

BJU Press - 4th Grade - Reading - Quarter 1 Map

Quarter Week	Unit Lesson	Project/Activity	Modification	Submit to Ignitia	Objective
Qtr. 1 Week 1	Lessons 1-5		Do lessons 1 and 2 together		Lesson 1: identify and locate the key features of this book, relate the title of this book to its contents, define the term genre, locate a variety of genre in the contents pages, demonstrate current reading skills; WB Page 1-2; Lesson 2: identify the key elements of this poem, explain how repetition and rhyme make the poem more memorable, identify the comparison a metaphor makes, evaluate the theme based on Proverbs 13:12,19, Propose a dream that could be used for God's glory in the home classroom school or community TB Pages 2-3, WB Pages 3-4; Lesson 3: identify the key elements of a folktale, identify the parts of a story's structure, identify the main characters and the setting, use text and picture clues to comprehend words in an unfamiliar language, predict the significance of the title WB Pages 5-6 TB Pages 4-9; Lesson 4: verify the accuracy of the title prediction, analyze the main characters' motivations and action, summarize the plot, complete the story structure graphic organizer WB Pages 7-8 TB Pages 10-15 Lesson 5: infer the theme of the story, evaluate the theme based on biblical teaching about justice, identify the theme of a hymn text WB Pages 9-10 TB 4-15
Qtr. 1 Week 2	Lessons 6-10	comprehension assessment 1	Do lessons 6 and 7 together	comprehension assessment 1	Lesson 6: identify the key elements of reader's theater, identify experience that may influence a person's future, list ways that Shakespeare's writing has influenced culture, assess the importance of one person's influence on culture WB Pages 11-12 TB Pages 16-21; Lesson 7: perform reader's theater TB Pages 16-21; Book Report- enjoy recreational reading, choose a book on the student's independent reading level, Plan Book Report 1, demonstrate mastery of reading skills TB Page 5 Lesson 9: identify the key elements

					of a fable, identify foreshadowing as a part of an author's craft, identify and evaluate pride as a character trait, infer the moral, explain why pride brings harm to the proud WB Pages 13-14 TB 22-31 Lesson 10: identify Nebuchadnezzar's sin, identify consequences of Nebuchadnezzar's sin, analyze how Nebuchadnezzar's change in response to God's judgment, infer the theme, sequence of events of a Bible account WB Pages 15-16 TB Pages 32-41
Qtr. 1 Week 3	Lessons 11-15		Do lessons 12 and 13 together		Lesson 11: identify a fable as a fiction and a Bible account as nonfiction, compare the moral of the fable to the theme of the Bible account, contrast God's response to pride with His response to humility WB Pages 17-18 TB Pages 22-41; Lesson 12: identify the key elements of a biography, interpret motives and responses, identify problem solving methods, evaluate problem solving methods WB Pages 19-20 TB 42-47 Lesson 13: list the requirement of Mrs. Carson's plan, judge the effectiveness of the plan, analyze the change in Ben's attitude based on the effectiveness of the plan WB Pages 21-22 TB Pages 48-54; Lesson 14: identify the effects Ben's anger had on his relationships, evaluate Ben's method for resolving his anger problem, relate Ben's method of problem solving to his mother's method WB Pages 23-24 TB Pages 55-60 Lesson 15: identify and complete an acrostic, sequence events in the biography, evaluate Ben's philosophy for success using his acrostic, evaluate Ben's philosophy for success based on biblical truth, apply problem solving methods to everyday situations WB 25-26 TB 61-67
Qtr. 1 Week 4	Lessons 16-20		Do lessons 18 and 19 together		Lesson 16: identify two different worldviews regarding anger, interpret verses on anger in proverbs, explain how several different verses address the sin of anger WB Pages 27-28 TB Pages 42-67; Lesson 17: identify the key elements of informational text, identify the main idea of the article, find supporting details for the main idea, relate Ben Carson's biology to the informational

					<p>text WEB Pages 29-30 TB Pages 68-69; Lesson 18: follow directions to complete the scientific produce that demonstrates the brain's flexibility, interpret results of the scientific procedure, defend God's purpose and design in creation WB Pages 31-32 TB Pages 70-71, Lesson 19: recognize traditional haiku as Japanese poetry, identify elements of traditional haiku three lines, syllabi pattern 5-7-5, compare three haiku poems, create a haiku WB Pages 33-34 TB. Pages 72-73 Lesson 20: recall the key elements of a folktale, infer the theme, evaluate the theme based on God's perspective on how wealth is gained and valued WB Pages 35-36 TB Pages 74-84</p>
<p>Qtr. 1 Week 5</p>	<p>Lessons 21-25</p>	<p>comprehension assessment 2</p>	<p>Do lessons 22 and 23 together</p>	<p>comprehe nsion assessme nt 2</p>	<p>Lesson 21: create a continuation of the folktale, evaluate the continuation from a biblical worldview WB Pages 37-38 TB Pages 74-84; Lesson 22: enjoy recreational reading, choose a book on the students independent reading level, demonstrate master of reading skills; Lesson 23: identify elements of a free verse poem, infer the mood of a poem, identify simile or metaphor within a poem, analyze how a simile or metaphor makes a poem more visual, complete a simile and a metaphor WB Pages 39-40 TB Pages 86-87 Lesson 24: identify elements of fantasy, list details from the text about a character, infer character traits based on text clues WB Pages 41-42 TB 88-96 Lesson 25: recall elements of fantasy, contrast traits of three characters, evaluate the strengths or weaknesses of a particular character trait, devise a plan for showing friendship to a person in need WB Pages 43-44 TB Pages 97-103</p>
<p>Qtr. 1 Week 6</p>	<p>Lessons 26-30</p>		<p>Do lessons 27 and 28 together</p>		<p>Lesson 26: choose an animal to write about, organize ideas using a word web, compose a paragraph about the animal that includes something that could no happen in real life WB 45-46 TB 88-103; Lesson 27: identify the rhyme scheme of limericks, identify the author's use of humor to support the purpose (to entertain) in a limerick,</p>

					<p>compose/ complete a limerick that demonstrates a proper use of humor for the purpose of entertaining WB 47-48 TB 104-105; Lesson 28: recall key elements of a fable, contrast traits of two characters, distinguish between wise and foolish counsel using biblical principles, apply the moral of preparing for the future to real-life situations WB Pages 49-50 TB Pages 106-107; Lesson 29: recall key elements of a fable, compare and contrast values of two characters, evaluate the teaching of a moral by comparing it to biblical truth, apply the moral of contentment to real-life situations WB 51-52 TB 108-109; Lesson 30: identify the purpose of a parable, contrast a parable with a fable, infer the spiritual lesson of a parable, analyze a Bible passage to identify how it supports the spiritual lesson of the parable WB Pages 53-54 TB 110-113</p>
Qtr. 1 Week 7	Lessons 31-35		Do lessons 34 and 35 together		<p>Lesson 31: compare and contrast a fable with a parable, conclude that all truth (wisdom) comes from God WB 55-56 TB 106-113; Lesson 32: recall that folktales may reflect cultural values and beliefs, identify irony as part of an author's craft, analyze how irony makes story more interesting, evaluate the theme in the light of the biblical principles of love and humility, apply the principle of putting other before self to real-life situations WB 57-58 TB 114-119; Lesson 33: identify informational text features (section titles, captions, sidebars), analyze the purpose of information text features in the article, evaluate the actions of the Ten Boom family based on Genesis 12:3, locate information using a house diagram, identify the main idea of each section WB 59-60 TB 120-126; Lesson 34: identify the main idea of each section, explain how the photographs enhance understanding of the information, identify the author's purpose in the article, evaluate the actions of Corrie and Betsie based on Matthew 5:44 WB Page 61-62 TB Page 127-131 Lesson 35: recall how the Ten Boom family used coded language to communicate secret information, interpret a coded message, create a coded message</p>

					WB 63-64 TB 123-125
Qtr. 1 Week 8	Lessons 36-40	comprehension assessment 3	Do lessons 37 and 38 together	comprehe nsion assessme nt 3	Lesson 36: infer the meaning of Spanish words using context clues, identify similes in the story, identify characters' words or actions that reveal how they think and feel WB Pages 65-66 TB Pages 132-136; Lesson 37: identify characters' words or actions that reveal how they think and feel, evaluate characters' motives and actions based on biblical truth, infer the theme of the story WB Pages 67-68 TB Pages 137-145; Lesson 138: determine the kind of love God has for sinners, Evaluate the theme of "The Best Kind of Love" in light of Ephesians 2:4-10, list ways we can show God's unconditional love to others WB Pages 69-70 TB Pages 132-145; Lesson 139: enjoy recreational reading, prepare the written portion of Book Report 1 (become the character), Prepare an oral presentation of Book Report 1, demonstrate mastery of reading skills, comprehension assessment 3 Lesson 40: differentiate between realistic fiction and fantasy, recall that a plot has a beginning middle and end, summarize the events at the beginning of the plot, identify challenges the main character faces, identify how the author crafted character development WB Pages 71-73 TB Pages 146-153
Qtr. 1 Week 9	Lessons 41-46	Book Report	Do lessons 41 and 42 together, do 43 and 44 together	Book Report	Lesson 40: differentiate between realistic fiction and fantasy, recall that the plot has a beginning middle and end, summarize the events at the beginning of the plot, identify challenges that main character faces, identify how the author crafted character development WB Page 71-72 TB Page 146-153; Lesson 41: summarize the events in the middle of the plot, identify the problem faced by the main characters, list solutions presented by the main characters, predict the outcome of the chosen solution WB Pages 73-74 TB Pages 154-161; Lesson 42: summarize the events at the end of the plot, identify character development as part of an author's craft, infer character traits, verify the outcome of

					<p>the chosen solution, analyze the main character's development as the story progresses WB Pages 75-76 TB Pages 162-166; Lesson 43: infer various meanings of the story's title as the story progresses, relate the story to the unit title, compare and discuss the types of friendships experienced by the students WB Pages 77-78 TB 146-167; Lesson 44: identify examples of Ruth's kindness to Naomi, Identify examples of Boaz's kindness to Ruth, Identify the change that these human kindnesses, brought to Naomi's view of God WB Pages 79-80 TB Pages 168-174 Lesson 45: identify Boaz's redemptive role as the source of many blessings in the account, compare the role of Boaz as redeemer of the family to Christ's role as a Redeemer, identify a primary way God has shown kindness according to Romans 5:8, sequence the events of the Bible account WB Pages 81-82 TB Pages 175-179; Lesson 46: Give oral book report</p>
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