



BJU Press - 4th Grade - Reading - Quarter 3 Map

Week	Lessons	Modification	Submit	Objectives
1	Lessons 91-95	Do lessons 94 and 95 together	comprehension assessment 7	<p>Lesson 91: recall key elements of informational text, identify the main idea of each section, create a packing list of items needed for a long trip in present times, compare and contrast traveling in a wagon with modern travel WB 165-166 TB 420-429;</p> <p>Lesson 92: assessment 7, enjoy recreational reading, choose a book on the student's independent reading level, plan book report (Pick Me! Flyer), demonstrate mastery of reading skills:</p> <p>Lesson 93: identify suspense as part of an author's craft, trace the author's use of suspense through this part of the story, infer the main character's traits based on actions, predict the outcome of the character's actions, verify the outcome predicted WB 167-168 TB 430-438;</p> <p>Lesson 94: trace the author's use of suspense through this part of the story, identify traits that help the character accomplish his goals, explain how descriptive detail makes the story more vivid WB 169-170 TB 439-444;</p> <p>Lesson 95: infer the main character's traits based on his words and his actions, identify the irony that makes the ending satisfying, evaluate the effectiveness of the author's use of suspense WB 171-172 TB 445-451</p>
2	Lessons 96-100	Do lessons 99 and 100 together		<p>Lesson 96: locate countries and bodies of water from the story on a political map, trace the</p>

			<p>movements of Alec and the black stallion on the map, identify ways that a map can add understanding to a story WB 173-174 TB 430-451; Identify an author's purpose in writing a text, identify the three groups of horse breeds and their origins, contrast ponies and horses, list responsibilities involved in owning a horse WB 175-176 TB 452-461;</p> <p>Lesson 98: identify ways that details of an informational text can add understanding to a story, identify an informational topic WB 177-178 TB TB 430-461;</p> <p>Lesson 99: interpret the author's use of dialect and its importance of setting and character traits and motives, identify the problem, propose solutions to the problem WB 179-180 TB 462-470;</p> <p>Lesson 100: identify the author's use of foreshadowing and its purpose in the story, infer emotions of the characters based on their actions, infer the theme, interpret the significance of the story's title, evaluate Pa's and Billy's actions based on biblical teaching about love WB 181-182 TB 471-479</p>
3	Lesson 101-105	Do lessons 101 and 102 together	<p>Lesson 101: compare problems and solutions in "Champion Stock," and The Black Stallion, explain how each story's solution develops one of its characters WB 183-184 TB 447-450 477-478;</p> <p>Lesson 102: Infer the theme, identify images that make the theme clear, apply the psalm to a specific personal experience WB 185-186 TB 480-483;</p> <p>Lesson 103: identify climax as the highest point in the plot of a story, identify character traits, evaluate characters' actions and motives WB 187-188 TB 484-489;</p> <p>Lesson 104: identify the climax of the plot, infer character traits and emotions, infer character growth, evaluate characters' responses, summarize the events of the plot WB 189-190 TB189-190;</p>

				Lesson 105: identify the climax in "Champion Stock," recall the climax in "Word of Honor," complete a plot diagram that shows action and climax in "Word. of Honor," WB 191-192 TB 494-497
4	Lesson 106-110	Do lessons 107 and 108 together	comprehension assessment 8	Lesson 106: enjoy and respond to recreational reading, choose a book on the student's independent reading level, demonstrate mastery of reading skills assessment 8; Lesson 107: identify elements of Christian fiction, recall the definition of worldview, define the term crisis, identify the impending crisis of the story WB 193-194 TB 500-505; Lesson 108: identify the main crisis of the story, recall the meaning of mood in a story, identify the mood of the story, analyze how the author uses mood to build suspense in the story WB 195-196 TB 506-509; Lesson 109: identify the main characters' responses to the crisis throughout the story, infer the worldview of the characters's worldview to biblical teaching about dependence on God through prayer WB 197-198 TB 510-515; Lesson 110: recall the elements of a biography, identify the message of John 3:16, infer how Gladys's words and actions exhibit her relationship with God, write a prayer for people to receive the gospel WB 199-200 TB 516-521
5	Lesson 111-115	Do lessons 114 and 115 together		identify the different people who had a part in bringing the ospel to the monks, analyze the messae of 1 Corinthians 3:6-9, relate the events of teh story to God's love and sovereignty, identify ways every believer can have part in sharing the gospel WB 201-202 TB 522-529; identify words in thhe hymn thhat create vivid mental images, explain whhy regular rhyme and rhythm are imporant in a hymn, evaluate the theme of the hymn based on Galatians 6:14, sing the hymn to demonstrate fluency, WB 203-204 TB 530-531; Lesson 113: identify the facts of the gospel, recall how Isaac Watts responded to the gospel in "When I Survery the Wonderful cross," identify Gladys Aylward's reponse to the gospel in "Jhon 3:16-A True Story," identify the monks' response to the gospel in

				<p>"John 3:16-A True Story," write a personal reponse to thhe truth of the gospel WB 205-206 TB 517-518 525-528 531;</p> <p>Lesson 114: identify conflict as par of an author's craft, identify conflict in the story's plot, recall te definition of foreshadowing, list examples of foreshadowing, predict the main character's decision WB 207-208 TB 532-538;</p> <p>Lesson 115: verify predictions about main character's decision, identify the resolutions of the conflicts, analyze the author's use of symbolism, infer the meaning of title WB 209-210 TB 539-545</p>
6	Lesson 116-120	Do lessons 118 and 119 together	comprehension assessment 9	<p>Lesson 116: recall the purpose of text features: section titles captions sidebars and diagrams, identify the format of the text, define fact and opinion, distinguish between fact and opinion in informational text, identify examples of God's purpose and design in creation WB 211-212 TB 546-550;</p> <p>Lesson 117: define fact and opinion, distinguish between fact and opinion in informational text, identify examples of God's purpose and design in creation, create a statement of fact, create a statement of opinion WB 213-214 TB 551-557;</p> <p>Lesson 118: identify the poem as a narrative, identify the characters setting and plot in the poem, infer the theme, interpret the meaning of the title WB 215-216 TB 558-559;</p> <p>Lesson 119: write a paragraph about an experience of helping someone else, arrange the paragraph into a narrative poem written in short lines WB 217-218 TB 558-559;</p> <p>Lesson 220: enjoy recreational reading, draft book report 2 (Pick Me! Flyer), demonstrate mastery of reading skills, assessment 9</p>
7	Lesson 121-125	Do lessons 124 and 125 together		<p>Lesson 121: identify the elements of autobiography, distinguish between autobiography and biography, infer information from details in the autobiography, analyze how descriptive details make the setting come alive, contrast details in My Prairie Year</p>

				<p>with details in Dandelions WB 219-220 TB 560-567;</p> <p>Lesson 222: identify family members' responses to new challenges, infer character traits of the pioneers, contrast details in My Prairie Year in Dandelions, evaluate the family members' response to events based on biblical truth WB 221-222 TB 568-577;</p> <p>Lesson 123: interpret a timeline, trace the westward movement on a map, relate a timeline to the westward movement on a map WB 223-224 TB 397-399 561-563;</p> <p>Lesson 124: interpret Abraham Lincoln's family tree, complete a family tree of Boaz using Scripture WB 225-226; Lesson 125: Create a family tree WB 227-228</p>
8	Lesson 126-130	Do lessons 127 and 128 together	Lesson 127	<p>Lesson 126: enjoy recreational reading, revise proofread and prepare Book Report 2 (Pick Me! Flyer) for publishing, prepare an oral presentation of Book Report 2 (Pick Me! Flyer);</p> <p>Lesson 127: recall features of a biography, identify cause-and-effect relationships in the story, sequence story events, evaluate John Wesley's early beliefs about God WB 229-230 TB 578-583;</p> <p>Lesson 128: identify how John Wesley's beliefs change throughout the story, list events that led to John Wesley's conversion, identify responses to John Wesley's conversion, explain the significance of the story's title WB 231-232 TB 584-589;</p> <p>Lesson 129: compare and contrast John Wesley's beliefs before and after his conversion, evaluate Wesley's beliefs based on biblical truth, evaluate the response on others to John Wesley's beliefs based on biblical truth WB 233-234 TB 582-585;</p> <p>Lesson 130: recall the elements of historical fiction, predict the challenges Seth may face on the ride, analyze the author's use of added details to increase emotion and suspense, rewrite sentences to create a mood WB 235-236 TB 590-597</p>

9	Lesson 131-135	Do lessons 134 and 135 together	<p>Lesson 131: verify the challenges predicted in the last lesson, analyze the author's use of added details to increase emotion and suspense, identify the climax of the story, identify words or action that reflect the characters' values WB 237-238 TB 598-604;</p> <p>Lesson 132: identify historical details within the story, compare details of the other story about the pony express rides to check for accuracy WB 239-240 TB 591-603;</p> <p>Lesson 133: Book Report, Comprehension assessment;</p> <p>Lesson 134: list events for seven days of the creation week, retell the events of the sixth day, infer characteristics of the Creator based on words and actions WB 241-242 TB 606-611;</p> <p>Lesson 135: recall the definition of a myth, identify the purpose of this myth, recall key events of the myth, identify characteristics of the creator in the myth based on his words and actions, analyze the myth for elements of the biblical truth that have been distorted WB 243-244 TB 612-616</p>
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