



BJU Press - 5th Grade - Reading - Quarter 3 Map

| Week | Lesson | Project/Activity | Modification | Submit | Objectives |
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| 1 | 91-95 | | Combine 91 and 92 | Assessment 7 | <p>Students will be able to:</p> <ol style="list-style-type: none">1. Identify prior knowledge about the development of braille2. Identify problems and solutions3. Sequence the events that led to the development of braille4. Compare and contrast three different methods of teaching reading to people who are blind5. Explain how Louis Braille turned his hardship into a blessing for many people6. Identify well-known people who have disabilities7. Explain ways to help people with disabilities8. Formulate a Christian perspective on relating to people with disabilities Write an encouraging email or letter to someone with a disability9. Compare sample character interview to rubric requirements10. Choose a character from a book on the student's independent level11. Write interview questions for the character12. Participate in recreational reading13. Demonstrate mastery of reading skills14. Distinguish between a code and a cipher15. Identify several different ways to encipher a message16. Apply the information to enciphering and deciphering |

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| | | | | | <p>messages</p> <p>17. Decipher a message using information from the text</p> <p>18. Explain the importance of codes and ciphers</p> |
| 2 | 96-100 | | Combine 96 and 97 | | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast codes on the basis of difficulty to encipher and decipher 2. Follow procedural text to encipher a message 3. Decipher a message 4. Propose uses for codes in the twenty-first century 5. Identify the historical setting of the story 6. Infer character emotions from words, action, and thoughts 7. Describe the relationship between Janey and Mrs. Larkin 8. Evaluate character attitudes about friendship based on James 2:8-9 9. Infer character motives 10. Compare and contrast Janey and Lupe 11. Analyze how both Janey and Lupe begin to change through the relationship 12. Evaluate the theme based on biblical teaching 13. Propose one way to strengthen a friendship with someone whose perspective is different from one's own 14. Identify the symbolism of the willow plate 15. Analyze how suspense makes Janey's storytelling more interesting 16. Infer the connection between the story and Janey's experience 17. Write a paragraph about how a story in "Reading Questions" connects with personal experience 18. Recall the different types of conflict in a story 19. Identify the types of conflict in the folktale 20. Explain how conflict is resolved 21. Infer the theme 22. Evaluate the theme in light of 1 Corinthians 13:4 |
| 3 | 101-105 | | Combine 101 and 102 | | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recall types of literary conflict |

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| | | | | | <ol style="list-style-type: none"> 2. Explain why conflict is a necessary part of stories 3. Identify types of conflict in "The Wonderful Flight to the Mushroom Plant," "Vasko's Christmas Rescue," and "Blue Willow" 4. Summarize how conflict is resolved in each story 5. Identify subjects that Eratosthenes studied or wrote about 6. Explain why Eratosthenes was excited to go to Alexandria 7. Identify the major discoveries made by scholars in Alexandria 8. Evaluate the character trait of curiosity 9. Identify words from Greek roots 10. Explain the problems and solutions Eratosthenes worked on to measure the earth's circumference 11. Analyze the advantages and disadvantages of trying to do something no one else has ever tried to do before 12. Formulate a Christian perspective on curiosity as it relates to science 13. Identify words and phrases that show God's power and wisdom 14. Identify words and phrases that show God's tender and loving care 15. Explain why some questions in this passage do not require an answer 16. Apply principles learned about God's character to one's own life 17. Recall the steps Eratosthenes used to determine the earth's circumference 18. Identify the steps in a problem-solving sequence 19. Collaborate to solve a riddle 20. Analyze a problem that may have more than one solution |
| 4 | Misty of Chincoteague by Marguerite Henry Chapter | | | | <p><i>Misty of Chincoteague</i> by Marguerite Henry</p> <p>Chapter 1</p> |

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| | 1-4 | | | | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the ponies' origin and intended destination 2. Identify the ponies' actual destination 3. Explain the reason the ponies are being transported 4. Explain the extended metaphor in the description of the sea <p>Chapter 2</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Contrast the ponies' experiences on board the ship and on the island 2. Explain the personification of the sea as the ponies' friend 3. Analyze the survival techniques the ponies learn on the island 4. Infer reasons people do not settle on Assateague Island <p>Chapter 3</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain why Paul is fascinated with the Phantom 2. Explain Paul and Maureen's plan to buy the Phantom 3. Explain the relationship between Paul and Maureen 4. Contrast Paul's and Maureen's responses to what they observe <p>Chapter 4</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Infer the reason Grandpa says bones are sacred 2. Infer character traits of Grandpa 3. Analyze Grandpa's explanation of a legend 4. Explain the origins of Pony Penning Day |
| 5 | Misty of Chincoteague by Marguerite Henry Chapter | Assessment 1 | Do assessment on Friday or combine Thursday, read | | <p>Chapter 5</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the children's motive for buying a pony of their |

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| 5-9, assessment 1 | | | chapter 5 and half of 6 on Monday and the other half of 6 and chapter 7 Tuesday | | <p>own</p> <ol style="list-style-type: none"> 2. Explain Paul's plan to earn money from Grandpa 3. Contrast the children's and Grandpa's expectations about capturing the Phantom 4. Evaluate the children's view of work <p>Chapter 6</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify Paul's character traits 2. Explain how sensory details bring events to life 3. Trace the use of suspense throughout the chapter 4. Explain how Paul is able to drive the Phantom and her foal to Tom's Point 5. Evaluate Paul's response to authority <p>Chapter 7</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Infer character emotions 2. Explain how simile and metaphor add interest to the narrative of events 3. Explain how irony makes Paul's accomplishment satisfying 4. Predict whether the Phantom and Misty will safely swim the channel to Chincoteague <p>Chapter 8</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the reason for the change in viewpoint 2. Infer character emotions 3. Trace the use of suspense throughout the chapter 4. Infer Paul's motive for risking his life for Misty 5. Verify the outcome of the prediction in Chapter 7 <p>Chapter 9</p> |
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| | | | | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Infer the problem with keeping both ponies 2. Identify the proposed solution to the problem 3. Identify Maureen's character traits 4. Infer character emotions 5. Create a timeline of the events surrounding Pony Penning Day |
| 6 | Misty of Chincoteague by Marguerite Henry Chapter 10-14 | | Read chapter 10 and half of 11 Monday and the other half of 11 and 12 on Tuesday | <p>Chapter 10</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Infer the reasons why Paul and Marureen speak politely to the Pied Piper 2. Explain why the children are worried about the colts 3. Summarize the chief's explanation of why the children should not worry 4. Explain the children's response to the fire chief's explanation 5. Infer the character traits of the fire chief <p>Chapter 11</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. identify sensory details 2. Identify personification and onomatopoeia 3. Trace the use of suspense 4. Explain the significance of the Phantom's eating out of Paul's hand <p>Chapter 12</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Infer reasons why Paul does not want to wake up 2. Identify Maureen's emotions before she sees the sold rope 3. Identify Maureen's emotions after she learns that Misty has been sold 4. Predict how Paul will feel when he learns someone else |

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| | | | | | <p>has bought Misty</p> <p>Chapter 13</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain why the children think losing Misty is their fault 2. Identify the children's emotions throughout the chapter 3. Infer the children's character traits based on how they decide to use their money 4. Evaluate the children's traits in light of Proverbs 3:27 and Proverbs 21:5 5. Verify the outcome of the prediction in Lesson 13 <p>Chapter 14</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the steps Paul and Marueen use to prepare Phantom for riding 2. Infer reasons why Paul is concerned Phantom will not take to a metal bit 3. Explain Grandpa's view of the children and their work with the ponies 4. Contrast Phantom's and Misty's behaviors |
| 7 | Misty of Chincoteague by Marguerite Henry Chapter 15-18, assessment 2 | Assessment 2 | | Assessment 2 | <p>Chapter 15</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify what makes Phantom happy 2. Identify the reason for the fire chief's visit 3. Explain the reason that people everywhere are talking about Phantom 4. Contrast Phantom's and Misty's behaviors and the emotions they convey <p>Chapter 16</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify evidences that the Phantom is famous |

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| | | | | <ol style="list-style-type: none"> 2. Explain the reason for the tension between Paul and Maureen 3. Analyze Grandma's solution to the problem between the children 4. Evaluate Maureen's and Paul's response to the outcome <p>Chapter 17</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the cause for excitement on the island 2. Trace the use of simile and metaphor in the chapter 3. Explain why Maureen wants to be alone to watch the race 4. Explain the significance of the chapter title 5. Evaluate Paul's attitude after the race based on his actions <p>Chapter 18</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Infer Paul's feelings about Phantom's happiness 2. Explain the significance of Phantom's name 3. Identify Paul's Maureen's and Grandpa's different attitudes about Phantom's freedom 4. Analyze Paul's motives in giving Phantom her freedom <p>Assessment 2</p> |
| 8 | 106-110 | | Combine 106 and 107 | <p>Assessment 8</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Enjoy and respond to recreational reading 2. Demonstrate mastery of reading skills 3. Identify elements of free verse narrative 4. Explain how simile and metaphor make the story more vivid 5. Identify the purpose of the flashback in the selection 6. Infer the theme 7. Evaluate the theme of the selection 8. Identify the primary source |

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| | | | | <p>9. Identify the purpose of the text features within the autobiography Identify details that give a perspective on the events of the Civil War</p> <p>10. Infer the author's reasons for involvement in the war</p> <p>11. Identify details that give a perspective on the events of the Civil War</p> |
| 9 | 111-115 | | Combine 111 and 112 | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recall the definition of irony Explain the difference between situational and dramatic irony 2. Identify the setting of the account 3. Identify character traits of Mordecai, Esther, and Haman 4. Identify the reasons Mordecai gave for why Esther became queen 5. Identify examples of irony in the account 6. Trace the events of the account that show how God used Mordecai and Esther to save the Jews 7. Identify prior and desired knowledge about the events of September 11, 2001 using a K-W-L chart 8. Identify character traits of Todd Beamer 9. Infer character traits of other passengers and crew members 10. Explain why Todd Beamer and the other passengers of Flight 93 are viewed as heroes, 11. Identify information learned by reading this section using a K-W-L 12. Identify how Todd Beamer is different from other men 13. Infer Lisa Beamer's motivation based on her quotation of Esther 4:14 14. Explain why every person needs a life built on the firm foundation of Christ 15. Research online to learn about the design of the 9/11 Memorial 16. Research online to learn about passengers and crew members from United Flight 93 who were mentioned in the "Let's Roll" excerpt |

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| | | | | | 17. Explain why it is important to remember the people and events of 9/11 |
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