and Geoff Benge</p>	622–28	506–11	219–20	<ul style="list-style-type: none"> • Infer character traits of Eric Liddell • Trace the events that led Eric to become an athlete • Identify ways that Eric showed good sportsmanship • Explain why it is important for Christians to demonstrate good sportsmanship BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	629–35	512–16	221–22	<ul style="list-style-type: none"> • Trace the events that led Eric to speak publicly about his faith • Identify the main obstacle Eric had to overcome to share his faith • Identify the results of Eric’s decision to speak publicly about his faith • Analyze how fame has the potential to be used for good or for evil BWS
	636–42	516–21	223–24	<ul style="list-style-type: none"> • Identify why Eric was a hero to the Scottish people • Identify the public’s response to Eric’s refusal to run on Sunday • Evaluate the public’s response to Eric’s refusal to run on Sunday BWS • Infer Eric’s character traits and values shown by his refusal to run on Sunday BWS
	643–49	521–27	225–26	<ul style="list-style-type: none"> • Identify reasons why Eric was not favored to win the 400-meter race • Identify the public’s response to Eric’s winning the Olympic gold • Contrast this response to the response when Eric refused to run on Sunday • Infer how Eric’s decision to become a missionary might affect his fame • Evaluate Eric’s view of his abilities and fame in light of biblical truth BWS
Look Again: <i>Eric Liddell: Something Greater Than Gold</i> (125)	650–51	506–27	227–28	<ul style="list-style-type: none"> • Define the terms <i>news media</i> and <i>public opinion</i> • Propose ways the news media can influence public opinion • Infer the influence newspapers may have had in the varying public opinion of Eric Liddell • Analyze headlines to determine how they influence the reader • Rewrite headlines to change the way they influence the reader
Character Interview or Podcast Presentations (126)	652–53			<ul style="list-style-type: none"> • Present a character from a book orally • Develop appreciative listening skills

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“The Sword in the Stone” (127) Legend retold by Neil Philip</p>	654–59	528–33	229–30	<ul style="list-style-type: none"> • Identify key elements of a legend • Compare and contrast traits of Kay and Arthur • Draw conclusions about why Arthur is important to British culture • Analyze the Arthurian legend for elements that may be true or fictional
<p>Pegasus (128–29) Myth retold by Marianna Mayer</p>	660–66	534–39	231–32	<ul style="list-style-type: none"> • Recall key elements of a myth • Identify events that contribute to rising action in the plot • Identify traits that make Bellerophon heroic • Explain why Bellerophon needs both courage and trust to undertake his quest
	667–71	539–43	233–34	<ul style="list-style-type: none"> • Identify events that contribute to the rising action in the plot • Identify the climax and falling action of the myth • Explain why courage and trust are both important to the heroic action of the climax • Explain why the ending of the myth is satisfying • Compare and contrast Bellerophon’s battle with a Christian’s spiritual battle BWS
<p>Look Again: Myths and Legends (130)</p>	672–73	528–43	235–36	<ul style="list-style-type: none"> • Compare and contrast the legend and the myth • Analyze why myths and legends become popular stories within a culture • Evaluate the source of supernatural help in the legend and the myth BWS
<p>“Granddaughter’s Sled” (131) Folktale retold by Pleasant DeSpain</p> <p>“The King and the Shirt” Folktale by Leo Tolstoy</p>	674–79	544–49	237–38	<ul style="list-style-type: none"> • Infer the theme of “Granddaughter’s Sled” • Infer the theme of “The King and the Shirt” • Identify the character in each story that demonstrates the theme • Evaluate the theme statements of each story based on biblical principles BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
“Stormalong” (132) Tall tale by Anthony D. Fredericks	680–86	550–56	239–40	<ul style="list-style-type: none"> • Identify exaggeration in the tall tale • Explain idioms in the story • Identify character traits of Stormalong • Infer the reason sailors want to sail with Stormalong • Analyze the purpose for telling a tall tale
Reader’s Theater Performance (133)	687	550–56		<ul style="list-style-type: none"> • Recall key elements of reader’s theater • Perform reader’s theater in small groups • Create a recording (audio or video) of the reader’s theater • Evaluate fluency and expression in oral reading
SSR Journal: Plot Summary (134) Comprehension Assessment 10	688–89			<ul style="list-style-type: none"> • Enjoy and respond to recreational reading • Respond to reading by summarizing the plot • Demonstrate mastery of reading skills

Unit 6: Virtues

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p><i>Cinderella (135)</i> Folktale retold and illustrated by K. Y. Craft</p>	690–99	558–67	241–42	<ul style="list-style-type: none"> • Identify fairy tale as a kind of folktale • Infer the theme of the story • Explain how the illustrations contribute to the theme • Evaluate the view of beauty presented in the story based on biblical teaching BWS • Analyze the features that make a story a “Cinderella story”
<p><i>Cinderella: The Graphic Novel (136)</i> Folktale retold by Beth Bracken</p>	700–719	568–87	243–44	<ul style="list-style-type: none"> • Identify key elements of the graphic novel • Infer the mood created by the illustrations • Compare and contrast this version of “Cinderella” with the previous selection • Analyze the advantages and disadvantages of communicating with graphics over words
<p><i>Domitila (137–38)</i> Folktale retold by Jewell Reinhart Coburn</p>	720–28	588–95	245–46	<ul style="list-style-type: none"> • Identify features in the story that are specific to Mexican culture • Infer character traits • Infer character motives • Evaluate character motives based on biblical teaching about love BWS
	729–37	596–603	247–48	<ul style="list-style-type: none"> • Contrast the characters of Domitila and Malvina • Trace development in the character of Timoteo • Infer the theme of the story • Compare and contrast <i>Domitila</i> with <i>Cinderella</i> • Explain why this story has become important to many different cultures
<p>Look Again: Cinderella Stories (139)</p>	738–39	558–67	249–50	<ul style="list-style-type: none"> • Identify the key elements of a parody • Identify these elements in a parody of “Cinderella” • Analyze the author’s purpose in creating the parody

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p><i>Mufaro's Beautiful Daughters</i> (140) Folktale by John Steptoe</p>	740–49	604–13	251–52	<ul style="list-style-type: none"> • Identify the main character and the supporting character in the story • Contrast the supporting character's traits with those of the main character • Explain how this contrast emphasizes the goodness of the main character • Infer the theme BWS • Compare the story with <i>Cinderella</i> and <i>Domitila</i>
<p>Proverbs 31 (141) Poetry selected verses</p>	750–53	614–17	253–54	<ul style="list-style-type: none"> • Identify virtues displayed by the woman in the passage • Rewrite verse 30 in one's own words • Compare and contrast Proverbs 31 with the preceding folktales BWS • Explain what it means to fear the Lord BWS • Identify a way to display the fear of the Lord in one's own life BWS
<p>"King Solomon's Ring" (142) Folktale from Jewish tradition</p>	754–61	618–25	255–56	<ul style="list-style-type: none"> • Identify irony in the folktale • Identify the riddle in the folktale • Identify the solution to the riddle • Explain the truth the solution presents • Analyze how this truth affects a happy person and a sad person
<p>Look Again: "King Solomon's Ring" (143)</p>	762–63	618–25	257–58	<ul style="list-style-type: none"> • Recall the truth of the riddle and solution in "King Solomon's Ring" • Compare the solution of the riddle to Psalm 90:12 BWS • Identify obstacles that hinder the wise use of time • Propose ways to use time wisely in different areas of one's own life BWS
<p><i>Daniel at the Siege of Boston, 1776</i> (144–46) Historical fiction an excerpt from the book by Laurie Calkhoven</p>	764–72	626–33	259–60	<ul style="list-style-type: none"> • Identify the setting • Explain how Colonel Prescott's and Father's actions calm the soldiers • Identify words and actions that show Daniel's emotions • Infer Daniel's character traits based on his emotions and responses • Compare and contrast Daniel's character traits with Father's

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
	773–79	633–38	261–62	<ul style="list-style-type: none"> • Identify words and actions that show Daniel’s emotions • Infer Daniel’s character traits based on his emotions and responses • Identify sensory words and phrases that describe the battle • Formulate a Christian response to frightening situations BWS
	780–85	639–43	263–64	<ul style="list-style-type: none"> • Identify words and actions that show Daniel’s emotions • Infer Daniel’s character traits based on his emotions and responses • Trace the change in Daniel’s character over the course of the story • Evaluate Father’s explanation of courage according to biblical principles BWS • Apply the definition of courage to a situation in one’s own life BWS
Look Again: <i>Daniel at the Siege of Boston, 1776 (147)</i>	786–87	626–43	265–66	<ul style="list-style-type: none"> • Identify and label on a map the places referenced in <i>Daniel at the Siege of Boston</i> • Draw symbols on the map to show troop movements and fortifications, and draw a map legend for the symbols • Compare the map of Boston in 1775 with a map of modern-day Boston
Shield Design and Creation (148) Comprehension Assessment 11	788–89			<ul style="list-style-type: none"> • Design a shield that incorporates the elements of a personally memorable selection from the Reading book • Create the shield • Demonstrate mastery of reading skills
“The Woodcutter and Hermes” (149) Fable retold by Jennifer Olachea	790–93	644–47	267–68	<ul style="list-style-type: none"> • Recall the elements of a fable • Identify Hermes as the messenger god of Greek mythology • Compare and contrast character traits of the woodcutter and his neighbor and the consequences of those traits • Evaluate the stated moral based on biblical principles BWS

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
<p>“Fire, Water, Truth, and Falsehood” (150) Folktale from northeast Africa</p>	794–97	648–51	269–70	<ul style="list-style-type: none"> • Identify Ethiopian cultural elements in the story • Infer the theme • Explain how personification is used to support the theme • Evaluate the theme of the story from a biblical worldview BWS
<p>Look Again: Comparing Cultural Stories (151)</p>	798–99	644–51	271–72	<ul style="list-style-type: none"> • Compare and contrast story elements of three cultural stories • Compare and contrast themes of three cultural stories • Analyze the reason for the importance of truthfulness in many cultures based on Romans 2:14–15 BWS
<p>Digital Literacy: Online Safety and Responsibility (152)</p>	800–801		273–74	<ul style="list-style-type: none"> • Identify possible dangers online • Distinguish between personal and private information • Identify online responsibilities • Construct a plan for online personal safety
<p>Digital Literacy: Cyberbullying (153)</p>	802–3		275–76	<ul style="list-style-type: none"> • Recall online responsibilities • Compare and contrast online and personal friends • Explain why bullying is sinful based on biblical principles BWS • Compare and contrast personal bullying and cyberbullying • Construct a plan for dealing with cyberbullying BWS
<p>Digital Literacy: Propaganda and Unreliable News (154)</p>	804–7		277–78	<ul style="list-style-type: none"> • Identify types of propaganda • Identify ways to spot unreliable news stories • Compare and contrast propaganda and unreliable news stories • Evaluate materials using strategies to identify propaganda and unreliable news stories
<p>Digital Literacy: Keyword Searches (155)</p>	808–9		279–80	<ul style="list-style-type: none"> • Identify search engines • Explain keywords and how to use them • Compare and contrast search results from using different keywords • Complete a search using keyword strategies

Lesson Title and Number	Teacher Edition pages	Student Edition pages	Activities pages	Lesson Objectives and Biblical Worldview
Digital Literacy: News Article Research Project (156)	810–11		281–82	<ul style="list-style-type: none"> • Recall strategies for keyword searches and identifying unreliable news • Find and analyze two news articles about similar subjects • Evaluate the legitimacy of news articles
<i>Evidence Not Seen (157–58)</i> Autobiography an excerpt from the book by Darlene Deibler Rose	812–17	652–56	283–84	<ul style="list-style-type: none"> • Identify the setting • Analyze how the point of view draws the reader into the story • Identify Darlene’s physical needs • Explain Darlene’s view of God’s ability to provide
	818–23	657–60	285–86	<ul style="list-style-type: none"> • Explain how God provided for Darlene’s physical needs • Identify Darlene’s spiritual needs • Explain how God provided for Darlene’s spiritual needs • Identify Darlene’s response to God’s provision • Explain how God’s provision can strengthen a person’s faith during trials BWS
Look Again: Evidence Not Seen (159)	824–25	652–61	287–88	<ul style="list-style-type: none"> • Recall events in “Paul Is Shipwrecked,” “The Queen Who Saved Her People,” <i>Let’s Roll!</i>, and <i>Evidence Not Seen</i> • List trials experienced by people in these accounts • Identify God’s provision during the trials • Identify needs for God’s provision in one’s own life BWS • Pray together with a partner
Shield Presentation (160) Comprehension Assessment 12	826			<ul style="list-style-type: none"> • Present the shield created in Lesson 148 • Demonstrate a mastery of reading skills

Novel Studies: *Misty of Chincoteague*

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 1: "Live Cargo!" (1)	828–32	<ul style="list-style-type: none"> • Identify the ponies' origin and intended destination • Identify the ponies' actual destination • Explain the reason the ponies are being transported • Explain the extended metaphor in the description of the sea
Chapter 2: "The Island of the Wild Things" (2)	833–35	<ul style="list-style-type: none"> • Contrast the ponies' experiences on board the ship and on the island • Explain the personification of the sea as the ponies' friend • Analyze the survival techniques the ponies learn on the island • Infer reasons people do not settle on Assateague Island
Chapter 3: "The Phantom" (3)	836–39	<ul style="list-style-type: none"> • Explain why Paul is fascinated with the Phantom • Explain Paul and Maureen's plan to buy the Phantom • Explain the relationship between Paul and Maureen • Contrast Paul's and Maureen's responses to what they observe
Chapter 4: "Sacred Bones" (4)	840–43	<ul style="list-style-type: none"> • Infer the reason Grandpa says bones are sacred BWS • Infer character traits of Grandpa • Analyze Grandpa's explanation of a legend • Explain the origins of Pony Penning Day
Chapter 5: "A Piece of Wind and Sky" (5)	844–47	<ul style="list-style-type: none"> • Identify the children's motive for buying a pony of their own • Explain Paul's plan to earn money from Grandpa • Contrast the children's and Grandpa's expectations about capturing the Phantom • Evaluate the children's view of work BWS
Chapter 6: "Pony Penning Day" (6)	848–51	<ul style="list-style-type: none"> • Identify Paul's character traits • Explain how sensory details bring events to life • Trace the use of suspense throughout the chapter • Explain how Paul is able to drive the Phantom and her foal to Tom's Point • Evaluate Paul's response to authority BWS

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 7: “She Can’t Turn Back” (7)	852–55	<ul style="list-style-type: none"> • Infer character emotions • Explain how simile and metaphor add interest to the narrative of events • Explain how irony makes Paul’s accomplishment satisfying • Predict whether the Phantom and Misty will safely swim the channel to Chincoteague
Chapter 8: “Caught in the Whirlpool” (8)	856–59	<ul style="list-style-type: none"> • Explain the reason for the change in viewpoint • Infer character emotions • Trace the use of suspense throughout the chapter • Infer Paul’s motive for risking his life for Misty • Verify the outcome of the prediction in Chapter 7
Chapter 9: “On to the Pony Penning Grounds” (9)	860–62	<ul style="list-style-type: none"> • Identify the problem with keeping both ponies • Identify the proposed solution to the problem • Identify Maureen’s character traits • Infer character emotions • Create a timeline of the events surrounding Pony Penning Day
Assessment 1 (10)	863	<ul style="list-style-type: none"> • Sequence events in the plot • Identify traits of each of the main characters • Identify literary elements in the story • Evaluate character motives and actions
Chapter 10: “Colts Have Got to Grow Up” (11)	864–66	<ul style="list-style-type: none"> • Infer the reasons why Paul and Maureen speak politely to the Pied Piper • Explain why the children are worried about the colts • Summarize the fire chief’s explanation of why the children should not worry • Explain the children’s response to the fire chief’s explanation • Infer the character traits of the fire chief
Chapter 11: “Storm-Shy” (12)	867–70	<ul style="list-style-type: none"> • Identify sensory details • Identify personification and onomatopoeia • Trace the use of suspense • Explain the significance of the Phantom’s eating out of Paul’s hand

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 12: "The Sold Rope" (13)	871–74	<ul style="list-style-type: none"> • Infer reasons why Paul does not want to wake up • Identify Maureen’s emotions before she sees the sold rope • Identify Maureen’s emotions after she learns that Misty has been sold • Predict how Paul will feel when he learns someone else has bought Misty
Chapter 13: "A Pony Changes Hands" (14)	875–78	<ul style="list-style-type: none"> • Explain why the children think losing Misty is their fault • Identify the children’s emotions throughout the chapter • Infer the children’s character traits based on how they decide to use their money • Evaluate the children’s traits in light of Proverbs 3:27 and Proverbs 21:5 BWS • Verify the outcome of the prediction in Lesson 13
Chapter 14: "The Wickie" (15)	879–81	<ul style="list-style-type: none"> • Identify the steps Paul and Maureen use to prepare Phantom for riding • Infer reasons why Paul is concerned Phantom will not take to a metal bit • Explain Grandpa’s view of the children and their work with the ponies • Contrast Phantom’s and Misty’s behaviors
Chapter 15: "The Fire Chief Pays a Call" (16)	882–84	<ul style="list-style-type: none"> • Identify what makes Phantom happy • Identify the reason for the fire chief’s visit • Explain the reason that people everywhere are talking about Phantom • Contrast the Phantom’s and Misty’s behaviors and the emotions they convey
Chapter 16: "The Pully Bone" (17)	885–87	<ul style="list-style-type: none"> • Identify evidences that the Phantom is famous • Explain the reason for the tension between Paul and Maureen • Analyze Grandma’s solution to the problem between the children • Evaluate Maureen’s and Paul’s responses to the outcome BWS
Chapter 17: "Wings on Her Feet" (18)	888–91	<ul style="list-style-type: none"> • Identify the cause for excitement on the island • Trace the use of simile and metaphor in the chapter • Explain why Maureen wants to be alone to watch the race • Explain the significance of the chapter title • Evaluate Paul’s attitude after the race based on his actions BWS

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 18: "A Wild Bugle" (19)	892–94	<ul style="list-style-type: none"> • Infer Paul's feelings about Phantom's happiness • Explain the significance of Phantom's name • Identify Paul's, Maureen's, and Grandpa's different attitudes about Phantom's freedom • Analyze Paul's motives in giving Phantom her freedom
Assessment 2 (20)	895	<ul style="list-style-type: none"> • Sequence events in the plot • Identify emotions of each of the main characters • Identify literary elements in the story • Evaluate character motives and actions • Identify meanings of vocabulary words from context

Novel Studies: *Brady*

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 1 (1)	896–900	<ul style="list-style-type: none"> • Recall the elements of historical fiction • Identify the setting of the story • Identify the main and supporting characters in the story • Infer Brady’s character traits
Chapter 2 (2)	901–5	<ul style="list-style-type: none"> • Identify sensory details • Identify cause-and-effect relationships between Drover Hull and sicknesses • Compare and contrast Brady and Range • Contrast Brady’s mother’s view of slavery with his father’s view of slavery
Chapter 3 (3)	906–9	<ul style="list-style-type: none"> • Recall the meaning of mood in a story • Explain why Brady should not have spoken about Drover Hull’s cabin • Identify how the mood changes in the chapter • Identify Brady’s emotions throughout the chapter • Predict what Brady’s idea might be
Chapter 4 (4)	910–12	<ul style="list-style-type: none"> • Verify predictions about Brady’s idea • Infer Brady’s motives for bringing the squirrels home • Infer why Brady does not draw a mouth on the scarecrow • Explain Brady’s response to the scarecrow’s appearance
Chapter 5 (5)	913–16	<ul style="list-style-type: none"> • Identify the mood in Chapter 5 • Contrast Tar’s appearance at his shop with his appearance at Drover Hull’s cabin • Infer the slave catcher’s character traits based on his appearance and his words • Infer the author’s view of slavery (tone) based on her portrayal of the slave catcher
Chapter 6 (6)	917–20	<ul style="list-style-type: none"> • Infer Laban’s character traits • Explain the significance of Laban’s name • Infer reasons why Drover Hull’s cabin is empty • Predict the cause of Brady’s dizziness

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 7 (7)	921–24	<ul style="list-style-type: none"> • Verify predictions about Brady’s dizziness • Explain why Brady thinks drinking from Drover Hull’s well made him sick • Infer the cause of Mr. Minton’s response to Brady’s story about the scarecrow • Evaluate Brady’s treatment of Mary Dorcas in light of biblical truth BWS
Chapter 8 (8)	925–28	<ul style="list-style-type: none"> • Infer Brady’s reasons for being irritated with Mary Dorcas • Recall the definitions of suspense and irony • Identify details that make the Independence Day celebration suspenseful and ironic • Identify the mood at the end of the chapter • Analyze why the mood changes at the end of the chapter
Chapter 9 (9)	929–33	<ul style="list-style-type: none"> • Recall the definition and types of literary conflict • Identify the types of conflict in the chapter • Identify the mood during Mr. Minton’s sermon • Analyze why the mood changes at the end of the chapter
Assessment 1 (10)	934–35	<ul style="list-style-type: none"> • Identify the setting • Sequence plot events • Identify characters’ views of slavery • Identify meanings of vocabulary words
Chapter 10 (11)	936–40	<ul style="list-style-type: none"> • Identify ways Brady thinks slavery has ruined his life • Analyze Brady’s thoughts that slavery has ruined his life BWS • Contrast Mr. Fergus’s view of slavery with Mr. Minton’s view of slavery • Evaluate these opposing views of slavery in light of biblical truth BWS
Chapter 11 (12)	941–44	<ul style="list-style-type: none"> • Infer character emotions • Infer reasons for Brady’s frightened reaction to finding Moss • Compare Brady and Moss • Explain how meeting Moss changes Brady’s view of slavery • Predict whether Brady will tell others about Moss

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 12 (13)	945–48	<ul style="list-style-type: none"> • Explain how Brady’s view of his father changes • Identify the reasons Brady uses to justify telling Range his secret • Evaluate whether Range is a good influence or a bad influence BWS • Identify Brady’s motives for staying on the farm • Identify the types of conflict Brady experiences
Chapter 13 (14)	949–52	<ul style="list-style-type: none"> • Recall the meaning of character development • Infer Brady’s character traits from his view and treatment of Moss • Infer Brady’s motives for being kind to Moss • Infer the reasons why a new name is important to Moss • Identify ways Brady has changed (developed) since the beginning of the story
Chapter 14 (15)	953–56	<ul style="list-style-type: none"> • Infer why the Mintons want Moses Lowe to leave • Infer the author’s tone toward abolitionists like Moses Lowe • Explain what Brady thinks is the reason behind his father’s sending him to Washington • Identify the types of conflict shown in the chapter • Identify events that make the story suspenseful
Chapter 15 (16)	957–60	<ul style="list-style-type: none"> • Infer why Brady does not like abolitionists • Identify the mood • Identify details that create the mood • Predict what Brady plans to do when he returns home
Chapter 16 (17)	961–63	<ul style="list-style-type: none"> • Identify character traits Brady demonstrates during the fire • Identify the problems Brady faces • Identify Brady’s solutions to the problems • Infer Brady’s motives for deciding to help Moss • Verify predictions from Lessons 12 and 16 about Brady’s actions
Chapter 17 (18)	964–67	<ul style="list-style-type: none"> • Identify details that create suspense • Infer reasons for Moss’s fear • Infer why Brady feels he is doing the right thing • Evaluate Brady’s treatment of Laban Williams in light of biblical truth BWS • Explain why Moss chooses “Brady” as his last name

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 18 (19)	968–72	<ul style="list-style-type: none"> • Identify ways Brady’s relationship with his father has changed • Identify ways Brady has changed • Infer the symbolic meaning of the Sermon House and the North Star • Infer the theme of the novel • Evaluate the theme in light of biblical truth BWS
Assessment 2 (20)	973	<ul style="list-style-type: none"> • Sequence plot events • Summarize how the main character has changed • Identify the theme of the novel • Identify and evaluate the author’s view of slavery (tone) BWS • Identify meanings of vocabulary words

Novel Studies: *The Horse and His Boy*

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 1: "How Shasta Set Out on His Travels" (1)	974–79	<ul style="list-style-type: none"> • Identify the setting • Identify character background details • Identify character traits • Explain how the use of irony and humor enhances the story
Chapter 2: "A Wayside Adventure" (2)	980–83	<ul style="list-style-type: none"> • Identify character traits • Infer character emotions • Evaluate Bree's reasoning about the Tarkaan's money BWS • Explain the lions' role in the decision to travel with Aravis and Hwin • Explain how the horses' behavior is superior to the humans' behavior
Chapter 3: "At the Gates of Tashbaan" (3)	984–87	<ul style="list-style-type: none"> • Identify conventions of Calormene storytelling • Identify character traits • Infer details of Calormene culture from Aravis's story • Evaluate characters' actions • Predict whether the characters will have an uneventful trip through Tashbaan
Chapter 4: "Shasta Falls In with the Narnians" (4)	988–91	<ul style="list-style-type: none"> • Verify the outcome of the prediction • Identify uses of suspense and irony • Compare and contrast the Narnians and the Calormenes • Infer character traits of the Narnians • Create a proverb or a wise saying
Chapter 5: "Prince Corin" (5)	992–95	<ul style="list-style-type: none"> • Identify character traits • Summarize the Narnians' plans for escape from Prince Rabadash • Infer character motives • Identify reasons that Shasta does not ask the Narnians for help • Evaluate Shasta's hopes and his ultimate action
Look Again: Chapter 5: "Prince Corin" (6)	996–97	<ul style="list-style-type: none"> • Compare and contrast Shasta and Corin • Complete a character analysis of Shasta or Corin based on his words, thoughts, and actions • Formulate an understanding of God's sovereign design of our lives before we are born BWS

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Chapter 6: "Shasta Among the Tombs" (7)	998–1001	<ul style="list-style-type: none"> • Explain how descriptive details enhance setting and create a mood • Explain why the cat is a comfort to Shasta • Trace the author’s use of suspense throughout the scene • Evaluate Shasta’s decision at the end of the chapter
Chapter 7: "Aravis in Tashbaan" (8)	1002–5	<ul style="list-style-type: none"> • Identify character traits of Lasaraleen • Infer Lasaraleen’s values based on her words and actions • Contrast the values of Aravis and Lasaraleen • Predict whether the girls will be seen
Chapter 8: "In the House of the Tisroc" (9)	1006–9	<ul style="list-style-type: none"> • Identify character traits • Contrast the three views on the changes that have taken place in Narnia • Explain Rabadash’s plan for gaining the land of Narnia • Evaluate Rabadash’s plan • Verify the accuracy of the prediction about whether the girls will be seen
Assessment 1 (10)	1010	<ul style="list-style-type: none"> • Sequence events in the plot • Identify character traits • Compare and contrast the people of Calormen and the people of Narnia • Evaluate character motives and actions
Chapter 9: "Across the Desert" (11)	1011–14	<ul style="list-style-type: none"> • Contrast Lasaraleen’s and Aravis’s responses to a frightening event • Identify the hardships the characters face in crossing the desert • Identify change in Shasta’s character • Evaluate Hwin’s suggestion that they press on • Evaluate Bree’s response to Hwin’s suggestion BWS
Chapter 10: "The Hermit of the Southern March" (12)	1015–18	<ul style="list-style-type: none"> • Identify evidences of Shasta’s courage • Identify the cause of Bree’s shame • Infer the Hermit’s goodness from his words and actions • Evaluate the Hermit’s statement about luck BWS
Chapter 11: "The Unwelcome Fellow Traveler" (13)	1019–22	<ul style="list-style-type: none"> • Identify the Lion as Aslan • Infer character emotions • Explain how the Lion’s revelation of himself to Shasta has been foreshadowed several times • Analyze Aslan’s character based on his words and actions • Evaluate Shasta’s responses to the Lion

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Look Again: Chapter 11: “The Unwelcome Fellow Traveler” (14)	1023–24	<ul style="list-style-type: none"> • Infer the symbolism of Aslan • Compare Aslan’s references to himself with biblical references to Christ BWS • Evaluate the appropriateness of Shasta’s responses to Aslan BWS • Write a paragraph explaining how this chapter aids understanding of a Christian’s relationship to Christ BWS
Chapter 12: “Shasta in Narnia” (15)	1025–27	<ul style="list-style-type: none"> • Identify character traits of the Narnian creatures • Identify the reason for the conflict between Corin and Edmund • Infer Shasta’s motive for joining the battle • Infer the mood of various scenes and the overall mood of the chapter • Evaluate Edmund’s advice to Shasta about avoiding suspicion of being a traitor
Chapter 13: “The Fight at Anvard” (16)	1028–31	<ul style="list-style-type: none"> • Trace the author’s use of suspense leading up to the battle • Explain the author’s purpose for the shift in point of view during the battle scene • Analyze the battle strategies of each side from the Hermit’s description • Evaluate the characters’ responses to Rabadash’s predicament at the end of the battle • Predict the meaning of the king’s question at the end of the chapter
Chapter 14: “How Bree Became a Wiser Horse” (17)	1032–35	<ul style="list-style-type: none"> • Trace the author’s use of suspense • Identify dramatic irony in the scene where Aslan appears • Infer the reasons for Aslan’s responses to each character BWS • Verify the accuracy of the prediction about King Lune’s question • Compare and contrast characters’ responses before and after meeting Aslan BWS
Chapter 15: “Rabadash the Ridiculous” (18)	1036–39	<ul style="list-style-type: none"> • Identify character traits of King Lune • Contrast the responses of Rabadash and Bree to Aslan’s correction • Explain why Rabadash’s punishment is appropriate • Evaluate Cor’s response to promotion and greatness BWS
Look Again: <i>The Horse and His Boy</i> (19)	1040–41	<ul style="list-style-type: none"> • Identify character development in Cor, Aravis, and Bree • Identify the theme of the novel • Evaluate the theme through a biblical worldview BWS

Lesson Title and Number	Teacher Edition pages	Lesson Objectives and Biblical Worldview
Assessment 2 (20)	1042	<ul style="list-style-type: none">• Sequence events in the plot• Identify changes in Shasta over the course of the novel• Compare the novel to real Christian experience BWS• Apply the theme of the novel to personal experience BWS