



BJU Press - 5th Grade - Reading - Quarter 2 Map

Week	Lesson	Project/Activity	Modification	Submit	Objectives
1	47-50			Lesson 50	Students will be able to: <ol style="list-style-type: none">1. Create a list of questions for an immigrant, a missionary, or someone who has lived in a different country2. Interview an immigrant, a missionary, or someone who has lived in a different country3. Compare their experiences with the experiences of the immigrants in "I Was Dreaming to Come to America"4. Present the information from the interview5. Formulate a Christian perspective of how Christians should view and treat people from other cultures6. Display a completed book jacket7. Identify three books for possible future reading8. Identify evidences of Paul's fate during negative experiences9. Infer truth about the character of God from this account10. Define and identify miracles in this account11. Relate the principle of Romans 8:28 to Paul's experience12. Apply Romans 8:28 to one's personal experience13. Identify cause and effect relationships in the biography14. Identify examples of discrimination toward Anderson15. Identify examples of respectful treatment of Anderson16. Evaluate the attitudes of people in the biography based on biblical teaching
2	51-55	Assessment 4		Assessment 4	Students will be able to: <ol style="list-style-type: none">1. Identify cause and effect relationships in the biography2. Evaluate Anderson's response to the way she was treated

				<ol style="list-style-type: none"> 3. Identify the author's attitude toward her subject 4. Develop a plan to help prevent discrimination in one's own sphere of influence 5. Locate recordings of Marian Anderson's singing through research 6. Relate the songs Anderson recorded to her life experiences 7. Explain how media connections add meaning and beauty to a text 8. Enjoy and respond to recreational reading 9. Demonstrate mastery of reading skills 10. Identify imagery in the poem 11. Analyze the structure of the poem 12. Infer the theme of the poem and the values it portrays 13. Evaluate the poem's message about work based on biblical principles 14. Create a four-line free verse poem about America 15. Identify people and events that led to the writing of America's national anthem 16. Identify positive traits of historical figures in the account 17. Infer emotions felt by Francis Scott Key that caused him to write the anthem 18. Explain how we are to treat others based on Matthew 5:43-44 19. Construct a timeline of events leading up to the adoption of America's national anthem
3	56-60		Combine 59 and 60	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify messages that the image communicates 2. Explain the artist's inspiration for the painting 3. Explain how the painting became so popular 4. Analyze why the painting communicates a powerful message 5. Evaluate the message of the painting based on the biblical principles 6. Recall the symbolism of "I hear America Singing," "The Star Spangled Banner," and "The Spirit of '76" 7. Identify other national symbols 8. Infer the ideals or values that each symbol communicates 9. Create an image that symbolizes what the United States means to him or her 10. Identify key elements of a riddle 11. Identify literary devices in the poem (rhyme, onomatopoeia,

				<p>metapor, alliteration, sensory details)</p> <ol style="list-style-type: none"> 12. Infer the common theme among all the poems 13. Explain how each poem presents the theme in different form 14. Create a thank-you card with a Bible verse using a concordance (online or other) or online Bible 15. Identify the reasons for each holiday 16. Identify what each celebration pictures 17. Explain what Christians can learn from the holidays God gave to Israel 18. Identify the reasons for each holiday 19. Explain what Christians can learn from Offering of First Fruits and Feast of Weeks 20. Identify what the Day of Atonement and the Feast of Booths pictured 21. Compare and contrast the Day of Atonement practices with truths they pictured 22. Make personal applications from reading about the Day of Atonement
4	61-65		Combine 61 and 62	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify elements of responsive reading 2. Identify the purpose of the responsive reading 3. Explain how repeated words or phrases emphasize the purpose of the passage 4. Read the selection responsively as a class 5. Recall the elements of a responsive reading 6. Plan a responsive reading 7. Create a responsive reading of scripture based on a theme 8. Explain how the author's use of present tense draws the reader into the story 9. Trace the main character's development in the story 10. Analyze how the main character's change benefits himself and others 11. Infer the theme 12. Evaluate the theme based on biblical teaching 13. Trace events of the plot through the story's beginning middle and end 14. Identify the mood from detail in the story

					<ul style="list-style-type: none"> 15. Infer the symbolism in story events 16. Infer the theme 17. Evaluate the theme from a biblical worldview 18. Summarize the plots of "Silver Packages" and "Vasko's Christmas Rescue" 19. Compare the themes of "Silver Packages" and "Vasko's Christmas Rescue" 20. Analyze the characteristics of a good Christmas story
5	66-70	Assessment 5	Combine 68 and 69	Assessment 5	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1. Identify the rhyme scheme of the poem 2. Explain the historical context of the song 3. Infer the theme 4. Relate the refrain to the theme of the song 5. Evaluate the relevance of the theme historically and in the present day 6. Enjoy and respond to recreational reading 7. Demonstrate mastery of reading skills 8. Identify different types of calendars 9. Compare aspects of Chinese New Year celebrations that are similar to US holidays 10. Identify the purpose of the activities of Chinese New Year celebrations 11. Evaluate these activities based on scriptural principles 12. Identify the purpose of the main activity of the Ecuadorian New Year celebration 13. Identify the main activities of the US New Year celebration 14. Evaluate these celebrations based on scriptural principles 15. Compare and contrast the celebration activities of all three nations 16. Ascertain the purpose of New Year's celebrations based on biblical principles 17. Identify the common subject in both poems 18. Identify Latin roots and their meanings 19. Compare and contrast the English and Spanish versions of the "Comida/Food" poem 20. Explain the rhyme scheme and rhythm of a limerick 21. Create a poem about a favorite food

6	71-75		Combine 73 and 74		<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recall the food traditions of Chinese New Year, Ano Viejo, and American New Year 2. Compare and contrast a holiday's food traditions in several cultures 3. Create a paragraph about a holiday food tradition in one's own family 4. Identify the purpose of the article 5. Identify actions that show Eliza's persistence 6. Explain how other people helped Eliza accomplish her goal 7. Explain how the article's title relates to the text 8. Evaluate the trait of persistence 9. Recall elements of Christian fictions Infer character traits of Seventh Plumblossom, Luang, and Japanese soldier 10. Infer the motives of Seventh Plumblossom, Luang, and Japanese soldiers 11. Predict whether Luang and Seventh Plum Blossom will be separated 12. Identify motives of the Japanese soldier 13. Verify predictions of whether Luang and Seventh Plum Blossom are separated 14. Infer the theme 15. Explain how an act of kindness affected you or someone you know 16. Recall the traits and motives of the Japanese soldier 17. Explain how Japanese soldier's kindness affects Luang and Seventh Plum Blossom 18. Brainstorm ways in which God's love can be shown through kindness
7	76-80	Assessment 6	Combine 78 and 79	Assessment 6	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Interpret the directions for making a Japanese fish kite 2. Explain the directions 3. Make first kite by following the directions 4. Propose ways in which the procedure can be adapted 5. Enjoy and respond to recreational reading 6. Demonstrate mastery of reading skills 7. Identify alliteration, rhyme, and other repetitive sounds in the poems 8. Identify examples of wordplay and humor in the poems 9. Explain how the poems present a fresh perspective on scientific

					<p>facts</p> <ol style="list-style-type: none"> 10. Write a humorous poem about something in the realm of science 11. Explain how our brains and our five senses work together to discover the world around us 12. Identify ways that the senses of sight and hearing can be confused or deceived 13. Conduct at least two experiments mentioned in the text 14. Analyze the results of your own experiments 15. Identify ways that the senses of taste, touch, and smell can be confused or deceived 16. Conduct at least two experiments mentioned in the text 17. Analyze the results of your own experiments and those of others 18. Explain how organization helps us follow the author's thoughts in an informational text
8	81-85		Combine 81 and 82	Lesson 82	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the organizational structure of this informational text 2. Identify text features that add interest to the text 3. Identify ways that each invention made life safer, easier, or enjoyable 4. Evaluate the inventors' responses to mistakes and discouragement from others 5. List the steps involved in obtaining a patent for an invention 6. Analyze the character traits an inventor must have 7. Relate an inventor's work to Genesis 1:27-28 and Matthew 22:39 8. Identify a problem to be solved 9. Design an invention to solve the problem, present the invention design 10. Identify symptoms of smallpox 11. Trace the effects of smallpox throughout history 12. Explain how the smallpox vaccine was developed 13. Debate whether the smallpox virus should be kept or destroyed 14. Recall the elements of historical fiction 15. Infer the emotions of the characters in the first four paragraphs 16. Explain the change in character emotions after the visitor dies 17. Infer the main emotions Omakayas feel 18. Predict what will happen to the characters affected by smallpox

9	86-90		Combine 86 and 87		<p>Students will be able to:</p> <ol style="list-style-type: none">1. Verify predictions from “Day 85” about what will happen to characters affected by smallpox2. Explain personal emotions felt in response to the story3. Infer emotions felt by Omakayas4. Compare Omakayas emotions to personal emotions in response to the story5. Evaluate Omakayas grief in light of biblical truth6. Identify Ojibwa religious beliefs about the afterlife as described in “The Birchbark House”7. Compare and contrast these beliefs with the Bible's description of death and eternity8. Explain how the biblical view of eternity offers hope compared to the Ojibwa view of eternity9. Infer the author's purpose10. Relate hieroglyphs to their meanings11. Identify action and descriptions of Champollion that show his character12. Analyze how Champollion's character traits led to an important historical discovery13. Evaluate Champollion's character based on biblical truth14. Identify words and actions that show Genevieve Grotjan's diligence15. Explain the method used for breaking coded communications16. Explain the reasons her discovery was so important17. Infer her attitude about her job and her success18. Evaluate her attitude and character traits based on Scripture
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