**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 | * 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 | * 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 | * 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 | * 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 | * Conduct research on the life of Wilson Rawls * Compare events in the life of Rawls with the setting and characters in Where the Red Fern Grows * Write a story idea based on something in your own life |
| “The Elephant” (6)  “The Vulture”  “The Scorpion”  Poetry  by Hilaire Belloc | 32–33 | 24–25 | 11–12 | * 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 |
| “Chinchilla!” (7)  Realistic fiction  by Elizabeth Turner | 34–43 | 26–35 | 13–14 | * 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 |
| **Listening to Crickets** (8–9)  Biography  an excerpt from the book by  Candice F. Ransom | 44–52 | 36–43 | 15–16 | * 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 | * 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 |
| Look Again: **Listening to Crickets** (10) | 62–63 | 36–51 | 19–20 | * 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 |
| “Monkey and Crocodiles” (11)  Reader’s theater  by Anthony D. Fredericks | 64–70 | 52–57 | 21–22 | * 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 |
| “Grandmother Spider Steals the Sun” (12)  Reader’s theater  by Anthony D. Fredericks | 71–77 | 58–63 | 23–24 | * 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” |
| Reader’s Theater Performance (13) | 78–79 | 53–62 |  | * 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 |
| Book Report: **Book Jacket**:  Part 1 (14)  Comprehension Assessment 1 | 80–81 |  |  | * 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 |
| “A Dog Named Sergeant Stubby” (15)  Informational text  by Eileen M. Berry | 82–89 | 64–71 | 25–26 | * 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 |
| Look Again: “A Dog Named Sergeant Stubby” (16) | 90–91 | 64–71 | 27–28 | * 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 |
| “The Story of How a Girl Brought Joy to the Heart of the King” (17)  Folktale  from the book When the Sea Turned  to Silver  by Grace Lin | 92–97 | 72–77 | 29–30 | * 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 |
| “The Eagle” (18)  Poetry  by Alfred, Lord Tennyson | 98–99 | 78–79 | 31–32 | * 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 |
| “Balaam’s Prophecies” (19)  Bible account  taken from Numbers 22–24;  2 Peter 2:15; Jude 1:11 | 100–109 | 80–89 | 33–34 | * 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 |
| Look Again: Story Outcomes (20) | 110–11 | 76, 88 | 35–36 | * 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 |
| “The Beginning of the Armadillos” (21–22)  Fantasy  by Rudyard Kipling | 112–17 | 90–94 | 37–38 | * 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 | * 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 |
| “Nanabozho Makes the Earth” (23)  Myth  an Ojibwa myth retold by  Jennifer Olachea | 126–30 | 102–6 | 41–42 | * 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 |
| Look Again: Flood Legends (24) | 131 |  | 43–44 | * Recall biblical flood account * Research flood legends from various cultures * Compare and contrast the flood legends of various cultures with the biblical account  BWS |
| SSR Journal: Setting (25)  Comprehension Assessment 2 | 132–33 |  |  | * 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 |
| --- | --- | --- | --- | --- |
| **The Wonderful Flight to the Mushroom Planet** (26–28)  Science fiction  an excerpt from the book by  Eleanor Cameron | 134–40 | 108–13 | 45–46 | * 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 | * 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 | * 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 |
| “Space Tankas” (29)  Poetry  from Garvey’s Choice  by Nikki Grimes | 156–57 | 126–27 | 51–52 | * 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 |
| Look Again: “Space Tankas” (30) | 158–59 | 126–27 | 53–54 | * Recall elements of a tanka * Plan a tanka using a graphic organizer * Create and illustrate a tanka |
| **The Man Who Went to the Far Side of the Moon** (31–32)  Biography  an excerpt from the book by  Bea Uusma Schyffert | 160–67 | 128–34 | 55–56 | * 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 | * 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 |
| “The Wind and the Sun” (33)  Fable  Aesop’s fable retold by Munro Leaf  “Feathers”  Folktale  Hasidic folktale from Eastern Europe | 176–79 | 142–45 | 59–60 | * 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 |
| Look Again: “The Wind and the Sun” & “Feathers” (34) | 180–81 | 142–45 | 61–62 | * 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 |
| “Horace King: Prince of Bridge Builders” (35)  Biography  by Stephanie R. Suhr | 182–91 | 146–55 | 63–64 | * 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 |
| “The Bridge” (36)  Poetry  by Charlotte Zolotow  “The Bridge”  Poetry  by Kaissar Afif | 192–93 | 156–57 | 65–66 | * 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 |
| “From Vanity Fair to Doubting Castle” (37–39)  Allegory  from The Pilgrim’s Progress  by John Bunyan, adapted by  Karen Duncan | 194–201 | 158–64 | 67–68 | * 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 | * 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 |
| 210–17 | 171–77 | 71–72 | * 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 | * 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: **Book Jacket**:  Part 2 (41)  Comprehension Assessment 3 | 219 |  |  | * 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 | * 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 |
| **Ellis Island: New Hope in a New Land** (43–44)  Informational text  an excerpt from the book by  William Jay Jacobs | 222–28 | 180–85 | 77–78 | * 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 |
| 229–35 | 186–91 | 79–80 | * 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 |
| **I Was Dreaming to Come to America** (45–46)  Oral history  selected by Veronica Lawlor | 236–43 | 192–98 | 81–82 | * 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 | * 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 |
| Look Again: **I Was Dreaming to Come to America** (47) | 252–53 | 192–205 | 85–86 | * 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 Was Dreaming to Come to America * 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 |
| Book Report: Book Tasting Day (48) | 254–55 |  |  | * Display a completed book jacket * Identify three books for possible future reading |
| “Paul Is Shipwrecked” (49)  Bible account  taken from Acts 27–28 | 256–63 | 206–13 | 87–88 | * 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 |
| **What I Had Was Singing** (50–51)  Biography  an excerpt from the book by Jeri Ferris | 264–72 | 214–21 | 89–90 | * 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 | * 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 |
| Look Again: **What I Had Was Singing** (52) | 279 | 214–26 | 93–94 | * 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 |
| SSR Journal: Character Motives (53)  Comprehension Assessment 4 | 280–81 |  |  | * 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 |
| --- | --- | --- | --- | --- |
| “I Hear America Singing” (54)  Poetry  by Walt Whitman | 282–83 | 228–29 | 95–96 | * 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 |
| **By the Dawn’s Early Light** (55)  Narrative nonfiction  by Steven Kroll | 284–93 | 230–39 | 97–98 | * 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 |
| “The Spirit of ’76” (56)  Informational text  by James Cross Giblin | 294–97 | 240–43 | 99–100 | * 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 |
| Look Again: Symbols of America (57) | 298–99 | 228–43 | 101–2 | * Recall the symbolism of “I Hear America Singing,” “The Star-Spangled Banner,” and The Spirit of ’76 * 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 |
| **Thanks a Million** (58)  Poetry  by Nikki Grimes | 300–303 | 244–47 | 103–4 | * 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 |
| “Holy Celebrations in Israel”  (59–60)  Informational text  by Brian Collins | 304–10 | 248–53 | 105–6 | * 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 | * 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 |
| “Invitation to Praise” (61)  Responsive reading  taken from Psalms 100:1–5 and 67:3–7 | 318–19 | 260–61 | 109–10 | * 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 |
| Look Again: “Invitation to Praise” (62) | 320–21 | 260–61 | 111–12 | * Recall the elements of a responsive reading * Plan a responsive reading BWS * Create a responsive reading of Scripture based on a theme |
| **Silver Packages** (63)  Realistic fiction  by Cynthia Rylant | 322–29 | 262–69 | 113–14 | * 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 |
| “Vasko’s Christmas Rescue” (64)  Realistic fiction  by Dawn L. Watkins | 330–37 | 270–77 | 115–16 | * 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 |
| Look Again: **Silver Packages** & “Vasko’s Christmas Rescue” (65) | 338–39 | 262–77 | 117–18 | * Summarize the plots of Silver Packages and “Vasko’s Christmas Rescue” * Compare the themes of Silver Packages and “Vasko’s Christmas Rescue” * Analyze the characteristics of a good Christmas story BWS |
| “Christmas Bells” (66)  Poetry  by Henry Wadsworth Longfellow | 340–41 | 278–79 | 119–20 | * 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 |
| SSR Journal: Character Development (67)  Comprehension Assessment 5 | 342–43 |  |  | * Enjoy and respond to recreational reading * Provide information about character development from chosen book * Demonstrate mastery of reading skills |
| “Welcoming the New Year!”  (68–69)  Informational text  by Lynda Jones | 344–49 | 280–84 | 121–22 | * 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 |
| 350–55 | 284–89 | 123–24 | * 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 |
| “Comida/Food” (70)  Poetry  by Victor M. Valle  “Limerick”  Poetry  by W. H. H. in The New Book of Nonsense | 356–57 | 290–91 | 125–26 | * 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 | * 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 |
| “A Century of Blossoms” (72)  Informational text  by Patricia A. Miller | 360–65 | 292–97 | 129–30 | * 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 |
| “May the Plum Tree Always Blossom” (73–74)  Christian fiction  by Milly Howard | 366–72 | 298–303 | 131–32 | * 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 |
| 373–79 | 303–9 | 133–34 | * 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 |
| Look Again: “May the Plum Tree Always Blossom” (75) | 380–81 | 298–309 | 135–36 | * 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 |
| “Koinobori, a Fish That Flies!” (76)  Procedural text | 382–84 | 310–11 | 137–38 | * 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 |
| SSR Journal: Plot (77)  Comprehension Assessment 6 | 385 |  |  | * 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 |
| --- | --- | --- | --- | --- |
| “This Poem Has Been Brought to You by Your Five Senses” & “Boneless” (78)  Poetry  by Allan Wolf | 386–87 | 314–15 | 139–40 | * 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 |
| “Fool Your Senses!” (79–80)  Informational text  by Liz Huyck | 388–93 | 316–20 | 141–42 | * 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 | * 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 |
| **Girls Think of Everything** (81–82)  Informational text  an excerpt from the book by  Catherine Thimmesh | 402–7 | 328–33 | 145–46 | * 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 |
| 408–15 | 333–39 | 147–48 | * 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: **Girls Think of Everything** (83) | 416–17 | 328–39 | 149–50 | * Identify a problem to be solved * Design an invention with a partner to solve the problem * Present the invention design to the class |
| **Smallpox: Is It Over?** (84)  Informational text  an excerpt from the book by  Adam Reingold | 418–25 | 340–47 | 151–52 | * 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 |
| **The Birchbark House** (85–87)  Historical fiction  an excerpt from the book by  Louise Erdrich | 426–33 | 348–54 | 153–54 | * 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 | * 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 | * 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 |
| Look Again: **The Birchbark House** (88) | 452–53 | 348–69 | 159–60 | * Identify Ojibwa religious beliefs about the afterlife as described in The Birchbark House * 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 |
| **Seeker of Knowledge** (89)  Narrative nonfiction  by James Rumford | 454–61 | 370–77 | 161–62 | * 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 | * 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 | * 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 | * 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 |
| Book Report: **Character Interview  or Podcast**: Part 1 (93)  Comprehension Assessment 7 | 476–77 |  |  | * 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 |
| **Top Secret** (94–95)  Procedural text  an excerpt from the book by  Paul Janeczko | 478–83 | 390–94 | 169–70 | * 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 | * Identify several different ways to encipher a message * Decipher a message using information from the text * Explain the importance of codes and ciphers |
| Look Again: **Top Secret** (96) | 492–93 | 390–401 | 173–74 | * 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 |
| **Blue Willow** (97–98)  Realistic fiction  an excerpt from the book by  Doris Gates | 494–503 | 402–10 | 175–76 | * 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 | * 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 |
| Look Again: **Blue Willow** (99) | 514–15 | 402–19 | 179–80 | * 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 Reading 5: Quests connects with personal experience |
| **Pulling the Lion’s Tail** (100)  Folktale  by Jane Kurtz | 516–25 | 420–29 | 181–82 | * 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: **Pulling the Lion’s Tail** (101) | 526–27 | 420–29 | 183–84 | * Recall types of literary conflict * Explain why conflict is a necessary part of stories * Identify types of conflict in The Wonderful Flight to the Mushroom Planet, “Vasko’s Christmas Rescue,” and Blue Willow * Summarize how conflict is resolved in each story |
| **The Librarian Who Measured the Earth** (102–3)  Narrative nonfiction  by Kathryn Lasky | 528–35 | 430–36 | 185–86 | * 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 | * 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 |
| Isaiah 40 (104)  Bible prophecy  selected verses | 542–45 | 442–44 | 189–90 | * 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 | * 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 |  |  | * 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 |
| --- | --- | --- | --- | --- |
| **Moon over Tennessee** (107)  Free verse narrative  an excerpt from the book by  Craig Crist-Evans | 548–55 | 446–53 | 193–94 | * 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 |
| **Diary of William Bircher: A Civil War Drummer** (108–9)  Autobiography  an excerpt from the book edited by Michelle Hasselius | 556–62 | 454–59 | 195–96 | * Define primary source * 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 | * 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 Moon over Tennessee |
| Look Again: Primary Sources (110) | 570–71 |  | 199–200 | * 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 |
| “The Queen Who Saved Her People” (111–12)  Bible account  taken from the book of Esther | 572–78 | 466–71 | 201–2 | * Recall the definition of irony * 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 |
| 579–85 | 472–77 | 203–4 | * Identify the reason Mordecai gave for why Esther became queen * Recall the definition of irony * 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 |
| **Let’s Roll!** (113–14)  Biography  an excerpt from the book by  Lisa Beamer with Ken Abraham | 586–93 | 478–84 | 205–6 | * 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 | * 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 |
| Look Again: **Let’s Roll!** (115) | 602–3 | 478–91 | 209–10 | * 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 Let’s Roll! excerpt * Explain why it is important to remember the people and events of 9/11 |
| “How Firm a Foundation” (116)  Poetry  anonymous | 604–5 | 492–93 | 211–12 | * Identify the meaning of foundation 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 Let’s Roll! BWS * Sing the hymn to demonstrate fluency |
| “The Boy with Yellow Eyes”  (117–18)  Mystery  by Gloria Gonzalez | 606–13 | 494–500 | 213–14 | * 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 | * 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 |
| Look Again: “The Boy with Yellow Eyes” (119) | 620 | 494–505 | 217–18 | * 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” |
| Book Report: **Character Interview  or Podcast**:Part 2 (120)  Comprehension Assessment 9 | 621 |  |  | * 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 |
| **Eric Liddell: Something Greater Than Gold** (121–24)  Biography  an excerpt from the book by Janet and Geoff Benge | 622–28 | 506–11 | 219–20 | * 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 |
| 629–35 | 512–16 | 221–22 | * 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 | * 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 | * 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: **Eric Liddell: Something Greater Than Gold** (125) | 650–51 | 506–27 | 227–28 | * Define the terms news media and public opinion * 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 |  |  | * Present a character from a book orally * Develop appreciative listening skills |
| “The Sword in the Stone” (127)  Legend  retold by Neil Philip | 654–59 | 528–33 | 229–30 | * 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 |
| **Pegasus** (128–29)  Myth  retold by Marianna Mayer | 660–66 | 534–39 | 231–32 | * 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 | * 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 |
| Look Again: Myths and Legends (130) | 672–73 | 528–43 | 235–36 | * 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 |
| “Granddaughter’s Sled” (131)  Folktale  retold by Pleasant DeSpain  “The King and the Shirt”  Folktale  by Leo Tolstoy | 674–79 | 544–49 | 237–38 | * 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 |
| “Stormalong” (132)  Tall tale  by Anthony D. Fredericks | 680–86 | 550–56 | 239–40 | * 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 |  | * 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 |  |  | * 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 |
| --- | --- | --- | --- | --- |
| **Cinderella** (135)  Folktale  retold and illustrated by K. Y. Craft | 690–99 | 558–67 | 241–42 | * 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” |
| **Cinderella: The Graphic Novel** (136)  Folktale  retold by Beth Bracken | 700–719 | 568–87 | 243–44 | * 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 |
| **Domitila** (137–38)  Folktale  retold by Jewell Reinhart Coburn | 720–28 | 588–95 | 245–46 | * 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 | * Contrast the characters of Domitila and Malvina * Trace development in the character of Timoteo * Infer the theme of the story * Compare and contrast Domitila with Cinderella * Explain why this story has become important to many different cultures |
| Look Again: Cinderella Stories (139) | 738–39 | 558–67 | 249–50 | * Identify the key elements of a parody * Identify these elements in a parody of “Cinderella” * Analyze the author’s purpose in creating the parody |
| **Mufaro’s Beautiful Daughters** (140)  Folktale  by John Steptoe | 740–49 | 604–13 | 251–52 | * 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 Cinderella and Domitila |
| Proverbs 31 (141)  Poetry  selected verses | 750–53 | 614–17 | 253–54 | * 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 |
| “King Solomon’s Ring” (142)  Folktale  from Jewish tradition | 754–61 | 618–25 | 255–56 | * 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 |
| Look Again: “King Solomon’s Ring” (143) | 762–63 | 618–25 | 257–58 | * 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 |
| Daniel at the Siege of Boston, 1776 (144–46)  Historical fiction  an excerpt from the book by  Laurie Calkhoven | 764–72 | 626–33 | 259–60 | * 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 |
| 773–79 | 633–38 | 261–62 | * 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 | * 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: Daniel at the Siege of Boston, 1776 (147) | 786–87 | 626–43 | 265–66 | * Identify and label on a map the places referenced in Daniel at the Siege of Boston * 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 |  |  | * 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 | * 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 |
| “Fire, Water, Truth, and Falsehood” (150)  Folktale  from northeast Africa | 794–97 | 648–51 | 269–70 | * 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 |
| Look Again: Comparing Cultural Stories (151) | 798–99 | 644–51 | 271–72 | * 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 |
| Digital Literacy: Online Safety and Responsibility (152) | 800–801 |  | 273–74 | * Identify possible dangers online * Distinguish between personal and private information * Identify online responsibilities * Construct a plan for online personal safety |
| Digital Literacy: Cyberbullying (153) | 802–3 |  | 275–76 | * 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 |
| Digital Literacy: Propaganda and Unreliable News (154) | 804–7 |  | 277–78 | * 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 |
| Digital Literacy: Keyword Searches (155) | 808–9 |  | 279–80 | * 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 |
| Digital Literacy: News Article Research Project (156) | 810–11 |  | 281–82 | * Recall strategies for keyword searches and identifying unreliable news * Find and analyze two news articles about similar subjects * Evaluate the legitimacy of news articles |
| Evidence Not Seen (157–58)  Autobiography  an excerpt from the book by  Darlene Deibler Rose | 812–17 | 652–56 | 283–84 | * 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 | * 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 | * Recall events in “Paul Is Shipwrecked,” “The Queen Who Saved Her People,” Let’s Roll!, and Evidence Not Seen * 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 |  |  | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| Chapter 7: “She Can’t Turn Back” (7) | 852–55 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| Chapter 12: “The Sold Rope” (13) | 871–74 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| Chapter 18: “A Wild Bugle” (19) | 892–94 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| Chapter 7 (7) | 921–24 | * 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 | * 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 | * 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 | * Identify the setting * Sequence plot events * Identify characters’ views of slavery * Identify meanings of vocabulary words |
| Chapter 10 (11) | 936–40 | * 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 | * 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 |
| Chapter 12 (13) | 945–48 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| Chapter 18 (19) | 968–72 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| Chapter 6: “Shasta Among the Tombs” (7) | 998–1001 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| Look Again: Chapter 11: “The Unwelcome Fellow Traveler” (14) | 1023–24 | * 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 | * 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 | * 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 | * 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 | * 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: **The Horse and His Boy** (19) | 1040–41 | * Identify character development in Cor, Aravis, and Bree * Identify the theme of the novel * Evaluate the theme through a biblical worldview BWS |
| Assessment 2 (20) | 1042 | * 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 |