

BJU Press - 4th Grade - Reading - Quarter 4 Map

Quarter Week	Unit Lesson	Project/Activity	Modification	Submit to Ignitia	Objective
Qtr 4 Week 1	Lesson 136-140		Do lessons 138 and 139 together		Lesson 136: identify the purpose of this myth, recall key elements of the myth, identify characteristics of the creator in the myth based on his words and actions, analyze the myth for elements of biblical truth that have been destroyed WB 245-246 TB 617-621; Lesson 137: compare the retelling of a myth with the written version, conclude that God's Word is truth and will never change WB 247-248 TB 612-621; Lesson 138: recall the purpose of informational text, identify the main purpose of this article, recall the purpose of a T-chart, compare and contrast two similar animals using a T-chart, compare and contrast two similar animals using a Venn diagram WB 249-250 TB 622-627; Lesson 139: identify the poem as humorous verse, analyze the poet's worldview, create a humorous poem WB 251-252 TB 628-629; Lesson 140: research the rhinoceros, research the hippopotamus, compare and contrast two similar animals using a T-chart, create a compare-and-contrast article WB 253-254 TB 622-629
Qtr 4 Week 2	Lesson 141-145		Do lessons 143 and 144 together		Lesson 141: identify the elements of a play, recognize the play as a folktale, read orally to convey emotions of the characters WB 255-256 TB 630-635; Lesson 142: read orally to convey emotions of the characters, infer the characters' motives for their actions, evaluate the characters' motives and actions using Bible verses, Determine the scenery and props needed for the play, generate a list of questions to prompt audience evaluation of Traveler's action WB 257-258 TB 636-643; Lesson 143: create and gather scenery props and costumes, develop reading fluency and expression while reading the play orally, rehearse the play, perform the play on day 144 as resources allow TB 631-642; Lesson 144: perform the play for an

					audience, lead the audience in an evaluation of the main character's flawed motives and actions TB 631-642; Lesson 145: interpret the recipe for Stone Soup, adapt the recipe, explain the directions, prepare the recipe by following the directions WB 259-260 TB 644-645
Qtr 4 Week 3	Lesson 146-150		Do lessons 147 and 148 together	compre hension assessme nt 11	Lesson 146: design a poster that demonstrates how a selection from the reading book is personally memorable, create the designed poster, prepare an oral presentation of your poster, demonstrate mastery of reading, comprehension 11; Lesson 147: identify elements of a free verse poem, infer the meaning of words based on context, infer the meaning of words using the illustration, summarize what occurs in each stanza, identify which senses the poem appeals to WB 261-262 TB 6464-647; Lesson 148: Read "Firefly" again, identify sensory words in firefly, generate a list of words that appeal to the senses, write and illustrate a description of an experience using words that appeal to the senses WB 263-264 TB 646-647; Lesson 149: identify the speaker in the poem, locate the acrostics and palindrome in the poem, infer the theme of the poem, analyze how the shape acrostics and palindromes support the theme, create an acrostic WB 265-266 TB 648-649; Lesson 150: identify chapter titles pictures captions and maps as informational text features, locate the areas on a map where different types of hornbills live, identify the main idea of each chapter, list supporting details for each main idea, explain the relevancy of each chapter title WB 267-268 TB 650-654
Qtr 4 Week 4	Lesson 151-155		Do lessons 152 and 153 together	Lesson 150	Lesson 150: identify the main idea of each chapter, list supporting details for each main idea, explain the relevance of the chapter titles, explain how hornbills can help the rainforests WB 269-270 TB 655-658; Lesson 152: identify the main idea of each chapter, list supporting details

					<p>for each main idea, explain the relevance of the chapter titles, identify the author's purpose for writing the text WB 271-272 TB 658-661; Lesson 153: explain what it means to be a steward of God's creation, list ways Christians can care for creation, plan a project that demonstrates caring for creation responsibly WB 273-274 TB 658-660; Lesson 154: infer background details about the characters and setting, identify the story's problem, infer character traits and motives, analyze why Eustace cannot remove the dragon skin by himself WB 275-276 TB 662-669; Lesson 155: infer character traits and motives, infer the traits of the key character in the solution, identify the symbolism of Asian, identify the symbolism of the dragon skin and the bracelet, defend the claim that the solution to Eustace's problem is the only solution possible TB 277-278 WB 669-673</p>
Qtr 4 Week 5	Lesson 156-160		Do lessons 157 and 158 together	comprehe nsion assessme nt 12	<p>Lesson 156: draw parallels between Eustace's condition as a dragon and a real person in need of salvation, draw parallels between Eustace's encounter with Asian and a person's encounter with Christ, evaluate the effectiveness of fantasy as a means of conveying spiritual truth WB 279-280 TB 662-673; Lesson 157: summarize the events of this plot, recall the symbolism of the story, compare and contrast an audio or visual adaptation with Lewis's story WB 281-282 TB 662-673; Lesson 158: plan a persuasive paragraph based on the "Media Connection" activity, evaluate the effectiveness of the adaptation in a persuasive paragraph WB 283-284 TB 662-673; Lesson 159: interpret word meaning based on context, infer the theme, analyze how imagery in the poem contributes to its theme, evaluate the theme based on personal experience, relate the theme to the title of the Reading 4 book WB 285-286 TB 674-675; Lesson 160: i've oral presentation of your poster, share a poster that demonstrates how a selection from the student text is personally memorable, comprehension 12</p>

<p>Qtr 4 Week 6</p>	<p>Lesson 161-165</p>		<p>Do lessons 161 and 162 together</p>		<p>Lesson 1 Chapter 1: Recall the difference between fantasy and realistic fiction*Identify the setting of the book *Identify four main characters and a trait of each *Identify elements of fantasy in the first chapter *Predict whether theFaun will turn out to be a friend or an enemy Lesson 2, Chapter 2: Recall the difference between fantasy and realistic fiction *Identify the setting of the book *Identify four main characters and a trait of each *Identify elements of fantasy in the first chapter *Predict whether the Faun will turnout to be a friend or an enemy Lesson 3 Chapter 3: Infer character emotions *Infer character traits from words, actions, and thoughts *Contrast Lucy’s and Edmund;s movies for entering the wardrobe *Predict the identity of the Lady on the sledge based on descriptive details *Create a journal entry by one of the four siblings about the events in this chapter Lesson 4 chapter 4: Identify descriptive details that create mental pictures *Infer differing sinful motives of the Lady and Edmund *Verify the accuracy of the prediction about the Lady *Analyze how the author’s use of suspense promotes interest in reading further *Create a picture of an event that has happened inNarnia based on descriptive details Lesson 5 Chapter 5: *Infer character emotions *Evaluate character motive *Analyze the logic of the Professor’s argument *Predict the outcome of the four children’s trip into the wardrobe</p>
<p>Qtr 4 Week 7</p>	<p>Lesson 166-170</p>		<p>Do lessons 167 and 168 together</p>		<p>Lesson 6 Chapter 6 *Verify the outcome of the prediction about the trip into the wardrobe *Identify the new problems introduced in this chapter *Infer cause-and-effect relationships in the disappearance of Mr. Tumnus *Evaluate character motives and responses * Lesson 7 Chapter 7 *Identify elements of fantasy in the chapter *Infer character traits of the Beavers *Infer what Asian is like by the children’s responses to his name *Evaluate character motives and responses Lesson 8 Chapter 8 *Infer character traits of Aisian From other Character’s descriptions</p>

					<p>*analyze dialogue to learn important information about Narnian lore *Infer character emotions Lesson 9 Chapter 9</p> <p>*Explain how the author's use of imagery helps with visualizing the story *Infer character motives *Evaluate character action *Complete a character profile of Edmund *Create a picture based on the story's description Lesson 10 Assessment 1 Lesson 11 Chapter 10 *Identify each character's Christmas present and its use in Narnia *Infer upcoming events being foreshadowed by these presents *Explain the significance of Father Christmas's visit *Explain the meaning of the chapter title</p>
Qtr 4 Week 8	Lesson 171-175		Do lessons 171 and 172 together		<p>Lesson 12 Chapter 11: *Trace changes in characters *Explain how imagery contributes to the mood of the story *Evaluate character actions *Create a timeline of the events in this chapter Lesson 13 Chapter 12 *Identify character traits of Asian *Infer character emotions *Identify the climax of the chapter *Analyze causes and effects of Peter's brave actions *Write a message from wolf who escaped to the White Witch Lesson 14 Chapter 13 *Infer character motive *Analyze the relationship between Asian and the Witch based on character words and actions *Evaluate Edmund's response to his situation Lesson 15 Chapter 14 *Explain the bargain between Asian and the Witch *Infer character motives *Analyze how the mood contributes to suspense *Identify earlier information that has foreshadowed this event in the plot *compare Asian's sacrifice to the one described in Isaiah 53</p>
Qtr 4 Week 9	Lesson 176-180		Do lessons 179 and 180 together	Submit Lion Witch and Wardrobe	<p>Lesson 16 Chapter 15 *Identify this chapter as the turning point in the novel *Infer character emotions *Analyze cause-and-effect relationships in the magic of Narnia *Predict what will happen at the Witch's house Lesson 17 Chapter 16 *Identify the solution to the problem in Narnia *Identify uses of humor and its purpose *Verify the prediction about what will happen at the Witch's house *Contrast Asian's leadership with the Witch's leadership *Evaluate the actions of Asian and his followers based on Ephesians 6 Lesson 18 Chapter 17: Infer character</p>

					<p>motives *Evaluate character responses *Relate character growth in the story to spiritual growth in real life. Lesson19, Chapter 18: *Identify the theme of the novel *Compare Edmunds's actions to our own actions *Compare Asian's actions to the work of Christ *Create a chart showing the parallels between the plot of the novel and real Christian experience *analyze the author's twofold purpose in writing this novel</p>
--	--	--	--	--	--