Appendix

Contents

Bible Action Truths	A2
Bible Promises	A4
Phonics Generalizations	A5
Structural Generalizations	A6
Teaching Visuals Index	A7
Book Reports	A8
Reading Contests	A9
Classroom Management for Grouping	A10
Vocabulary Notebook	A10
Connections	A12
Word Work	A14
Recreational Reading	A16
Spelling Practice	
Creative Writing	A20
Games	
Evaluation Materials	A35
Lesson Materials	
Index	A49

The Classroom Management for Grouping games, Evaluation Materials, and Lesson Materials are intended to be used for making photocopies and student worksheets. See copyright page for limited license to copy.

Pages A22-A25 and A42-A45 are not used in Part 2 and appear only in Part 1.

Bible Action Truths

The quality and consistency of a man's decisions reflect his character. Christian character begins with justification, but it grows throughout the lifelong process of sanctification. God's grace is sufficient for the task, and a major part of God's gracious provision is His Word. The Bible provides the very "words of life" that instruct us in salvation and Christian living. By obeying God's commands and making godly decisions based on His Word, Christians can strengthen their character.

Too often Christians live by only vague guidance—for instance, that we should "do good" to all men. While doing good is desirable, more specific guidance will lead to more consistent decisions.

Consistent decisions are made when man acts on Bible principles—or Bible Action Truths. The thirty-seven Bible Action Truths (listed under eight general principles) provide Christians with specific goals for their actions and attitudes. Study the Scriptures indicated for a fuller understanding of the principles in Bible Action Truths.

Thousands have found this format helpful in identifying and applying principles of behavior. Yet, there is no "magic" in this formula. As you study the Word, you likely will find other truths that speak to you. The key is for you to study the Scriptures, look for Bible Action Truths, and be sensitive to the leading of the Holy Spirit.

1. Salvation-Separation Principle

Salvation results from God's direct action. Although man is unable to work for this "gift of God," the Christian's reaction to salvation should be to separate himself from the world unto God.

- **a. Understanding Jesus Christ** (Matthew 3:17; 16:16; I Corinthians 15:3-4; Philippians 2:9-11) Jesus is the Son of God. He was sent to earth to die on the cross for our sins. He was buried but rose from the dead after three days.
- b. Repentance and faith (Luke 13:3; Isaiah 55:7; Acts 5:30-31; Hebrews 11:6; Acts 16:31) If we believe that Jesus died for our sins, we can accept Him as our Savior. We must be sorry for our sins, turn from them, confess them to God, and believe that He will forgive us.
- **c.** Separation from the world (John 17:6, 11, 14, 18; II Corinthians 6:14-18; I John 2:15-16; James 4:4; Romans 16:17-18; II John 10-11) After we are saved, we should live a different life. We should try to be like Christ and not live like those who are unsaved.

2. Sonship-Servant Principle

Only by an act of God the Father could sinful man become a son of God. As a son of God, however, the Christian must realize that he has been "bought with a price"; he is now Christ's servant.

- **a.** Authority (Romans 13:1-7; I Peter 2:13-19; I Timothy 6:1-5; Hebrews 13:17; Matthew 22:21; I Thessalonians 5:12-13) We should respect, honor, and obey those in authority over us. (attentiveness, obedience)
- **b. Servanthood** (Philippians 2:7-8; Ephesians 6:5-8) Just as Christ was a humble servant while He was on earth, we should also be humble and obedient. (attentiveness, helpfulness, promptness, teamwork)
- **c. Faithfulness** (I Corinthians 4:2; Matthew 25:23; Luke 9:62) We should do our work so that God and others can depend on us. (endurance, responsibility)

- **d.** Goal setting (Proverbs 13:12, 19; Philippians 3:13; Colossians 3:2; I Corinthians 9:24) To be faithful servants, we must set goals for our work. We should look forward to finishing a job and going on to something more. (dedication, determination, perseverance)
- **e.** Work (Ephesians 4:28; II Thessalonians 3:10-12) God never honors a lazy servant. He wants us to be busy and dependable workers. (cooperativeness, diligence, initiative, industriousness, thoroughness)
- **f. Enthusiasm** (Colossians 3:23; Romans 12:11) We should do *all* tasks with energy and with a happy, willing spirit. (cheerfulness)

3. Uniqueness-Unity Principle

No one is a mere person; God has created each individual a unique being. But because God has an overall plan for His creation, each unique member must contribute to the unity of the entire body.

- a. Self-concept (Psalm 8:3-8; 139; II Corinthians 5:17; Ephesians 2:10; 4:1-3, 11-13; II Peter 1:10) We are special creatures in God's plan. He has given each of us special abilities to use in our lives for Him.
- b. Mind (Philippians 2:5; 4:8; II Corinthians 10:5; Proverbs 23:7; Luke 6:45; Proverbs 4:23; Romans 7:23, 25; Daniel 1:8; James 1:8) We should give our hearts and minds to God. What we do and say really begins in our minds. We should try to think of ourselves humbly as Christ did when He lived on earth. (orderliness)
- **c.** Emotional control (Galatians 5:24; Proverbs 16:32; 25:28; II Timothy 1:7; Acts 20:24) With the help of God and the power of the Holy Spirit, we should have control over our feelings. We must be careful not to act out of anger. (flexibility, self-control)
- **d.** Body as a temple (I Corinthians 3:16-17; 6:19-20) We should remember that our bodies are the dwelling place of God's Holy Spirit. We should keep ourselves pure, honest, and dedicated to God's will.
- e. Unity of Christ and the church (John 17:21; Ephesians 2:19-22; 5:23-32; II Thessalonians 3:6, 14-15) Since we are saved, we are now part of God's family and should unite ourselves with others to worship and grow as Christians. Christ is the head of His church, which includes all believers. He wants us to work together as His church in carrying out His plans, but He forbids us to work in fellowship with disobedient brethren.

4. Holiness-Habit Principle

Believers are declared holy as a result of Christ's finished action on the cross. Daily holiness of life, however, comes from forming godly habits. A Christian must consciously establish godly patterns of action; he must develop habits of holiness.

- a. Sowing and reaping (Galatians 6:7-8; Hosea 8:7; Matthew 6:1-8) We must remember that we will be rewarded according to the kind of work we have done. If we are faithful, we will be rewarded. If we are unfaithful, we will not be rewarded. We cannot fool God. (thriftiness)
- **b. Purity** (I Thessalonians 4:1-7; I Peter 1:22) We should try to live lives that are free from sin. We should keep our minds, words, and deeds clean and pure.

- **c.** Honesty (II Corinthians 8:21; Romans 12:17; Proverbs 16:8; Ephesians 4:25) We should not lie. We should be honest in every way. Even if we could gain more by being dishonest, we should still be honest. God sees all things. (fairness)
- **d.** Victory (I Corinthians 10:13; Romans 8:37; I John 5:4; John 16:33; I Corinthians 15:57-58) If we constantly try to be pure, honest, and Christlike, with God's help we will be able to overcome temptations.

5. Love-Life Principle

We love God because He first loved us. God's action of manifesting His love to us through His Son demonstrates the truth that love must be exercised. Since God acted in love toward us, believers must act likewise by showing godly love to others.

- **a. Love** (I John 3:11, 16-18; 4:7-21; Ephesians 5:2; I Corinthians 13; John 15:17) God's love to us was the greatest love possible. We should, in turn, show our love for others by our words and actions. (courtesy, compassion, hospitality, kindness, thankfulness to men, thoughtfulness)
- **b.** Giving (II Corinthians 9:6-8; Proverbs 3:9-10; Luke 6:38) We should give cheerfully to God the first part of all we earn. We should also give to others unselfishly. (hospitality, generosity, sharing, unselfishness)
- c. Evangelism and missions (Psalm 126:5-6; Matthew 28:18-20; Romans 1:16-17; II Corinthians 5:11-21) We should be busy telling others about the love of God and His plan of salvation. We should share in the work of foreign missionaries by our giving and prayers.
- **d.** Communication (Ephesians 4:22-29; Colossians 4:6; James 3:2-13; Isaiah 50:4) We should have control of our tongues so that we will not say things displeasing to God. We should encourage others and be kind and helpful in what we say.
- **e. Friendliness** (Proverbs 18:24; 17:17; Psalm 119:63) We should be friendly to others, and we should be loyal to those who love and serve God. (loyalty)

6. Communion-Consecration Principle

Because sin separates man from God, any communion between man and God must be achieved by God's direct action of removing sin. Once communion is established, the believer's reaction should be to maintain a consciousness of this fellowship by living a consecrated life.

- **a. Bible study** (I Peter 2:2-3; II Timothy 2:15; Psalm 119) To grow as Christians, we must spend time with God daily by reading His Word. (reverence for the Bible)
- **b.** Prayer (I Chronicles 16:11; I Thessalonians 5:17; John 15:7, 16; 16:24; Psalm 145:18; Romans 8:26-27) We should bring all our requests to God, trusting Him to answer them in His own way.
- **c. Spirit-filled** (Ephesians 5:18-19; Galatians 5:16, 22-23; Romans 8:13-14; I John 1:7-9) We should let the Holy Spirit rule in our hearts and show us what to say and do. We should not say and do just what we want to do, for those things are often wrong and harmful to others. (gentleness, joyfulness, patience)
- **d.** Clear conscience (I Timothy 1:19; Acts 24:16) To be good Christians, we cannot have wrong acts or thoughts or words bothering our consciences. We must confess them to God and to those people against whom we have sinned. We cannot live lives close to God if we have guilty consciences.
- **e. Forgiveness** (Ephesians 4:30-32; Luke 17:3-4; Colossians 3:13; Matthew 18:15-17; Mark 11:25-26) We must ask for-

giveness of God when we have done wrong. Just as God forgives our sins freely, we should forgive others when they do wrong things to us.

7. Grace-Gratitude Principle

Grace is unmerited favor. Man does not deserve God's grace. However, after God bestows His grace, believers should react with an overflow of gratitude.

- a. Grace (I Corinthians 15:10; Ephesians 2:8-9) Without God's grace we would be sinners on our way to hell. He loved us when we did not deserve His love and provided for us a way to escape sin's punishment by the death of His Son on the cross.
- **b. Exaltation of Christ** (Colossians 1:12-21; Ephesians 1:17-23; Philippians 2:9-11; Galatians 6:14; Hebrews 1:2-3; John 1:1-4, 14; 5:23) We should realize and remember at all times the power, holiness, majesty, and perfection of Christ, and we should give Him the praise and glory for everything that is accomplished through us.
- **c.** Praise (Psalm 107:8; Hebrews 13:15; I Peter 2:9; Ephesians 1:6; I Chronicles 16:23-36; 29:11-13) Remembering God's great love and goodness toward us, we should continually praise His name. (thankfulness to God)
- d. Contentment (Philippians 4:11; I Timothy 6:6-8; Psalm 77:3; Proverbs 15:16; Hebrews 13:5) Money, houses, cars, and all things on earth will last only for a little while. God has given us just what He meant for us to have. We should be happy and content with what we have, knowing that God will provide for us all that we need. We should also be happy wherever God places us.
- e. Humility (I Peter 5:5-6; Philippians 2:3-4) We should not be proud and boastful but should be willing to be quiet and in the background. Our reward will come from God on Judgment Day, and men's praise to us here on earth will not matter at all. Christ was humble when He lived on earth, and we should be like Him.

8. Power-Prevailing Principle

Believers can prevail only as God gives the power. "I can do all things through Christ." God is the source of our power used in fighting the good fight of faith.

- **a. Faith in God's promises** (II Peter 1:4; Philippians 4:6; Romans 4:16-21; I Thessalonians 5:18; Romans 8:28; I Peter 5:7; Hebrews 3:18; 4:11) God always remains true to His promises. Believing that He will keep all the promises in His Word, we should be determined fighters for Him.
- b. Faith in the power of the Word of God (Hebrews 4:12; Jeremiah 23:29; Psalm 119; I Peter 1:23-25) God's Word is powerful and endures forever. All other things will pass away, but God's Word shall never pass away because it is written to us from God, and God is eternal.
- c. Fight (Ephesians 6:11-17; II Timothy 4:7-8; I Timothy 6:12; I Peter 5:8-9) God does not have any use for lazy or cowardly fighters. We must work and fight against sin, using the Word of God as our weapon against the Devil. What we do for God now will determine how much He will reward us in heaven.
- **d.** Courage (I Chronicles 28:20; Joshua 1:9; Hebrews 13:6; Ephesians 3:11-12; Acts 4:13, 31) God has promised us that He will not forsake us; therefore, we should not be afraid to speak out against sin. We should remember that we are armed with God's strength.

Bible Promises

- **A. Liberty from Sin**—Born into God's spiritual kingdom, a Christian is enabled to live right and gain victory over sin through faith in Christ. (Romans 8:3-4—"For what the law could not do, in that it was weak through the flesh, God sending his own Son in the likeness of sinful flesh, and for sin, condemned sin in the flesh: that the righteousness of the law might be fulfilled in us, who walk not after the flesh, but after the Spirit.")
- **B.** Guiltless by the Blood—Cleansed by the blood of Christ, the Christian is pardoned from the guilt of his sins. He does not have to brood or fret over his past because the Lord has declared him righteous. (Romans 8:33—"Who shall lay any thing to the charge of God's elect? It is God that justifieth." Isaiah 45:24—"Surely, shall one say, in the Lord have I righteousness and strength: even to him shall men come; and all that are incensed against him shall be ashamed.")
- C. Basis for Prayer—Knowing that his righteousness comes entirely from Christ and not from himself, the Christian is free to plead the blood of Christ and to come before God in prayer at any time. (Romans 5:1-2—"Therefore being justified by faith, we have peace with God through our Lord Jesus Christ: by whom also we have access by faith into this grace wherein we stand, and rejoice in hope of the glory of God.")
- D. Identified in Christ—The Christian has the assurance that God sees him as a son of God, perfectly united with Christ. He also knows that he has access to the strength and the grace of Christ in his daily living. (Galatians 2:20—"I am crucified with Christ: nevertheless I live; yet not I, but Christ liveth in me: and the life which I now live in the flesh I live by the faith of the Son of God, who loved me, and gave himself for me." Ephesians 1:3—"Blessed be the God and Father of our Lord Jesus Christ, who hath blessed us with all spiritual blessings in heavenly places in Christ.")
- **E.** Christ as Sacrifice—Christ was a willing sacrifice for the sins of the world. His blood covers every sin of the believer and pardons the Christian for eternity. The purpose of His death and Resurrection was to redeem a people to Himself. (Isaiah 53:4-5—"Surely he hath borne our griefs, and carried our sorrows: yet we did esteem him stricken, smitten of God, and afflicted. But he was wounded for our transgressions, he was bruised for our iniquities:

- the chastisement of our peace was upon him; and with his stripes we are healed." John 10:27-28—"My sheep hear my voice, and I know them, and they follow me: and I give unto them eternal life; and they shall never perish, neither shall any man pluck them out of my hand.")
- **F.** Christ as Intercessor—Having pardoned them through His blood, Christ performs the office of High Priest in praying for His people. (Hebrews 7:25—"Wherefore he is able also to save them to the uttermost that come unto God by him, seeing he ever liveth to make intercession for them." John 17:20—"Neither pray I for these alone, but for them also which shall believe on me through their word.")
- G. Christ as Friend—In giving salvation to the believer, Christ enters a personal, loving relationship with the Christian that cannot be ended. This relationship is understood and enjoyed on the believer's part through fellowship with the Lord through Bible reading and prayer. (Isaiah 54:5—"For thy Maker is thine husband; the Lord of hosts is his name; and thy Redeemer the Holy One of Israel; The God of the whole earth shall he be called." Romans 8:38-39—"For I am persuaded, that neither death, nor life, nor angels, nor principalities, nor powers, nor things present, nor things to come, nor height, nor depth, nor any other creature, shall be able to separate us from the love of God, which is in Christ Jesus our Lord.")
- H. God as Father—God has appointed Himself to be responsible for the well-being of the Christian. He both protects and nourishes the believer, and it was from Him that salvation originated. (Isaiah 54:17—"No weapon that is formed against thee shall prosper; and every tongue that shall rise against thee in judgment thou shalt condemn. This is the heritage of the servants of the Lord, and their righteousness is of me, saith the Lord." Psalm 103:13—"Like as a father pitieth his children, so the Lord pitieth them that fear him.")
- I. God as Master—God is sovereign over all creation. He orders the lives of His people for His glory and their good. (Romans 8:28—"And we know that all things work together for good to them that love God, to them who are the called according to his purpose.")

Phonics Generalizations

Broad Phonics Generalizations

- 1. Closed syllable generalization: When the only vowel letter in a word (or syllable) is followed by one or more consonant letters, usually the vowel letter is short (*lamp*, *bed*, *inn*, *rod*, *cup*).
- 2. Silent *e* generalization: A vowel letter is usually long when it is followed by one consonant letter and a silent *e* (*name*, *slide*, *hope*, *rule*).
- 3. Open syllable generalization: When the only vowel letter in a word (or syllable) comes at the end of the word (or syllable), often that vowel letter is long (me, ta•ble).
- 4. *R*-influenced vowel generalization: An *r* following a vowel letter usually changes the sound of the vowel letter. (See Special Phonics Generalizations.)
- 5. Semivowel generalization: When a *w* or *y* follows a vowel letter, it acts as a vowel letter, helping to make the vowel sound (*pray*, *snow*, *new*, *obey*).
- 6. Two-vowel (first vowel letter long) generalization: When two vowel letters are together in a word, often the first one is long and the second one is silent (pail, seed, dream, pie, boat, blue).
- 7. Two-vowel (special sound) generalization: Two vowel letters sometimes work together to make a special sound. (See Special Phonics Generalizations.)
- 8. Unaccented syllable generalization: In an unaccented syllable, the vowel sound is often schwa, /ə/, regardless of what vowel letters are used (snugʻogle, begʻogar, docʻotor, peachʻoes, baseʻoment, kindʻoness, shortʻoer, shortʻoest, aoboveʻ, unolockʻ).

Special Phonics Generalizations

/ĕ/ ea (head)

```
/ĭ/ y (myth)
      /ā/ ei (veil)
      /ē/ ie (piece)
          y in an unaccented syllable at the end of a word
               (ba '•by, neat '•ly)
          i at the end of a syllable (ski)
      /ī/ y at the end of an accented syllable (my, sup•ply)
          i in a closed syllable (wild, find)
          i before gh (light)
     /o/ o in a closed syllable (gold, colt, roll)
/\bar{u}/, /\bar{oo}/ ew at the end of a word (stew)
          oo (broom)
    /ûr/ er, ir, ur (clerk, dirt, turn) or after w (worm)
     /är/ ar (shark)
    /or/ or (stork, more)
     /âr/ are, air (care, hair)
          ear (bear)
     /îr/ ear, eer (hear, deer)
     /ô/ au, aw (Paul, law, lawn)
          a before l (ball, salt)
          o in some closed syllable words (cost, toss, cloth, soft,
          song)
    /ou/ ou, ow (cloud, how, tower)
    /oo/ oo (cook)
     /oi/ oi, oy (boil, boy)
      /s/ c before e, i, and y (cent, city, cyclone)
      /j/ g before e, i, and y (gentle, giant, gym)
          ge at the end of a one-syllable word, usually signaling a
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/ch/ *tch* at the end of a one-syllable word, signaling a short vowel sound (*match*)

dge at the end of a one-syllable word, usually signaling

long vowel sound (page, range)

a short vowel sound (budge)

/f/ ph (phone)

Consonant letters are sometimes silent (w in write; l in walk; gh in light; b in climb; k in knife; d in edge; and t in batch).

Structural Generalizations

Aural clues

• Every vowel sound in a word is in a separate syllable.

Syllable division rules

Rule 1: VC/CV pattern

Divide words with the *VC/CV* pattern into syllables between consonants, even when one of the consonants is written as a consonant digraph (bas•ket, dol•phin).

(Introduced in Lesson 11 with Visual 4, Syllables and Swords.)

Rule 2: Compound words

Divide compound words into syllables between the base words (base•ball, bas•ket•ball).

(Introduced in Lesson 11 with Visual 4, Syllables and Swords.)

Rule 3: Words ending with a consonant + le

In most words ending with a consonant + *le*, divide into syllables before the consonant (*lit•tle*, *Bi•ble*).

In words ending with the consonant digraph ck + le, divide into syllables after the ck ($pick \cdot le$).

(Introduced in Lesson 91 with Visual 6, More Syllables and Swords.)

Rule 4: Words with affixes

- a. In words with prefixes, divide into syllables between the prefix and the base word (un•load).
- b. In words with suffixes, sometimes divide into syllables between the base word and the suffix.

If the base word ends with /d/ or /t/, the suffix -ed is in a separate syllable (hand•ed, plod•ded, rest•ed).

If the base word ends with *ch*, *sh*, *s*, *x*, or *z*, the suffix *-es* is a separate syllable *(church•es, wish•es, dress•es, box•es, buzz•es)*.

(Introduced in Lesson 32 with Visual 6, More Syllables and Swords.)

Accent rules

Rule 1: Compound words

In compound words the primary accent falls on or within the first base word (base '•ball).

In compound words the secondary accent falls on or within the second base word (bas'•ket•ball').

(Introduced in Lesson 11 with Visual 5, Accents and Arrows.)

Rule 2: Words with affixes

In words with affixes, the accent usually falls on or within the base word (un-lock '•ing, ham '•mer•ing).

(Introduced in Lesson 32 with Visual 7, More Accents and Arrows.)

Rule 3: Two-syllable words without affixes

In two-syllable words without affixes, the accent usually falls on the first syllable (bas '•ket).

In two-syllable words without affixes, the accent sometimes falls on the second syllable when that syllable contains two vowels (col·lapse').

(Introduced in Lesson 11 with Visual 5, Accents and Arrows.)

Rule 4: Schwa syllables

The accent never falls on a syllable with a vowel sound called a schwa—a.

The schwa sound can be spelled many ways. Some common schwa syllables are *a-* (*again*), *con-* (*content*), *-le* (*little*), *-er* (*never*), *-ain* (*captain*), *-ous* (*famous*), and *-tion* (*nation*).

In words with the schwa ending /shən/, the accent usually falls on the syllable that precedes the ending (va•ca´•tion).

(Introduced in Lesson 45 with Visual 7, More Accents and Arrows.)

Rule 5: Shift in accent

- a. Adding suffixes to some words may affect where the primary accent falls. The accent often shifts to the syllable before the suffix (ac'•ci•dent, ac•ci•den'•tal).
- b. A shift in accent often occurs when the meaning of a word changes (per '•fect, per •fect').

(Introduced in Lesson 94 with Visual 7, More Accents and Arrows.)

Teaching Visuals Index

Accents and Arrows (5), Lessons 11, 26, 32, 42, 104

A Change of Character (11), Lessons 31, 48, 122

All That Glitters (15), Lessons 35, 94

Dare to Discern (23), Lesson 115

Defend with Discernment (20), Lesson 76

Don't Be Fooled (13), Lessons 35, 94

E.A.R.S. (8), Lessons 18, 63, 80, 92, 106, 126

Hear Ye! Hear Ye! (14), Lessons 35, 94

Jump on the Bandwagon (12), Lessons 35, 94

Let's Get Organized (22), Lesson 103

Listen and Learn (9), Lessons 18, 63, 80, 92, 106, 126

More Accents and Arrows (7), Lessons 32, 42, 45, 94, 99, 104

More Syllables and Swords (6), Lessons 32, 42, 91, 104, 136

Plot Mountain (24), Lesson 118

PQ3R (16), Lessons 43, 44, 65, 100

Prose or Poetry? (18), Lesson 56

Reading with Purpose (2), Lesson 1

Setting the Mood (21), Lesson 98

Syllables and Swords (4), Lessons 11, 32, 42, 104, 136

The Author's Purpose (1), Lessons 1, 67, 74

The Shape It's In (10), Lessons 31, 33, 36, 48, 122

What's the Problem? (17), Lessons 53, 54, 59, 67, 87

Who's Telling? (3), Lesson 5

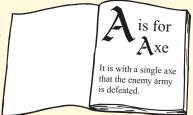
Word Equations (19), Lesson 69

Book Reports

Promote reading with your students by providing imaginative ways for them to tell others about the books they have read. Avoid the book report that requires the same standard information from each student—title, author, and description. This may discourage independent reading and stifle creativity.

ABC Book

Provide two sheets of construction paper and twenty-six sheets of writing paper for each student and brads, string, or staples with which to bind his ABC Book.



The student creates a booklet from the construction paper and writing paper. He decorates the construction paper cover and writes a title on it (e.g., "The ABC's of *The Bridge*, by Jeri Massi"). On each page of the booklet, he draws a large decorative letter of the alphabet, one letter per page, A–Z. After reading a book, the student fills in each page with information from the novel, starting with a key word that begins with the alphabet letter on that page. For example, after reading *The Bridge*, the student could write on the A page "A is for Axe. It is with a single axe that the enemy army is defeated." On the A page, he could write "A is for Herron. Herron is the swift rider who helps Princess Rosalynn escape the castle. He is later knighted for his bravery and loyalty. Years later, he and Rosalynn get married."

The student should not try to start with A and work in alphabetical order through Z. He should work with the letters that come easiest first and fill in the rest gradually. Letters like Q, Y, X, and Z do not need to be at the beginning of the word, but the letter should appear somewhere in the word (for instance, instead of using axe for A, it could be used to fill in X). Encourage the student to use as many quotes from the book as possible.

1860

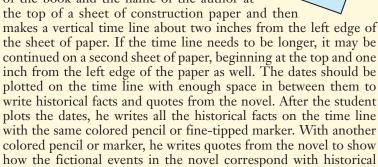
1861

1865

Time Line Reporting

Provide construction paper, ruler, and colored pencils or fine-tipped markers.

After reading a historical novel, the student researches real events from the same time period as the novel and makes a list of important events along with their corresponding dates. Then the student writes the title of the book and the name of the author at the ten of a cheet of construction percent

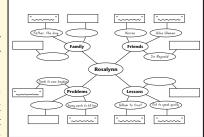


facts. Note: Use this book report only with historical fiction novels that relate a long passage of time and the occurrence of several related events. A good example is *Caddie Woodlawn* in which President Lincoln is assassinated and there are threats of massacre by the Indians. The student would research the dates of Lincoln's presidency and his death and the dates of any massacres mentioned in the novel in addition to other important events of the period.

Character Web

Provide a copy of "Character Web," Appendix page A46, for the student.

After reading a book, the student writes the title of the book and the name of the author at the top of the Appendix page



and the name of the main character of the book in the large center oval. In the three ovals connected to each of the four topic ovals (Family, Friends, Problems, Lessons), he writes information related to the main character as designated by the heading. In the rectangle connected to each information oval, the student writes a quote from the book that relates to that specific piece of information.

Hats Off!

After reading a book, the student gives an oral report by wearing a different hat to represent each character in the book. Before giving the report, he lists on paper the order in which each character appears in the story, selects a quote from the book that relates to each character, and chooses or makes a hat to represent each character. As the student gives his report, he puts on the hat that represents each character and tells who he is, what role he plays in the story, and a quote relating to him. The student changes hats as he tells about each character.

In Their Own Words

After reading a biography, the student dresses up as the person about whom he has read and tells the story of that person's life in the first-person point of view, including the title of the book, the name of the author, and several quotes from the book.

Book Mobile

Provide string, a hanger, construction paper, drawing paper, scissors, and glue.

After reading a book, the student makes his own collection of several drawings, collages, or cut-outs of scenes, characters, and other important objects from the book. On the back of each drawing, he writes a corresponding quote from the book. He includes the title of the book and the name of the author on a sheet of paper as well. Using the string, he attaches his collection to the hanger and hangs the mobile from the metal bands in the ceiling of the classroom.

Reading Contests

A reading contest is a good way to motivate students to use the reading skills they are learning. Using a team approach to a reading contest helps provide encouragement to all students.

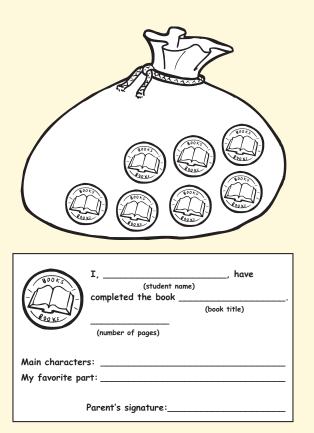
Storming the Castle

- 1. Make two paper flagpoles with a scale to represent the number of books read by each team. Determine the height of the pole and the number of books on the flagpole scale according to how long the contest will last. Prepare two paper medieval flags or banners, one to represent each team. The teams' banners should be designed with different colors and coats of arms for each team to rally under. Mount the flagpoles on a wall and attach a banner to the bottom of each flagpole.
- 2. Divide the class into two teams. As you assign the students to teams, consider their reading abilities so that the two teams will be evenly matched. Explain that each team is fighting to capture a castle for the king of its country. As the team gets closer to capturing the castle, its flag is raised higher on the flagpole.
- 3. Set a minimum page limit for the books that the students read. When a student completes a book, he fills in a form similar to the one shown below and has a parent sign it. As students complete books and return the forms, total the number of books read by the team and raise the flag on the flagpole. Each team member must complete at least one book, or his team's flag cannot be raised to the last notch and the team cannot win.
- 4. The team whose flag reaches the top of the pole first wins or "captures the castle." (You may want to give special recognition to individuals with high totals within each reading group or team.)

X	1
50	I,, have completed
45	(student name) reading the book (book title)
40	(number of pages)
35	Main characters:
30	Parent's signature:
25	
20	
15	
10	
5	
0	

Pay Your Taxes!

- 1. Prepare from construction paper two identical large moneybags and enough coins for each team to cover the surface of its bag. Design a medieval banner to represent each team. Determine the size of the bags and how many coins are needed to cover the surface of the bags according to how long the contest will last. Mount the moneybags on the wall with a banner above each bag.
- 2. Explain that during the Middle Ages not many people were landowners and that the people who lived on land that was owned by another had to pay taxes. Each team is a village owned by a lord or landowner who will give some of his land to the village if it pays its taxes. The two teams fill their moneybags with coins.
- 3. Set a minimum page limit for the books that the students read. When a student completes a book, he fills in a form similar to the one shown below and has a parent sign it. For each book a student completes, a coin is placed on his team's bag. Each team member must complete at least one book, or his team forfeits its last coin and cannot win.
- 4. The team who fills its landowner's moneybag with coins first wins and becomes "landowners." Celebrate with a medieval "banquet." (You may want to give special recognition to individuals with high totals within each reading group or team.)



Classroom Management for Grouping

The classroom management activities that follow are provided to give students meaningful activities that will reinforce skills they are learning. Each activity needs to be carefully explained to the students. Once the students become familiar with the various activities, write for display the titles of the management activities for the lesson and allow the students to complete them without further direction. If your class has three reading groups, one group could be working on seatwork and a second group could be completing the management activities while you give reading instruction to the

third group. Students should keep a library book in their desks in order to have reading material available in the event they complete seatwork or management activities early. You may want to read through all of the management activities before the beginning of the school year in order to familiarize yourself with the activities and to make special note of any advance preparations that are necessary. Helpful hint: If students are required to keep a notebook for various activities across the curriculum, combine these in one binder with tabbed dividers.

VOCABULARY NOTEBOOK

1. Word Hunt

• Three-ring binder or folder for each student (This will become his vocabulary note-

- Sheets of notebook paper, at least one page per alphabet letter for each student
- Three to five vocabulary words from the story, including the page number where each word appears in the student reader (Write the words on an index card and store for later use, or write them for display.)
- Student reader for each student
- Dictionary for each student

The student uses from three to five given vocabulary words or chooses between three and five challenging words he wants to learn about from the story. For his first word, he selects the correct alphabetical page in his vocabulary notebook, writes his word, and numbers his word as 1. Using his reader and a dictionary, he completes the

Word Hunt

(continued)

following below the word on the notebook page: writes a sentence using the word; researches and records details about the word, such as its part of speech, definition, and origin; and records new words by using the word and prefixes, suffixes, and pluralization and by writing synonyms and antonyms. The student follows the same process for each of his remaining words. (This activity is not graded, but each student may bring his vocabulary notebook to the reading group periodically for you to check for accuracy.)

Computer variation: The student uses the computer to type and alphabetize his notebook. He saves his notebook on a disk or CD for future additions.

2. Swap 'n' Study

Materials

• Vocabulary notebook for each student

Two students work together. The students swap notebooks. One student chooses a word from the notebook and reads the word and the context sentence to his partner. The partner gives as many details about the word as possible, such as its definition, origin, spelling, and part of speech. One point is awarded for each correct detail. The first student then tells the partner the correct details about the word. The students take turns reading words and sentences and giving details.

3. Word Action

Advance teacher preparation: Prepare a list of words from reader stories and spelling lists. Write the words on index cards, one word per card. Store the cards in a resealable bag labeled "Word Cards." In the same manner, write a variety of actions on note cards (e.g., "divide into syllables"; "name a synonym"; "use in a sentence as a noun"; "phiralize"; "name a word associated with it"; "add a prefix"; "add a suffix"; and "name a rhyming sociated with it"; "add a prefix"; "ald a suffix"; and "name a rhyming"). word"). Store the cards in a resealable bag labeled "Action Cards." Collect six identical objects such as laminated construction paper squares, buttons, or paper clips to be used as "passes."

Materials

- "Word Cards" bag
- "Action Cards" bag
- Timer
- Sheets of writing paper
- References such as a dictionary and a grammar book
- A coin
- Six "passes"

Word Action

(continued)

Activity

Two students work together. They shuffle the "Word Cards" and "Action Cards" and place the two sets word-side down in separate piles. Each player receives three "passes." One player draws the word card from the top of the pile, places the card face-up on the pile, and sets the timer for one minute. The other player then draws an action card and places the card face-up on the pile. Without letting the other player see his paper, each student writes on his paper what is required on the action card (e.g., each player writes a synonym for the word). The players continue drawing action cards one at a time and writing what is required for the word until the time runs out. If an action cannot be applied to a word or the player thinks it cannot be applied (e.g., the word is *bandful*, and the action is "add a prefix"), the player writes NA (not applicable). If a player does not know how to apply an action to a word, he may use a pass and find the answer in an available reference. Play continues with two more word cards, the time being set for one minute for each word card. The players exchange papers and check each other's answers for accuracy, using available references if necessary. One point is awarded for each correctly completed action and each correctly marked NA. The player with the most points wins. At the end of the game, each student adds at least one

4. Letter Line-up

Advance teacher preparation: Prepare a list of words from reader stories and spelling lists.

Materials

- List of words
- Timer
- Sheets of writing paper
- Dictionary for each student or pair of students
- Thesaurus for each student or pair of students

Activity

Students work individually or in pairs. On a sheet of paper, each student writes the first word from the word list. The student sets the timer for three minutes. Below the first word, the student writes a word that begins with the last letter of the first word (e.g., if the first word is *encounter*, the student may write *respect*). Each word the student writes must be at least four letters in length. The student continues making a list of words with each new word beginning with the last letter of the previous word. The student may refer to the dictionary and thesaurus at any time. For students working in pairs, the student with the most words when time is up is the winner. Each student adds at least one word from his list to his vocabulary notebook. The students repeat the activity with another word from the list.

5. Category Capers

Advance teacher preparation: On separate strips of paper, write the names of categories such as colors, vegetables, animals, people or places, people or places in the Bible, occupations, girls' names, boys' names, trees, personality traits, cities, leisure activities, musical instruments, historical figures, terms of measurement, and flowers. Store the strips in a resealable bag labeled categories.) Prepare a list of words from reader stories and spelling lists. The words should have seven or fewer letters.

Materials

- "Categories" bag
- List of words
- Timer
- Sheets of drawing paper
- Bible for each student
- Dictionary for each student

FRUITS & VEGETABLES BIBLE PEOPLE OR PLACES

Students work in groups of two or more. A player chooses a word from the word list. Each player draws on a sheet of paper a grid with one column more than the number of letters in the word and six rows. He writes the word across the top row of his grid,

Category Capers

(continued)

beginning with the second column, one letter per column. A player selects five categories from the "Categories" bag. Each player writes the categories in the first column, beginning with the second row, in the same order as the categories are drawn. A player sets the timer for five minutes. Players fill in the grid by using the letter at the top of the column as the first letter of a word that fits into the category of its row. The students may refer to the Bible or a dictionary at any time. When time runs out, the players take turns reading aloud their answers and writing point values above each word. One point is awarded for each word that fits correctly in its category row and letter column. Two points are awarded for each word that no one else wrote down. Three points are awarded for each word that relates the word at the top of the grid to a reader story (e.g., England and flounce are both related to "The Scullery Boy"—the setting is England; one of the characters flounces). The student receives three points for these related words even if another student had the same answer. The player with the most points wins.

CONNECTIONS

Party Planner

(continued)

1. Party Planner

Advance teacher preparation: Write varying budget amounts for parties on strips of paper and store the strips in a resealable bag. Collect and display a variety of materials to use in planning a party such as catalogs, examples of invitations, party game books, party food recipe books, grocery store advertisements, examples of schedules, and examples of maps and directions.

Materials

- Various party-planning materials
- Resealable bag containing budget strips
- Art supplies, such as drawing paper, scissors, tape, markers, rulers, and pens

Students work in pairs or individually. The students choose a budget strip from the resealable bag and refer to the materials available to plan a party. They decide on the type of party they will plan and its theme (e.g., a book party based on a favorite book or character, an event party such as a circus, an activity party such as ice skating or or character, an event party such as a circus, an activity party such as lee shating or swimming, a fantasy party such as decorating a room as a space station or castle, a spessiumming, a fantasy party such as decorating a room as a space station or castle, a spessiumming, a fantasy party such as decorating a room as a space station or castle, a spessium in the same of the sa cial guest party with a guest such as a sports figure or storyteller, or a field trip party to

a place such as an amusement park or zoo.) The students compile a list of guests to invite, and then they design an invitation with a map and/or written directions to the place where the party will be held. The students include the following in their party plans: costumes, decorations, games, activities, a menu (including recipes), favors, and a schedule for setup and activities. The students use catalogs and advertisements to list the cost of each item they must buy for the party, adding up the costs and staying within their budget. They should keep in mind various household items that would not be necessary to purchase for the party, such as boxes, sheets, and clothing. (Optional: The students illustrate or make a miniature model of their party and display it along with any items they made for the party.)

Computer variation: Students look up ideas, items, and prices on the Internet. Students make invitations, schedules, games, menus, decorations, and a budget list using

2. Cyber Search

Advance teacher preparation: Write a list of ten to twenty questions of varying difficulty that can be answered by using technology such as the computer and Internet. Use traditional resources if the technology is not available. Specify a source or search engine in which to look (e.g., What is another word for good? [Use an online thesaurus or dictionary.] Who was the eleventh president of the U.S.? Where was he born? [Enter keywords in a search engine.] How long does an elephant live? [Use an online encyclopedia.]) Write the answers to the questions on the back of the question list for self-checking.

Materials

- List of questions
- Sheets of writing paper
- Computer and Internet or traditional resources, such as an encyclopedia, dictionary, and phone book

Activity

Students work in pairs or individually. The students use the available resources to find answers to the questions. Students record answers on a sheet of paper. They then check for accuracy by looking at the answers on the back of the question list.

Variation: Students write their own cybersearch. The questions are approved by the teacher, and then other students complete their cybersearch activity.

3. You're the Expert

Advance teacher preparation: Select a variety of topics such as important people, inventions, weather, sports, artists, places, scientific experiments, and animals. Collect a variety of materials related to each topic such as fiction and nonfiction books and articles, maps, cassette tapes, CDs, pictures or examples of the topic, and an activity that increases knowledge of the topic. Prepare a kit (a box or a bag) for at least five topics. Inside each kit, place a topic card on which you have written the name of the topic, a list of the materials included in the kit or where to find them, and what should be done with them (e.g., Africa-Map of Africa: Study the area where the missionary lives; Music—Beethoven tape: Quietly listen to at least the first piece; Toys-Yo-yo: Learn to do a trick; Impressionism-Art materials: Paint a picture in the impressionistic style; Horses—Encyclopedia: Use the computer encyclopedia to look up and read about caring for horses; Physics-Magnet: Examine the magnet and observe what it does with the objects in the

You're the Expert

(continued)

bag.) After several students write questions on a topic and place them in the question box, compile ten questions on the topic and let each student take the Expert Quiz to see if he is

Materials

- Expert kits
- Sheets of writing paper
- Box to hold questions

Activity

The student selects an expert kit. He previews the materials in the kit and follows the directions on the topic card. As he studies each item in the kit, he writes down important information he will use to write questions about the topic. When he is finished studying the topic, he writes the name of his topic and five questions about the topic on a sheet of paper. The questions should require information that an expert on the topic would know. He places the paper in the question box. Allow students to take the Expert Quiz when it is available.

4. Food Frenzy

Advance teacher preparation: Collect various nutritional resources such as cookbooks, health books, cooking magazines, encyclopedias, and food guides. Label the resources that students are allowed to cut pictures out of, such as magazines, grocery store ads, clip art, photos, and old cookbooks. On an index card write the three categories that the student should include information for on each food index card: 1. Name of food 2. Food group 3. Nutritional value information such as vitamins, fat content, sodium, and calories.

After students make food index cards, laminate the cards that will be included in the Food Frenzy game. Students may play the Food Frenzy game when at least the following number of cards are completed: 30 bread, 24 vegetable, 24 fruit, 16 milk, 16 meat, and 4 fat. Make two wild cards to include in the Food Frenzy game. Write and include with the game several collection cards (e.g., collect five fruits; collect four foods that contain no fat).

Materials

- Various nutritional resources
- Card with three categories listed
- Box to hold food cards
- Blank index cards
- Art supplies such as glue, scissors, and colored pencils
- Sheets of writing paper
- Collection Cards

Food Frenzy

(continued)

Activity

Students work individually or in small groups. The student browses the nutritional resources and chooses a food. The food may contain more than one food group (e.g., a casserole) as long as the information fits on the front side of an index card. Referring to the list of three categories, the student researches and records information about the food. He then either cuts out a small picture of the food and glues it to the left side of a note card or draws a picture of the food. To the right of the picture, he neatly prints the information in the numbered sequence of the category list. He places the completed food card in the file box. After enough cards are made and laminated, two to four students may play the following game.

Each player selects one collection card for the game. Each player is dealt six food cards. The remaining cards are placed in a pile word-side down in the center of the play area. This is the draw pile. The top card of the draw pile is turned over and placed beside the pile. This is the discard pile. Play begins with the player to the left of the food card dealer and continues to the left. The first player draws one card, either from the discard or the draw pile. He adds the card to the other cards in his hand. To end his turn, he must discard one of his cards (a card that does not help him complete the collection indicated by the collection card he drew). After each player has had a turn, any player may set down his cards (word-side up) that complete the collection he is working on. If no one sets down his cards to complete a collection, all the cards are shuffled and dealt again to all the players. Any player that has completed a collection participates in the next round of turns by trying to complete another collection. The first player to complete three collec-

5. Careers

Advance teacher preparation: Select several careers and collect informational resources about them. Display the resources. Collect magazines, newspapers, and a variety of craft materials including shoe boxes, drawing paper, fabric, construction paper, clip art, and other items useful in creating collages and dioramas.

Materials

- Career resources
- Craft materials
- Scissors
- Glue
- · Paints, markers, and crayons

The student selects a career and researches it using the materials provided. After he collects enough information about the career, he prepares a collage (a collection of pictures and objects pasted on paper) or a diorama (a three-dimensional miniature scene) representing the career. The student uses magazine, newspaper, and clip art pictures and craft materials to create the collage or diorama. The student includes the name of the career on the collage or diorama. On an index card, the student describes each item in his collage or explains the scene or objects in the scene depicted in his diorama. Display the collage or diorama along with its descriptive index card.

Word Work

1. Grammar Master

Advance teacher preparation: On heavyweight paper cards or index cards, write a variety of words—one per card. Include at least ten of each part of speech: nouns, pronouns, verbs, adjectives (including articles), adverbs, prepositions, conjunctions, and interjections. Do not capitalize the words. Store the cards in a resealable bag. In the same manner, write punctuation marks on cards, including commas, semicolons, colons, quotation marks, and periods. Store the cards in a resealable bag.

- Resealable bags containing word cards and punctuation cards
- A book or list of grammar rules and kinds of sentences
- Sheets of writing paper

Students work in pairs. One player shuffles the word cards and places them face down in a pile (the pool). Each player chooses seven word cards from the pool. At the same time, each one tries to make a complete sentence using some or all of his word cards and any needed punctuation cards that he may select from the bag.

Grammar Master

(continued)

Sentences may be silly but must be grammatically correct. The players may refer to grammar rules. If a player thinks there is an error in his opponent's sentence, he may challenge the sentence. He must explain the sentence error, using the grammar book if necessary. If the sentence contains an error, the challenged opponent is penalized by having to put back into the pool the word cards in the incorrect sentence and choosing the same number of cards from the pool and gaining a penalty point. As the game progresses, each player sets down new sentences or adds to his existing

sentence. If a player has word cards that he cannot set down in a sentence or add to an existing sentence, he picks up additional word cards until he can play. Play continues until one player uses all his word cards and calls out "Grammar Master." The players tally their penalty points: one point for each remaining interjection, adverb, preposition, and conjunction and two points for each adjective (including articles), pronoun, verb, and noun that was not used. Several rounds may be played; the player with the smallest number of penalty points wins.

2. Direction Confection

Advance teacher preparation: Collect a variety of scrap items such as aluminum foil, beads, bottle caps, buttons, cans, cardboard tubes, colored and white paper, straws, egg cartons, fabric, lids, magazines, margarine tubs, milk cartons, paper clips, paper plates, boxes, ribbon, string, toothpicks, wallpaper, and yarn. Store the items in containers. Display an example of numbered step-by-step directions along with illustrations for making an object.

Materials

- Containers of scrap items
- Art supplies, such as scissors, tape, markers, and pens
- Sheets of writing paper
- Example of numbered step-by-step directions for making an object

The student uses any number of scrap items to make a simple object such as a castle, animal, puppet, toy, invention, story character, or artwork. He then writes numbered step-by-step directions for making the object along with illustrations.

Variation: The student uses the directions written by another student to make an object.

3. Rapid Response

Advance teacher preparation: Choose a variety of short reading selections such as newspaper and magazine articles. Provide a duplicate of each article. Place both copies of a selection in a folder. Prepare a list of ten questions that the student can answer by skimming or scanning the selection (e.g., number of words that start with a certain letter in the section, kinds of sentences, main idea, parts of speech, compound words, names, dates, supporting details, type of writing, a homonym, and a simple fact about something in the reading selection). Write the answers on the back of the list of questions. Place the question list in the folder with the two copies of the selection.

Materials

- · Folders containing two copies of reading selections and corresponding question lists
- Sheets of writing paper

Activity

Two students work together. The students choose a folder. Each student numbers his paper from 1 to 10. The students set the timer for two minutes and skim and scan the reading selection to find the answers to the questions on the list. They write their answers on the paper. When time is up, the students exchange papers and check them for accuracy.

4. Notable Events

Materials

• Sheets of writing paper

Two students work together. Without allowing the other student to see his paper, each student writes down the significant parts of an event he has experienced (e.g., vacation, birthday, visit to a friend's house, holiday, outing, competition, and the main idea of his story). Then one student tells a brief story about the event he has written about while the other student takes notes on the significant details of the story and writes down the main events when the story is finished. Students switch roles and repeat the process. The students then compare notes (the notes each student wrote of his own event prior to being the storyteller to the notes the other student took while listening) and discuss the main idea and significant details of each story. If the notes and main idea are significantly different, students should try to determine why (e.g., the storyteller left out significant details, or the listener did not discern key words and ideas).



5. Watch What You Say

Advance teacher preparation: Display the following sentence. She did not yell, "You dropped my blue book." Allow students to read aloud the sentence stressing a different word each time. Demonstrate that putting stress on different words (intonation) in a sentence changes the meaning of the sentence (e.g., If you stress the word she, the sentence means that someone else yelled it. If you stress the word not, the sentence means that she

- Note card for each student
- Box to hold completed note cards
- Sheets of writing paper

Activity

The student thinks of a sentence in which the meaning changes when different words are stressed. He writes his sentence at the top of an index card. Below the sentence, he makes a list of declarative statements, telling the reader to read the sentence aloud so that it has a certain meaning. The statements should read as the following: "Read the sentence to make it mean . . . "On the back of the index card, he writes in numbered order the word in the sentence that the reader should stress to make it mean what is suggested. He places the index card in the box. After several cards have been placed in the box, the student may choose a card (other than his own). He reads the card and writes on a sheet of paper the words that should be stressed. He then uses the answers on the back of the card to check his answers for accuracy.

RECREATIONAL READING

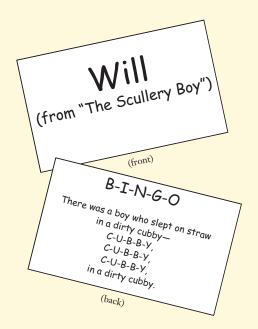
1. Song Sensations

Advance teacher preparation: Provide a list of song titles with short familiar tunes such as "Jesus Loves Me," "Twinkle, Twinkle, Little Star," and "London Bridge."

Materials

- List of song titles
- Index cards

Students work individually or in small groups. Each student selects a story or character from a story he has read in his student reader. (All students in the same group must have read the same stories in their readers.) On one side of an index card, each student writes the story title or character he has chosen. The student chooses a song title from the list and writes the title on the other side of the index card. Below the song title, he writes new words for that tune that give clues about his story or character but does not give the story title or character name. The students exchange their songs with others to guess the story title or character's name. Students may sing the songs they have written.



2. All Boxed Up

Advance teacher preparation: Collect one cereal box for each student and a variety of magazines for students to cut pictures from.

Materials

- Cereal box for each student
- Construction paper or gift-wrapping paper
- Magazine pictures
- Art supplies such as drawing paper, glue, markers, and scissors
- Sheets of writing paper

Activity

After reading a book, the student covers a cereal box with paper and writes the name of a character from the book on the box. The student collects objects and pictures that show what the character is like on the outside (e.g., quotes, conduct, and activities) and what the character is like on the inside (e.g., thoughts, interests, and traits). The student attaches to the outside of the box the objects that describe the outside of the character and places inside the box the objects that describe the inside of the character. The student writes a short explanation of why he chose the objects and places it inside the box as well. Allow him to display the box.

Variation: The student writes a story about himself and makes a box about himself.

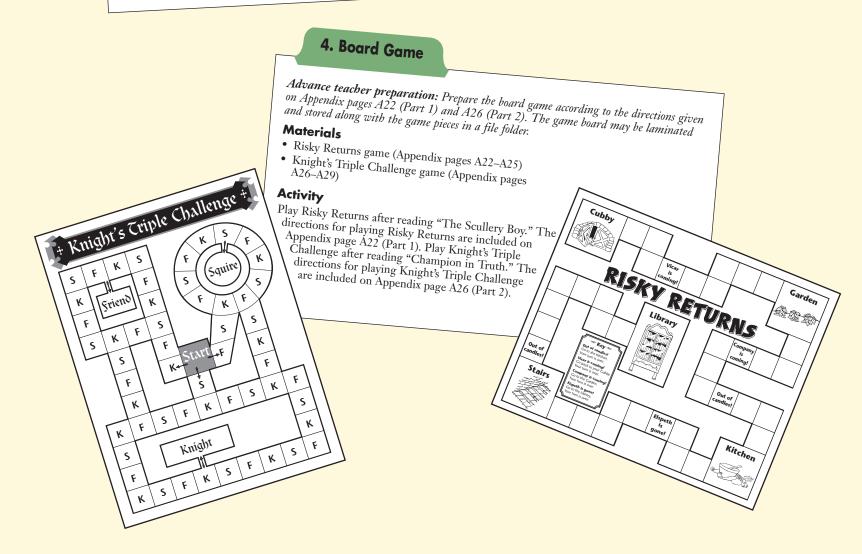
3. Fun Time Fillers

Advance teacher preparation: Collect and display resources for a variety of activities such as reading-related activity books or magazines, cookbooks, craft books, outdoor and indoor activity books, how-to books, encyclopedias, and Internet websites.

Materials

- Various activity resources
- Sheets of writing paper
- Art supplies, such as drawing paper, glue, scissors, markers, and scrap items
- Three-ring binder with alphabet tab dividers

After reading a book, the student checks the three-ring binder for any activities other **Activity** students have already written for the book he has read. He may complete an existing activity and/or write a book-related activity to be added to the binder. To write an activity, the student scans available resources and brainstorms ideas for activities that relate to the book he has read. Ideas may include the following: writing—a sequel to the book, a letter to an author, a character's journal, or a song about the book; art-drawings and junk sculptures of characters, maps of settings, or a collage of vocabulary words; performing—plays, radio shows, or a speech to sell the book to a reader; games—crossword puzzles, board games, or outdoor games; food—making up recipes for foods eaten in the book; and trivia—interesting fact quizzes about the book, a website search about the author. The student chooses one idea and writes the directions for the activity, including a list of needed materials. He titles the activity and places it in the three-ring binder in alphabetical order by author and then by book title.



SPELLING PRACTICE

1. Spell Check

Materials

- List of spelling words
- Sheets of writing paper

Activity

Two students work together. One student gives the other a written practice test of the spelling words for the week. The student who is the test giver says the word, uses it in a sentence, and repeats the word. The other student writes the list of spelling words. The students then switch roles.

2. Jumbles

Advance teacher preparation: Duplicate the "Categories" bag from the Category Capers activity in the Vocabulary Notebook section on Appendix page A11 or use the same bag. Materials • Sheets of writing paper

- Resealable bag containing category strips • Dictionary
- Thesaurus
- Encyclopedia

Activity

Two students work together. Each student folds a blank sheet of paper in half lengthwise. Each student selects a category strip from the "Categories" bag and writes the name of the chosen category on the top right side of his paper. He numbers his paper from 1 to 10 starting at the top left and continuing to the bottom left of one half of his paper. He repeats the numbering on the other half of his paper. The student uses the dictionary, thesaurus, and encyclopedia to find ten lesser-known or hard-to-spell words related to his category and lists them on the left half of his paper. The student jumbles the letters of each word (e.g., saunter: nautres) and writes the jumbled word next to the corresponding number on the right half of his paper. The students exchange their papers with the left side of the paper folded under and the jumbled word side up. Each student writes the words on a separate sheet of paper. The first student to correctly

Variation: The students jumble their spelling list words.

M_{usic} 1. ce//o 2. sonata 1. oc//e 2. anatos 5. 8. 9. 8. 10. 9.

3. Silent Spellers

Advance teacher preparation: On twenty-six small squares of heavyweight paper, write each letter of the alphabet, one letter per square. Store the letter squares in a resealable bag. Collect or make twenty play one-dollar bills and four five-dollar bills and store them in an envelope.

Materials

- Resealable bag containing letter squares
- Envelope containing play money
- Sheets of writing paper
- Dictionary

Two to four students work together. Each player is given five play one-dollar bills and one play five-dollar bill at the beginning of the game. The first player selects a letter square from the bag without looking. The selected letter becomes the first letter of the word to be spelled. The first player shows the letter to the group. He thinks of a word that starts with that letter and says aloud the second letter of his word (e.g., "b" is selected, he thinks of baseball, and he says "a"). The player to his right thinks of a word that begins with the same two letters (e.g., banner) and says

Silent Spellers (continued)

the third letter (e.g., "n"). Play continues with each player adding a letter to the word until the word cannot be made any longer. • Words must be three letters or more.

- Players may make a word longer by making it compound or by adding a suffix. Exception: Players cannot add an s just to make a word plural.
- Fines are placed in the bank (a pile in front of the players). If a player cannot add a letter, he must pay a one-dollar fine. The next player continues with the same
- If a player pays two fines in one round, he cannot continue in that round.
- A player who has just added a letter may be challenged by another player to give the word he is thinking of. If he cannot give the word he is spelling, he must pay a five-dollar fine and is out of the round. If he can provide the word, he receives one dollar from the challenger. Play continues with a new round.
- The player who completes the word receives the money from the bank.
- Players use a dictionary to check the spelling of the word at the end of each round. If the word is misspelled, the player who completed the word does not re-

Play continues with the player to the right of the winner starting a new round by selecting a letter square. The rounds continue until each player has selected a letter square. The player with the most money at the end of the game wins.

4. Don't Go Blank

Advance teacher preparation: Select two or three of the most difficult spelling words from the current spelling list. At the top of a sheet of paper, write a blank for each letter of one of the spelling words. Then write a clue for each letter of the word. The answer to the clue should be a one-word answer, and the first letter of the answer should be a letter in the spelling word. Write the spelling word upside down on the back of the paper. Place these word puzzles in a folder.

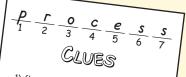
Materials

- Sheets of writing paper
- Folder containing word puzzles
- List of spelling words for each student

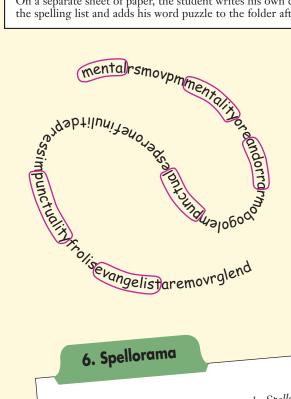
Activity

The student removes a word puzzle from the folder. On a separate sheet of paper, the student writes the answers to the clues and circles the first letter of each answer. After solving all the clues, the student figures out what spelling word can be spelled with the first letters of the answers. He writes the spelling word on his paper and checks the back of the word puzzle for accuracy.

On a separate sheet of paper, the student writes his own clues for a word he selects from the spelling list and adds his word puzzle to the folder after the teacher checks it.



- 1) flat, made from trees, you write on it
- 2) verb: an action that is faster than walking
- 3) a shape with 8 sides
- 4) animal famous for chasing mice
- 5) what you do when you are hungry
- 6) opposite of large
- 7) piece of cloth that makes a boat move with the wind



5. Amaze Yourself

Advance teacher preparation: Prepare on a sheet of paper for each student a spelling word maze, hiding each current spelling word in a jumble of letters that twist and turn like a maze.

Materials

- Word maze for each student
- List of current spelling words
- Sheets of paper

Activity

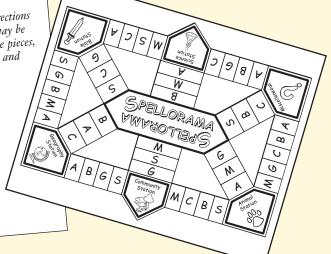
The student finds the spelling words in the maze and circles them.

Advance teacher preparation: Prepare the Spellorama game according to the directions given on Appendix page A30. The game board, spelling cards, and reward pieces may be laminated. Collect four game pieces such as colored beans or buttons. Store the game pieces, reward pieces, and spelling cards in a resealable bag. Attach the bag to a file folder and store the game board inside the folder.

Materials

• Spellorama game (Appendix pages A30-A33)

The directions for playing Spellorama are included on Appendix page A30.



CREATIVE WRITING

Prime Time Publications

(continued)

1. Prime Time **Publications**

Advance teacher preparation: Make two lists—one list of types of magazines such as craft, how-to, toy, social, news, cooking, summer activities, biblical, family, sports, classroom, and school; and one list of various elements of magazines such as the front cover, table of contents, articles, advertisements, letters to the editor, reviews, calendar, computer page, travel directory, resource page, contests, and subscription card (many elements are optional). Collect and display various types of magazines for students to refer to as examples. Discuss with the students the different elements of magazines, various writing styles, various types of art, and layout (ways to place words and pictures on the page for interest).

Activity

Materials

- List of types of magazines
- List of magazine elements
- Various magazines
- Sheets of writing paper
- Art supplies such as sheets of drawing paper, glue, scissors, markers, and pens
- Three-ring binder or folder for each student or group of students
- Envelope for each student or group of students

Students work in small groups. Each group decides on the type of magazine to write. The students brainstorm subjects for articles and advertisements and decide which elements each student will work on. Each student chooses an appropriate writing style

and/or type of art for his element(s). He may refer to various magazines for examples of writing and art. He writes a rough draft and has a classmate or the teacher edit his writing. The students decide on a layout, including any art with the writing, and make a final copy. The students insert the final copy in a binder and label an envelope with the magazine title. Display the magazine for other students, parents, and visitors to read and respond to. Responses may be placed in the magazine's corresponding envelope. The magazine writers read the responses and answer the letters or print them as letters to the editor in the next edition of the magazine.

Computer variation: The students use the computer to publish the magazine.

2. Story in a Flash

Advance teacher preparation: Make a stack of flash cards, each with a story element such as the name of a story character or real person, a place, an emotion, an object, or a vocabulary word.

Materials

- Flash cards with story elements
- Sheets of writing paper (optional)
- Timer (with seconds)

Two or three students work together. Each student begins the game with ten points. The players shuffle the flash cards and set them blank side up in a pile. A player (storyteller) chooses three cards and sets the timer for thirty seconds. During the thirty seconds, he must think up a story that includes the elements on the three cards. (He may

write his ideas on his paper.) After the thirty seconds elapse, the timer is reset for two minutes, and he begins to tell his story. The other players keep track of the time, points, and cards. When an element is used in the story, the corresponding card is set aside. At any time after the storyteller has been telling his story for ten seconds, one of the

Story in a Flash

(continued)

other players turns over another card. The storyteller must weave the element on the card into the story along with the other three elements, concluding the story before the time elapses. The storyteller loses two points for each of the original three elements not included in the story, one point for not including the element on the fourth card in the story, and one point for not ending his story in two minutes. After all the players have told a story, the player with the most points wins.

A tied score is broken by the players completing a "story flash." One of the tied players turns over one card and has only ten seconds to think up a story. As soon as he begins his story, he starts turning over cards. He receives one point for each element he includes in his story. He must use a card before he turns over another one. His time is up in thirty seconds, and the next player repeats the process with

3. A Rhyme in Time

Advance teacher preparation: Make a list of words for the students to use as inspiration for writing poetry. Select words from which a student can find multiple rhyming words. Include words that have different rhyme patterns (e.g., face, grace; heeding, needing; humility, futility). Write each word on a separate slip of paper and store the slips in a resealable bag labeled "Word Bank." Display examples of rhyming poems along with any necessary explanation of the mechanics of the poems.

Materials

- "Word Bank" bag
- Sheets of writing paper

The student selects four words from the "Word Bank" bag and writes the words across the top of his paper. Under each chosen word, he lists as many rhyming words as possible. Then he reviews his list of words and writes a poem including as many of the

After he writes his poem, he copies it onto another sheet of paper, leaving a blank for each word that rhymes with a previous word in the poem. On the back of the paper, he writes the answers for the blanks. Students exchange and complete each other's poems.

4. Smart Chart

Advance teacher preparation: Prepare and display a chart of the four types of conflict: man vs. self, man vs. man, man vs. society, and man vs. nature. The chart should be large man vs. sey, man vs. man, man vs. society, and man vs. matter. The court social enough to hold several examples on $1\frac{3}{4}$ × $2\frac{1}{2}$ cards for each conflict. The cards may be attached to the chart with tacks, Velcro, or Plasti-Tak. Provide a small box for suggestion Materials

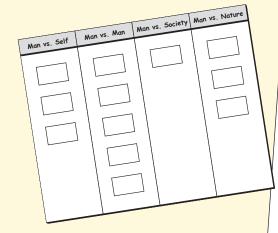
- Slips of paper
- Chart
- Box for collecting suggestion slips
- Small cards, approximately $1\%" \times 2\%"$

Activity

As students read stories, they look for the type of conflict(s) in each story: man vs. self, man vs. man, man vs. society, and man vs. nature. Each student writes his own name on a slip of paper along with the title of the story and the type of conflict(s) in the story, and then he places the slip in the suggestion box. The teacher evaluates the student's suggestion and then allows the student to make a card for the chart. The student writes the story title on one side of the card and the type of conflict on the other side. He then attaches the card, title side up, to the chart below the correct heading.

After several cards have been placed in each category, the student takes the note cards off the chart, shuffles the cards, and replaces them in the correct category. The student

Variation: The student keeps his own chart. The teacher may periodically check it for



5. Genre Objects

Advance teacher preparation: Collect various objects and pictures of people, places, and animals and place them in a box. Choose objects and people that can be easily researched. With each item, include a list of three different genres. (See Lesson 72, "Skill Day: Genres," for a list of genres.) Collect, display, and label examples of writing in various genres.

Materials

- Sheets of writing paper
- Box of objects and pictures of people, places, and animals
- Examples of writing in various genres
- Research resources such as encyclopedias and the Internet

Activity

The student selects an item from the box. He ponders the item in relation to the listed genres and brainstorms ideas for use in writing a story or article in each genre. He may refer to examples of writing in various genres and research the item. Using his brainstorming ideas and research, he writes a story or article appropriate for each genre. For example, if a student selects a shoelace with the genres of mystery, comedy, and historical fiction, he might write about the following ideas: "The only clue to the missing necklace was a shoelace." "Harry's shoelaces got caught on his bike, and he couldn't stop." "What happened the day the shoelace was invented." The writings may be displayed along with the item.

Knight's Triple Challenge Game

Advance teacher preparation

- Game board—Enlarge onto heavyweight paper the Knight's Triple Challenge game board on Appendix page A27. Color each of the three Challenge squares (Friend, Squire, Knight) and its corresponding spaces on the game board (indicated by the first letter of the Challenge—*F*, *S*, *K*) a different color. See the sample on page A29. Laminate the game board.
- Game cards—Copy onto one side of heavyweight paper the game cards on Appendix pages A24–A25. Cut the cards apart. Color the back of each card the same color as its Challenge
- square and spaces on the game board, or write the name of the Challenge on the back. Laminate the cards. Store each set of cards in a resealable bag.
- **Game pieces**—Provide four game pieces (different-colored beans or buttons).
- **Reward pieces**—Make four copies of the three reward pieces below. Cut out the pieces and laminate them. Store the reward pieces in a resealable bag.
- Provide a number cube.

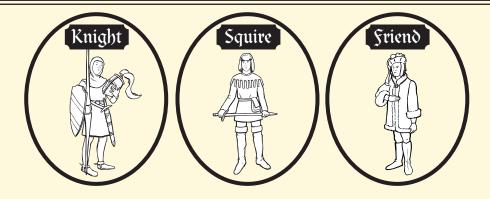
Knight's Triple Challenge

Players: 2 to 4

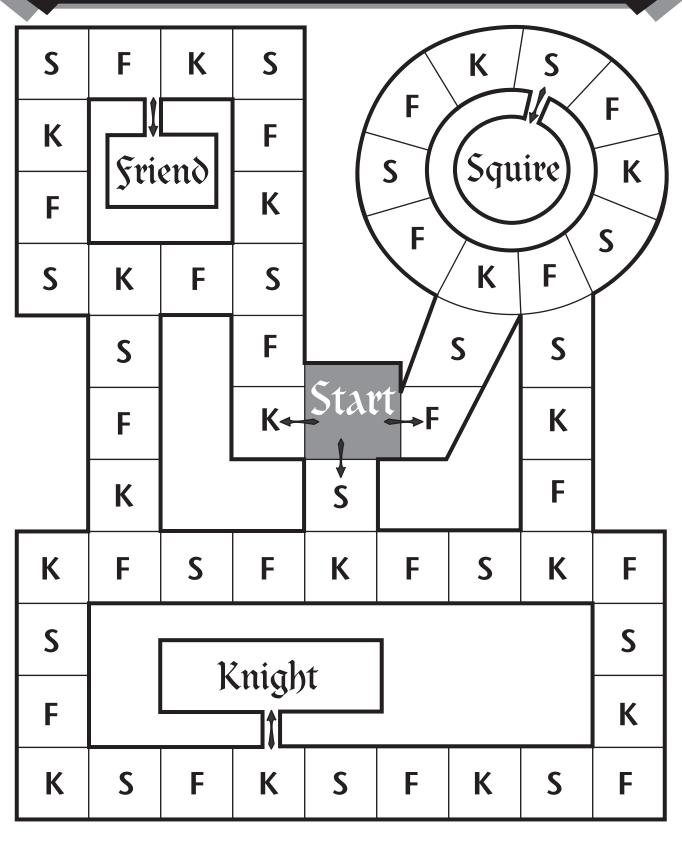
Goal: Each player tries to be the first player to win all three challenges and collect the three reward pieces.

Playing instructions

- 1. Set up the game by mixing up each set of game cards and then placing each set in a separate pile with its question side down. Each player selects a game piece and places it on the Start space in the middle of the game board.
- 2. Each player rolls the number cube once. The player who rolls the highest number begins the game. Play continues with the player to the left.
- 3. As the game progresses, each player rolls the number cube and, in any one direction he chooses, moves his game piece the number of spaces indicated on the number cube. If his path leads him to cross Start at any time during the game, he should skip over it and not count it as a space.
 - a. The person to the player's left picks up the game card on the top of the pile that corresponds with the letter on the space the player has landed on and reads the question to the player. (The answer is in italics.) (Used cards may be set to the side of the pile of unused cards.)
 - If the player's answer is correct, he rolls the number cube again and moves his game piece in any one direction; his turn ends, and the player to his left begins his turn.
 - If the player's answer is incorrect, his turn ends, and the player to his left begins his turn.
 - b. When a player lands on a space that leads to a Challenge square (Friend, Squire, or Knight), he moves his game piece onto that Challenge square and answers the question asked by the person to his left.
 - If the player's answer is correct, he has won the challenge and collects a corresponding reward piece, and his turn ends. On his next turn, he rolls the number cube and exits the Challenge square in either direction, not counting the space that leads to the Challenge square. Each player can win each challenge only one time.
 - If the player's answer is incorrect, his turn ends. On his next turn, he cannot stay on the Challenge square; he rolls the number cube and moves in either direction the number of spaces indicated. He may try to enter the Challenge square again on a later turn.
- 4. The first player to win all three challenges (collect all three reward pieces) or the player who has won the most challenges at the end of the game is the winner. (In the case of a tie, the player who collected his reward pieces first is the winner.)



+ Knight's Triple Challenge +



FRIEND	FRIEND	FRIEND	FRIEND
The air is filled with a thousand vague wild rumors. What does the word vague mean? unclear	Myles does not want to venture to set a lance against such a one as the Sieur de la Montaigne. To venture means to do what? dare; attempt; try	The king is making a most opportune visit to the household. What does the word opportune mean? taking place at a good time	Gascoyne asks if Myles will grant him a boon. What is a boon? benefit; blessing; favor
FRIEND	FRIEND	FRIEND	FRIEND
Lord George is Myles's friend and patron. What is a patron? a person who helps or supports another by giving him money or things	The king asks Myles if he has the courage to brook the Sieur de la Montaigne. To brook means to do what? put up with	Lord Mackworth puts the gilt spurs on Myles. What does the word gilt mean? covered in gold or gold in color	The day of the jousting event will disclose what promise of future greatness Myles will have. To disclose means to do what? make known
FRIEND	FRIEND	FRIEND	FRIEND
The clashing of Myles's armor is reverberating in his helmet. To reverberate means to do what? echo	Myles hears faintly in the dim hollow recess of his helmet the loud shouts of the crowd. What is a recess? a small hollow place or indentation	The Sieur de la Montaigne thought of Myles as a beginner at the joust, but he finds him to be a <i>Paladin</i> instead. What is a <i>Paladin</i> ? a knightly hero; renowned champion	The Sieur de la Montaigne's face shows rage, mortification, and humiliation after the joust. What is mortification? extreme embarrassment; shame
FRIEND	SQUIRE	SQUIRE	SQUIRE
Myles finds himself with a certain triumphant exultation, the peer of any and the hero of the hour. What is exultation? joy; delight	What causes all the excitement at the squires' quarters? The earl himself and Lord George come to visit Sir James Lee.	Why is Myles afraid to face the Sieur de la Montaigne? Myles is just a boy with little experience, and the Sieur de la Montaigne is France's greatest knight.	Who is Myles's best friend? Gascoyne
SQUIRE	SQUIRE	SQUIRE	SQUIRE
Why does Gascoyne want to be Myles's squire? He would rather be a squire and with Myles than a knight and alone.	What does the sumptuary law do? regulates the clothes that each class of people can wear	What reason does Myles give the king for his willingness to take on the great task of fighting the Sieur de la Montaigne? for the king's pleasure	What does the king bestow upon Myles? knighthood with the honors of the Bath

	SQUIRE	SQUIRE	SQUIRE	SQUIRE
	Name at least one thing involved in preparing for Myles's knighting ceremony. clothing; grooming; a night spent in prayer	What are the king's exact words to Myles at the knighting ceremony? "Be thou a good knight!"	Why does the Sieur de la Montaigne warn Myles that he is trying to unhorse him? Myles is young, and he wants him to be ready for the blow of the lance.	What does Myles warn the Sieur de la Montaigne about? His saddle and breast piece have sprung stitches.
	SQUIRE	SQUIRE	KNIGHT	KNIGHT
-6-1	Why does Myles think that he has lost the jousting match? He hears the crowd cheering and assumes they are cheering for the Sieur de la Montaigne.	How does the Comte de Vermoise show his kindness even though he has been a little humiliated by Myles's victory? He gives praise to Myles.	What is the setting (time and place) of the story? a castle during the Middle Ages	What is the mood in the squires' quarters at the beginning of the story? excited; hurried
0	KNIGHT	KNIGHT	KNIGHT	KNIGHT
	Why is Myles instructed not to tell the king who his father is? His father has been banished from the kingdom.	Why is Myles "pale faced" as he enters Sir James's office? He is nervous about why he is being called in; he might think he is in trouble.	How do you know Myles is excited as he is about to meet the king? His heart is throbbing wildly.	
	KNIGHT	KNIGHT	KNIGHT	KNIGHT
	Why is Gascoyne so careful with the straps, points, and thongs of Myles's armor? Something could go wrong with the armor, causing Myles to lose the joust.	What does the author try to illustrate by comparing the Sieur de la Montaigne to an iron statue? that he is strong; that he is an almost impossible opponent to beat	Where does a knight aim his lance when he is trying to unhorse his opponent? at his opponent's helmet	Why does the Sieur de la Montaigne not try to unhorse Myles in the first two rounds? He considers Myles to be just a boy, and he takes it easy on him.
	KNIGHT	KNIGHT	KNIGHT	‡ Knight's Triple Challenge
	In addition to winning the joust, how has Myles proven that he is worthy of being a knight? He warned the Sieur de la Montaigne about his saddle even though it would have been to his advantage not to.	Why does the Sieur de la Montaigne claim he was not rightly unhorsed? He is humiliated that he has been defeated by a boy and tries to make an excuse to keep his honor.	What does the author try to illustrate by describing Myles as having a heart of iron? that Myles is steadfast in the face of a challenge; that he is as strong as iron; that he is brave	S F K S F K S F K S F K S Squire K F S S Squire K F S S S S S S S S S

Spellorama Game

Advance teacher preparation

- Game board—Enlarge onto heavyweight paper the Spellorama game board on Appendix page A31. Use six separate colors to color each station along with its corresponding spaces (indicated by the first letter of the name of the station). Laminate the game board.
- Spelling cards—Copy onto one side of colored heavyweight paper the spelling cards on Appendix pages A32–A33. Cut the cards apart and laminate them. Blank spelling cards are provided
- to be copied, cut apart, and used for additional words. Words with sentences that correspond with the student's spelling curriculum, or other enrichment words, may be written on them.
- **Game pieces**—Provide four game pieces (different-colored beans or buttons).
- **Reward pieces**—Make four enlarged copies of the reward pieces pictured below. Cut the pieces apart and laminate them.
- Provide a number cube and a dictionary.

SPELLORAMA

Players: 2 to 4

Goal: Each player tries to be the first player to collect all six reward pieces.

Playing instructions

- 1. Set up the game by mixing up the spelling cards and placing them text side down. Each player selects a game piece and places it in the center of the game board.
- 2. Each player rolls the number cube once. The player who rolls the highest number begins the game. Play continues with the player to the left.
- 3. As the game progresses, each player rolls the number cube and moves his game piece the indicated number of spaces in the direction of his choice. If he decides to cross through the middle of the board, the middle space does not count as a space.
- 4. When the player lands on a space, the person to the player's left picks up the top card and reads the bold-type spelling word and the context sentence that corresponds with the category's letter of the space on which the player landed. If the reader is unsure of a word's pronunciation, he should use the dictionary to look it up. Used cards are placed at the bottom of the pile. When all spelling cards have been used once, simply start over since it is unlikely that players will land on the same categories in the same order as before.
 - a. If the player spells correctly, he rolls the number cube again and moves his game piece in any one direction.
 - b. If the player spells incorrectly, his turn is over, and the player to his left begins his turn.
 - c. If the player lands on the station of a category and spells correctly, he receives the corresponding reward piece and his turn ends. On his next turn, he rolls and continues in any one direction. He can win a particular station reward only one time.
 - d. If the player lands on the station of a category but spells incorrectly, his turn ends. When he gets another turn, he cannot stay on that station; he must roll the number cube and move the indicated number of spaces in the direction of his choice.
- 5. The first player to collect all six reward pieces or the player with the most reward pieces when time is up is the winner.



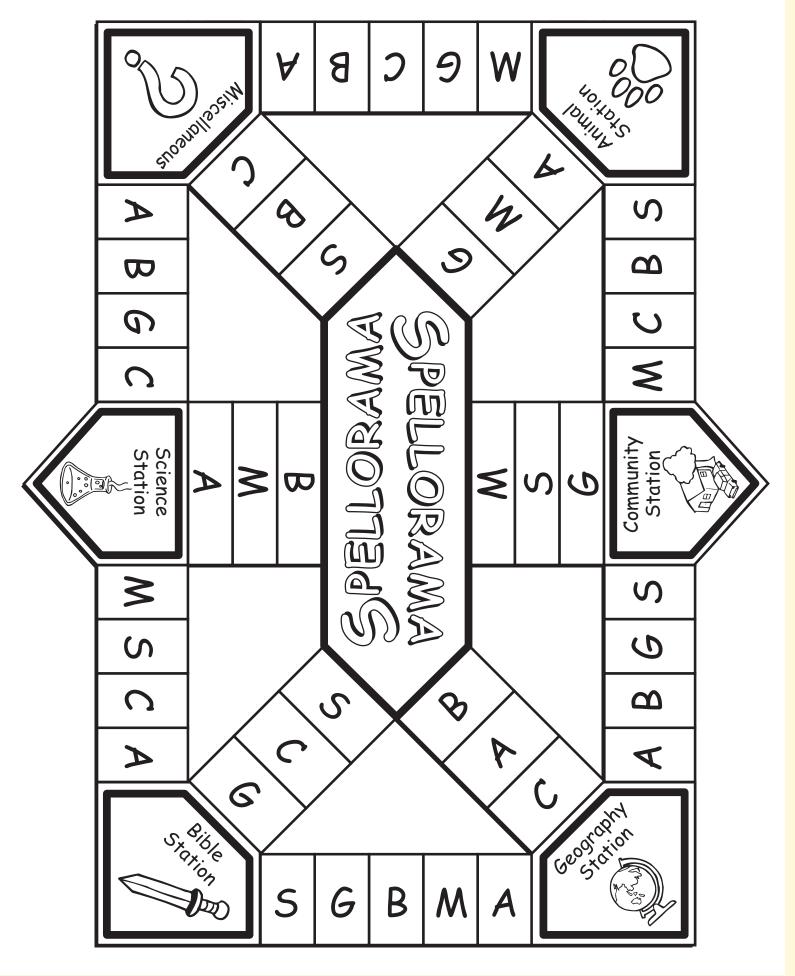












Α	The children stared in awe at the dinosaur skeleton.	Α	The pink-feathered flamingo flew across the sky.	Α	The howl of the coyote echoed over the lonely prairie.
В	The greatest commandment is to love God.	В	Theology is the study of God.	В	The Bible tells us about God's promised Messiah .
c	Seeing our nation's flag waving makes me feel patriotic.	C	The governor spoke at our school during his campaign.	C	The state representative is from our town.
М	The chandelier glitters in the candlelight.	М	Mom sewed the bumpy corduroy into a skirt.	М	The cow chewed on the dry alfalfa.
G	The island can be reached only by boat or plane.	G	My dad went overseas to help some missionaries.	G	Asia is a huge land region.
s	A human is an example of a vertebrate .	S	Technology changes as new discoveries are made.	S	In zoology we learned about many animals.
Α	The jaguar crouched on the rock, eyeing his prey.	Α	The parakeet flitted from branch to branch.	Α	Waving his tentacles, the octopus slid through the water.
В	Our life should be one of constant devotion to God.	В	Genesis tells us about the creation of the world.	В	We can be reconciled to God through faith in Jesus Christ.
c	My dad is an employee at that store.	C	We should try to influence our society for Christ.	C	I like to see our veterans in uniform.
М	My teacher likes to write limericks .	M	My grandma has a bright red geranium in her windowsill.	М	The scientist pointed out the nebula in the night sky.
G	The Australian frontier is wild and rugged.	G	The sparkling spring was an oasis in the desert.	G	Ash from the volcano covered the buildings.
S	Balanced nutrition is important in your diet.	S	Our teacher used a skeleton to show us the names of human bones.	S	The substance was dangerous because it was radioactive.
Α	The lizard basked on a rock in the sun.	Α	The walrus lumbered across the sand to the water.	Α	The green-scaled alligator slipped into the murky water.
В	The Bible says God is sovereign over all His works.	В	It is hard to pick out one favorite hymn.	В	The salvation of any soul is a miracle.
c	The town doctor is very friendly.	C	Christians should leave their children a godly heritage.	c	The librarian knows the types of books I like.
М	I love mashed potatoes with gravy.	M	My brother likes to twirl spaghetti on his fork.	М	Spinach is a vegetable that I do not like.
G	Lewis and Clark took an expedition to explore the frontier regions.	G	The lagoon was the perfect place to go fishing.	G	Skiing was cancelled because of the avalanche.
S	We need to be good stewards of our environment .	S	Our galaxy is only one of many in the universe.	S	Gemology is the study of gems.
Α	The chameleon slowly blended in with the leaves.	Α	The gorilla howled as he swung up into the tree.	Α	The man was arrested for poaching rare snakes.
В	Easter is a time to remember Christ's victory over death.	В	Most songs have more than one stanza.	В	Jews celebrate the Passover every year.
c	The museum has documents about the founding of our city.	C	The barber seems to know everyone in town.	C	Every citizen should exercise his right to vote.
М	The fishermen stood on the wharves waiting for the fog to lift.	M	I told my mom I had an alibi for when the cookies were stolen.	М	Dad was shocked to learn the bill was counterfeit .
G	Areas of the country differ in the precipitation they receive.	G	The agricultural community depends on the rain.	G	Topographical maps show various land features of an area.
S	The atmosphere around the earth serves many purposes.	S	The barometer measures air pressure.	S	The penicillin killed the harmful bacteria.
Α	Mom says that crumbs attract vermin.	Α	The elephant sprayed Lisa with water from his trunk.	Α	Ruth's job is to feed the only chicken on the farm.
В	We must enter God's presence reverently .	В	Christ's blood was the price of our redemption .	В	The devout man never denied Christ when persecuted.
c	We are the occupants of our house.	C	Our little town has a small population.	C	Our local magistrate is a fair judge.
М	The cadence of the speaker's voice put me to sleep.	М	I loathe finding roaches in the house.	М	When I shoot a basketball it often ricochets off the rim.
G	We decided to visit some countries near the equator .	G	The most famous geyser is probably "Old Faithful."	G	An iceberg caused the <i>Titanic</i> to sink.
S	The botanist looked at many plants during our hike.	S	You might get dehydrated if you don't drink enough water.	S	The doctor carefully cleaned his tools with disinfectant .
Α	The turkey chased the little boy around the yard.	Α	The wren built a tiny nest in the bush.	Α	We saw a few buffalo when we visited the plains.
В	Believers should commune with God throughout the day.	В	Sometimes God used pestilence to judge wicked nations.	В	Noah and his family survived the deluge in the ark.
C	My band conductor has two degrees in music.	c	We wrote letters in class to the newspaper editor.	C	The optician put new lenses into my eyeglasses.
М	A repugnant smell arose from the moldy food.	М	The tempestuous sea knocked the boat from wave to wave.	М	I felt a sense of mortification after falling into the mud.
G	We used an atlas to find out about the rainfall in Germany.	G	I would like to visit the continent of Antarctica.	G	The trip across the desert was hot and difficult.
S	A space shuttle's trajectory must be accurate to land on the moon.	S	Sharon had an exhibit about water at the science fair.	S	Science helps us better understand God's universe.

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L	Take care the magge on dissing in the makers can		The crocodile snapped at a bird that landed nearby.		A delabin fellowed our best for two miles
A	Jake saw the raccoon digging in the garbage can.	Α		Α	A dolphin followed our boat for two miles.
В	Stephen was the first martyr for Christ.	В	Abraham is the patriarch of the nation of Israel.	В	Christ took our transgressions on Himself.
c	The students enjoyed the tricks performed by the magician.	c	My father owns a business.	c	At school they teach us to be a polite audience.
М	Elena became hysterical when she couldn't get the door open.	М	I was in a conundrum when I realized I forgot my music.	М	The child's continual whining was irksome.
G	We received an SOS from a boat stuck on a reef.	G	Venezuela is a country in South America.	G	Zimbabwe is a country in South Africa.
s	The microscope enables us to see tiny organisms.	S	We can see faraway galaxies with a powerful telescope.	S	The scientist found the microbe that caused the disease.
Α	Todd roped the heifer with his lasso.	Α	The squid darkened the water with ink as it escaped.	Α	The reindeer grazed on the short grass of the tundra.
В	The triune God consists of the Father, Son, and Holy Spirit.	В	The centurion came to Jesus on his servant's behalf.	В	Jesus had compassion on the multitude.
c	We told the manager how much we liked the food.	c	Seth bought tickets for the circus that is in town.	c	Our music teacher played part of a symphony for our class.
м	An apoplexy can refer to a stroke or a fit of anger.	М	The winner walked along with a jaunty stride.	м	The queen looked resplendent in her jewels.
G	Kampala is the capital of Uganda .	G	Thailand is a Southeast Asian country.	G	Suriname is located in upper South America.
s	In geology we learned about the earth's crust.	S	Biology is the study of living things.	S	Efficient cars need to have good aerodynamics.
A	Mom doesn't want any type of reptile in the house.	Α	A mammal has hair and gives birth to live young.	Α	The squirrel ran up the tree to escape from the dog.
В	The body of Jesus was laid in a borrowed sepulcher .	В	Bethlehem is the place of Jesus' nativity.	В	Sunday is a day set aside for worshiping the Lord.
c	We went to my favorite restaurant on my birthday.	c	The chef prepared an excellent meal.	c	We watched the band members march down the avenue.
М	The old man chortled loudly when we told him the joke.	М	The children crowded boisterously around the clown at the party.	М	The king ordered a sumptuous feast for his honored guest.
G	The capital of Somalia is Mogadishu.	G	Singapore is a Southeast Asian country.	G	Portugal is a neighbor of Spain.
s	Our astronomy teacher is fascinated with black holes.	S	In Europe they measure temperature on the centigrade scale.	S	Cathy made a terrarium to show how certain plants grow.
А	The turtle slowly withdrew into his shell.	Α	The lead wolf howled to the others in the pack.	Α	Did you know a whale is a mammal?
В	God led the children of Israel to the land of Canaan.	В	We should profess Christ to others.	В	God's providence is His watchful care over His people.
c	My dad grilled steaks in the backyard.	C	Our town has a yearly strawberry festival.	C	Josh delivers the newspaper every morning.
М	The azure sky was cloudless.	М	We were in a quandary after we lost our plane tickets.	М	A myriad of ants swarmed over the honey jar.
G	Jamaica is located in the Caribbean Sea.	G	Dublin is the capital of Ireland.	G	Canada is a North American country.
s	Our teacher told us to examine our fingerprints.	S	Pneumonia is a disease that affects your lungs.	S	We studied the advantages and disadvantages of using nuclear energy.
Α		Α		Α	
В		В		В	
c		c		c	
м		м		М	
G		G		G	
s		s		s	
A		Α		Α	
В		В		В	
c		c		c	
м		М		М	
G		G		G	
5		S		S	
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Evaluation Materials

Informal Checklist of Reading Behaviors (See instructions for use on page xviii of this teacher's edition.)

NT.	C . 1.	D . 1' C
Name	Grade	Reading Group

Date	Skill	Task	Rati	ng	(10 i	s exce	llent, 5	is failing)	Comments	
	SILENT READING									
	Literal thinking	Recalls explicitly stated facts, ideas, details, and sequence of events	5	6	7	8	9	10		
	Interpretive thinking	Makes inferences and draws conclusions that go beyond the printed page (projecting characters beyond the plot; synthesizing story information with background information)	5	6	7	8	9	10		
	Interpretive thinking	Infers main ideas and key concepts in paragraphs and stories Logically predicts coming events Interprets figurative language	5	6	7	8	9	10		
	Critical thinking	Makes perceptive judgments about character thoughts, feelings, actions, and motives Compares actions and thoughts of characters to biblical principles Discriminates between fact and opinion	5	6	7	8	9	10		
	Appreciative thinking	Relates story events and characters to real life Is increasingly aware of the author's literary skill Notices inviting style and literary elements such as imagery, plot, setting, and changing characters	5	6	7	8	9	10		
		Or	RAL RE	ADI	NG				'	
	Word recognition	Reads without defaults and self-corrects miscues smoothly	5	6	7	8	9	10		
	Communication	Conveys meaning of the text to listener(s) through appropriate phrasing, inflection, pace, and emotional tone	5	6	7	8	9	10		
	WRITTEN RESPONSES									
	Comprehension, literature skills, study skills, compositions	Worktext pages (average of several pages); compositions	5	6	7	8	9	10		
	Vocabulary skills	Worktext pages (average of several pages); vocabulary quizzes	l .	12				. 8 20)	

Note: Make subjective judgments after reading over your comments and thinking back over lessons.

Grade Estimate Guide						
90–100	A					
80–89	В					
70–79	C					
60–69	D					
50–59	F					

Individual Anecdotal Record

(See instructions for use on page xix of this teacher's edition.)

ate	Observation	Comments

NOTE:

- ► Comments do not need to be made in complete sentences, but they should be complete enough to be easily interpreted. Whenever possible, tie the behavior observed to a skill. (Example: Jason evaluated character's statement . . . decided it was opinion rather than fact: critical level of comprehension.)
- ▶ Improvements in motivation, attitude, skills, and applications should be noted, and any deficiencies and prescriptive measures need to be indicated. All comments should be written in positive terms with the student's reading progress in mind.
- ▶ You may find it helpful to keep the individual anecdotal records on a clipboard for easy access during reading instruction.

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Medieval Banquets

During the Middle Ages wealthy people liked to give large banquets. Lords would invite many guests, and they would eat at long tables in the great hall of the castle. Sometimes banquets would last for several days, since guests often traveled a long distance from home.

Many different foods were served at these banquets. One meal might have included soup, cheese made from a pig's head, puddings, baked fish, pork, venison, pheasants, larks, and other birds. Dessert was usually a pie filled with fish or fowl. One medieval custom was to insert live birds into a pie and release them in front of the guests when dessert was served. This might remind you of the nursery rhyme that tells of "four and twenty blackbirds baked in a pie."

Banquet guests used large, flat pieces of bread as plates. Forks were never used until the 1600s, so the guests used their fingers to eat most foods. But they still observed certain rules about table manners, such as these: no one was supposed to gnaw on the bones, and it was considered rude to dip food into the common salt bowl.

Oral Reading Level Form

Oral Reading Level	Miscues Allowed	Actual Miscues
Independent	0–4	
Instructional: High	5–10	
Instructional: Average	11–16	
Instructional: Low	17–20	
Frustration	21+	

Comprehension Questions

- 1. [interpretive] What is the main idea of this passage? (Wealthy people gave large banquets in medieval times.)
 - 2. [literal] Why did the guests sometimes stay for several days? (because they came from far away)
 - **.** 3. *[interpretive]* What were most of the main dishes served made up of? *(meat)*
 - 4. [literal] What is the nursery rhyme talking about when it says "four and twenty blackbirds baked in a pie"? (the practice of inserting live birds into a pie to be released in front of the guests)
 - 5. [interpretive] What is unusual about the dessert eaten at a medieval banquet? (It is not sweet; it is a pie with meat in it.)

- _ 6. [literal] What was used instead of a plate at a medieval banquet? (large, flat pieces of bread)
- ___ 7. [critical] What was considered normal in medieval times that might be considered rude today? (eating most foods with one's fingers)
 - 8. [literal] What are two things that were considered bad table manners in medieval times? (gnawing on bones; dipping food into the common salt bowl)
- 9. [interpretive] Realizing that people were not aware of how germs were spread, why do you think it would be considered rude to dip food in the common salt bowl? (The food would make the salt sticky and messy.)

Comprehension Level Form

# of incorrect answers	Comprehension Level	
0	Independent at 6.0	
1–2	Instructional at 6.0	
3+	Frustration at 6.0	

Comments _			

The Ruby-Throated Hummingbird

In the spring the ruby-throated hummingbird flies northward from its winter quarters in Mexico and Central America. The tiny bird flies nonstop over the Gulf of Mexico, a distance of over five hundred miles. The male bird arrives in the United States in May and is followed by its mate nearly a week later.

The female hummingbird builds the nest. She gathers strips of gauzy spider webs and bits of cottony wood from fern stalks. She uses the spider webs to bind the wood into a walnutsized nest, attached to a twig. Then she gathers lichens to cover her tiny nest. The finished nest blends cleverly into its surroundings, looking much like a moss-covered knob on the tree branch.

Before the nest is really complete, the female lays two white eggs the size of beans. When the chicks hatch eleven to fifteen days later, they look more like insects than birds. A half dozen newly hatched hummingbirds would fill only one teaspoon!

Oral Reading Level Form

Oral Reading Level	Miscues Allowed	Actual Miscues
Independent	0–4	
Instructional: High	5–10	
Instructional: Average	11–16	
Instructional: Low	17–20	
Frustration	21+	

Comprehension Questions

- ___ 1. [literal] Where do the ruby-throated hummingbirds spend the winter? (in Mexico and Central America)
 - 2. [literal] How far does the hummingbird have to fly to cross the Gulf of Mexico? (more than 500 miles)
 - 3. [interpretive] Why is it an amazing feat that the hummingbird can fly across the Gulf of Mexico without stopping? (because the bird is so small and the distance is so far)
 - . 4. *[literal]* Who is responsible for building the nest? *(the female hummingbird)*
 - 5. [literal] What are some of the materials the female uses when building a nest? (Students should name at least one: spider webs; "cottony wood" from fern stalks; lichens.)

- 6. [interpretive] Why does the female make the nest blend into its surroundings? (for protection)
- 7. [appreciative] What does the author compare the finished nest to that helps you see how small it is? (Students should name at least one: a walnut; a knob on a tree.)
- 8. [appreciative] What does the author do to help you see how small the newly hatched hummingbirds are? (Students should name at least one: compares them to insects; says that a half dozen would fill only one teaspoon.)

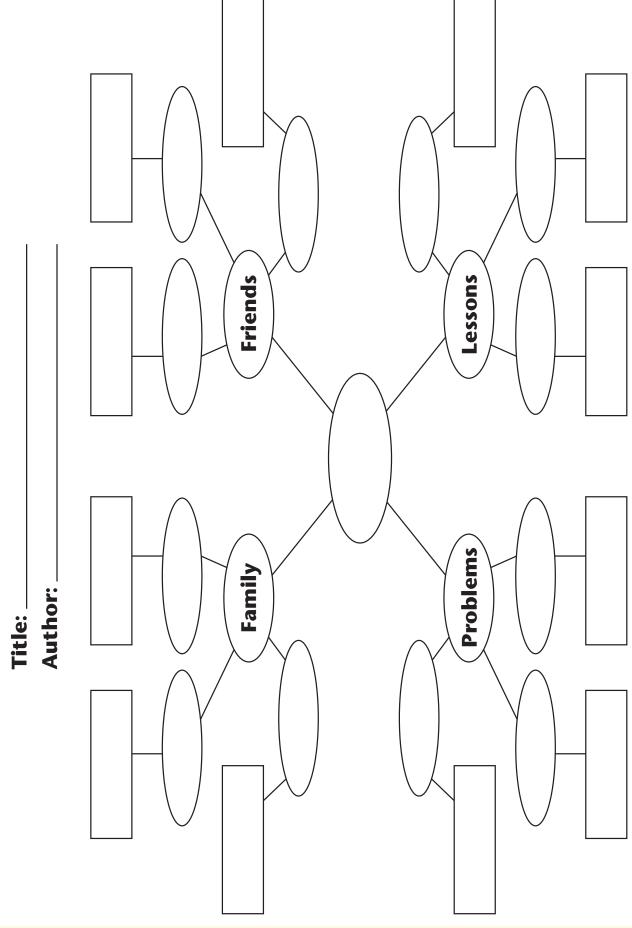
Comprehension Level Form

# of incorrect answers	Comprehension Level	
0	Independent at 6.5	
1–2	Instructional at 6.5	
3+	Frustration at 6.5	

Comments _			

Lesson Materials

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Use with Book Reports, Character Web, page A8.

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Story Starter

	Mark each box with a $+$, \checkmark , or $-$.
	☐ Plot: There is an inciting incident and rising action.
	Plot: Appropriate amount of action or scenes for the length of the story are planned.
	☐ Plot: Ideas for a crisis and a resolution (denouement) are planned.
	☐ Plot: Ideas planned for the ending are believable in light of what was written at the beginning of the story.
	☐ Characters: Main character is introduced and established as the main character in the beginning.
	☐ Characters: All characters have a purpose within the plot.
	☐ Setting: Details of setting are established in the beginning.
	☐ Language: Descriptions, dialogue, and action are varied and use a variety of words.
	☐ Grammar: Grammar usage is correct.
1	☐ Spelling: Words are spelled correctly.
	☐ Bonus: Ideas for using more difficult literary elements (such as hyperbole, allusion, and imagery) are planned.
	Suggestions for improvement:

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Completed Story

Mark each box with a $+$, \checkmark , or $-$.
☐ Plot: There is an inciting incident and rising action.
☐ Plot: There is a crisis, falling action, and a resolution (denouement).
☐ Plot: The ending is believable.
☐ Characters: The main character is introduced and established in the beginning and continues to be developed throughout the story.
☐ Characters: All characters have a purpose within the plot.
Setting: Details of setting are established early and developed throughout the story.
☐ Language: Descriptions, dialogue, and action are varied and use a variety of words.
☐ Grammar: Grammar usage is correct.
Spelling: Words are spelled correctly.
Bonus: The student goes beyond and uses more difficult literary elements (such as hyperbole, allusion, and imagery).
☐ Suggestions for improvement are implemented.
Suggestions for improvement (rough draft only):

Index

biblical truth

sketch. See Composition

Charts, Lessons 12, 14

traits, Lessons 10, 14, 19, 27, 32-33, 39-40, 47, 58, 61, 64,

67-68, 78, 85, 88-89, 94, 101, 107-8, 135

types, Lessons 31, 33, 37, 48, 86, 122

Classifying. See Comprehension; Vocabulary

applying, Lessons 19, 35, 61, 75, 105, 114

Ability/Achievement Grouping for Reading Instruction,	applying, Lessons 19, 35, 61, 75, 105, 114
page xvi	demonstrating an understanding of, Lessons 22–23
Accented syllables. See Accent rules; Structural analysis	relating story content to, Lessons 17, 19–20, 23, 36–37, 39,
Accent rules, pages xii, A6	45–46, 54, 58–59, 61, 65, 67–68, 73–74, 83–85, 91, 95–96, 99, 110, 113–14, 122, 129–30, 132, 140–41
Acting, Lesson 49	locating verses, Lessons 19–20, 35, 60–61, 75, 101, 105, 111,
Affixes. See Structural analysis; Vocabulary	114, 132, 141
Almanacs, Lesson 97	paraphrasing verses, Lessons 19, 45
Analogies, Lessons 9, 26–27, 46, 86, 119	reference tools, Lesson 60
Antonyms, Lessons 27, 34	BJ BookLinks, pages v, xx
Appendix	Book parts
Bible Action Truths, pages A2–A3	glossary, Lessons 1–2
Bible Promises, page A4	index, Lesson 1
Book Reports, page A8	table of contents, Lesson 1
Classroom Management for Grouping, pages A10–A34	Book Reports, page A8
Evaluation Materials, pages A35–A39	Brainstorming , Lessons 30, 52, 71, 82, 117
Lesson Materials, pages A41–A48	
Phonics Generalizations, page A5	
Reading Contests, page A9	
Structural Generalizations, page A6	
Teaching Visuals Index, page A7	Cause and effect. See Comprehension
Art. See Illustrations	Characters
Assessing and Evaluating Reading Progress, page xviii	actions, Lessons 20, 32, 44, 64, 67, 78, 88, 90, 104–5
Atlas, Lessons 38, 60	attitudes, Lessons 19, 37, 102, 119, 130, 141
Author biography	brainstorming about, Lesson 30
Browning, Robert, Lesson 92 Cowper, William, Lesson 80	comparing and contrasting, Lessons 10, 21, 46, 55, 64, 83, 86, 102, 105, 107, 122
Defoe, Daniel, Lesson 63	describing, Lessons 9, 73
Dickens, Charles, Lesson 106	development, Lesson 66
Doyle, Sir Arthur Conan, Lesson 126	dialogue, Lessons 2, 6, 21, 48, 137, 141
Pyle, Howard, Lesson 18	good and evil, Lessons 9, 55, 76
Author's craft. See also Literary elements	growth and change, Lessons 3, 15, 19, 23, 28, 37, 42, 50, 59, 65, 83, 85, 96, 119, 132, 141
choice of words, Lessons 15, 33, 39, 41, 127	identifying, Lesson 140
descriptive words, Lesson 42	main, Lesson 20
message, Lessons 105, 133	making judgments, Lessons 85, 99, 136, 138
purpose, Lessons 1, 9, 68, 74	motives, Lessons 3, 6, 10, 36, 42, 47, 90–91, 96, 107, 122, 136, 138
technique, Lesson 127	perspective, Lessons 9, 45
Author Scrapbook. See Author biography	point of view, Lesson 5
	projecting beyond plot, Lessons 48, 107
	relating to other characters, Lesson 87
	relating to personal experience, Lessons 108, 136
Bible Action Truths, pages A2–A3. See also Table of Lesson	responses, Lessons 22, 26, 48, 64, 86, 121, 129–30, 138

Plans

Bible skills

allusion, Lessons 78, 83

Bible study, Lessons 54, 60, 114

Bible Promises, page A4. See also Table of Lesson Plans

Classroom Management for Grouping, pages A10-A34 interpreting information, Lesson 131 Cliché. See Composition; Literary elements main idea. See Main idea Comparisons and contrasts making judgments, Lessons 85, 99, 105, 113, 127 Lessons 48, 56, 84, 129 personal experience, Lessons 48, 73, 102, 119, 122 Composition. See also Table of Lesson Plans predicting outcomes, Lessons 21, 33, 46, 99, 102, 123-24 advertisement, Lesson 123 problems and solutions, Lessons 119, 124, 139 allusion, Lessons 81–82 purposes for reading, Lesson 1 article, Lesson 125 purposes for writing, Lessons 1, 74 brainstorming. See Brainstorming sense of history, Lessons 18, 63, 80, 83, 88, 92, 101–2, 106, 108, 113, 120, 126, 130, 139–40 character sketch, Lesson 30 theme, Lessons 45, 50 cliché, Lesson 17 title, chapter/story, Lessons 101, 114, 122, 141 descriptive sentences, Lesson 27 **Conclusions** exaggeration, Lesson 4 drawing, Lessons 22, 34, 40, 46, 105, 124–25 figurative language evidence to support, Lesson 129 hyperbole, Lessons 81–82 identifying faulty, Lesson 86 metaphor, Lesson 54 inferring, Lesson 101 personification, Lessons 86, 96 Conflict. See Plot simile, Lesson 17 Crisis. See Literary elements imagery, Lessons 81–82 irony, Lesson 28 mood, Lesson 100 newspaper headlines, Lesson 90 personal experience, Lesson 73 Devices of style, Lessons 81, 134 plot, Lessons 71, 117 Diagrams. See also Graphic organizers poetry, Lesson 128 comparing and contrasting information, Lesson 54 point of view, Lesson 13 labeling, Lesson 87 puns, Lesson 48 **Discernment,** Lessons 1, 8–9, 19, 35, 76–77, 115–16, 133 setting, Lessons 41, 52, 100, 128 short story, Lesson 134 synonyms, Lesson 7 theme, Lesson 117 Compound words. See Structural analysis **Evaluating outcomes.** See Comprehension **Evaluation** Comprehension explanation of, pages xviii-xix, xxxviii-xxxix comprehension questions Informal Placement Evaluation, pages xxxviii-xl explanation of, page xiv Materials, pages A35-A40 comprehension skills guidelines for teaching, page xiv list of skills. See Table of Lesson Plans skills cause and effect, Lessons 3, 14, 19, 34, 62, 74, 85, 87-88, 121 Facts and details. See Comprehension classifying, Lesson 56 Figurative language. See Composition; Literary elements context cues, Lessons 39-40, 47, 61-62, 135 Folklore. See Genre; Literary forms critical thinking, Lesson 35 Foreshadowing. See Literary elements evaluating outcomes, Lesson 88 fact and opinion, Lessons 9, 34, 37 facts and details identifying, Lesson 87 inferring, Lessons 2, 9, 15, 27, 34, 47, 64–67, 74, 87, 101, Genre. See also Literary forms 105, 120–21, 123–25 fiction recalling, Lessons 2, 6, 10, 12, 15, 18, 27, 44, 61–63, 65, 67, biblical, Lessons 19, 72 73, 80, 92, 100–101, 106, 114, 120, 126, 129, 131, 135, 137 elements of, Lessons 3, 72

fanciful, Lessons 27-28, 72, 107-8 periodical guide, Lesson 131 historical, Lessons 72, 77 **Listening strategy.** See Study skills humorous, Lesson 4 Literary awards mystery, Lessons 3, 66 Caldecott, Lesson 87 folklore Newbery, Lesson 87 folktale, Lessons 17, 72, 86 **Literary elements.** See also Author's craft; Table of Lesson Plans tall tale (apply elements to realistic story), Lessons 72, 99 alliteration, Lesson 109 nonfiction, Lessons 72, 83, 88, 100 allusion, Lessons 78, 81, 83 biography, Lessons 72, 132 analogies. See Analogies poetry, Lessons 56, 72 anaphora, Lesson 41 types of, Lesson 72 characterization, Lessons 29–30, 134 characters. See Characters Glossary. See Book parts; Study skills Graphic organizers, Lessons 54, 93, 103, 110 cliché, Lesson 17 conflict. See Plot Venn diagram, Lesson 54 webs, Lesson 93 crisis, Lessons 74, 94 Graphing skills devices of style. See Devices of style bar graph, Lessons 38, 129 dialect, Lessons 32, 73, 77 line graph, Lessons 38, 129 exaggeration, Lessons 4, 13 figurative language, Lessons 21, 42, 54, 57, 78 hyperbole, Lesson 81 idiom, Lesson 132 metaphor, Lessons 25, 54, 79, 125, 137 **Heritage Studies Connections** personification, Lessons 17, 25, 28, 57, 86, 96, 139 Antarctica, Lessons 54–55 simile, Lessons 13, 15, 19, 25, 42, 54, 68, 96, 108, 110, 125, Bombing of Pearl Harbor, Lessons 34, 36–37, 130 132, 136–37 China, Lesson 23 understatement, Lesson 17 Declaration of Independence, Lesson 94 flashback, Lessons 16, 23 Eastern Europe, Lessons 113–14 foreshadowing, Lessons 2-3, 20, 27, 32, 48, 54, 65, 99, 125, England, Lessons 8–10, 104–5 138 India, Lesson 86 genre. See Genre; Literary forms Middle Ages, Lessons 67-68, 101-2 humor, Lessons 3-4, 6, 9-10, 13, 15, 32, 78, 86, 94, 99 **Humor.** See Literary elements imagery, Lessons 2, 8–9, 20–22, 40, 68, 73–74, 77–78, 81, 104 irony, Lessons 13, 26-28, 78, 104-5, 107-8, 138 **Hyperbole.** See Composition; Literary elements mood, Lessons 9, 25, 42, 61, 73, 83, 87–89, 95, 98, 101–2, 105, 107, 135-36, 140 moral, Lessons 6, 91 narrator, Lessons 2, 5, 17, 61, 99 Idiom. See Literary elements onomatopoeia, Lesson 77 Illustrations, Lessons 99, 114 plot. See Plot Imagery. See Composition; Literary elements poetry. See Poetry **Index.** See Book parts point of view, Lessons 5-6, 8-9, 13, 17, 20, 36, 42, 61, 121, **Informal Placement Evaluation**, pages xxxviii–xl, A35–A40 **Instructional Materials,** page v prose, Lesson 56 Interview, Lessons 4, 66, 128 puns, Lessons 46, 48, 135, 137 revealing character, Lessons 29-30 rhyme, Lessons 25, 89, 109 rhythm, Lessons 25, 109 riddle, Lessons 39-40 Lesson Materials, pages A41–A48 sarcasm, Lesson 26 Library skills setting, Lessons 8, 20, 32, 41, 51–52, 54, 68, 83, 88, 98, 101, Dewey decimal system, Lesson 12 104, 107, 127–28, 134, 140

nonprint media, Lesson 112

```
folktale adapted as a play
   suspense, Lessons 102, 138
   symbolism, Lessons 79, 114, 135
                                                                       "The Proud-Minded Princess," Lessons 46–50
   theme, Lessons 70, 116-17, 134
                                                                    nonfiction
                                                                     article
   tone, Lesson 73
Literary forms (genre)
                                                                       "America's Favorite Pastime," Lesson 44
  choral reading
                                                                       "Secrets in the Walls," Lesson 120
    "The Christmas Story," Lesson 75
                                                                       "The Medieval Knight," Lesson 100
                                                                       "The Nisei," Lesson 34
   fiction
                                                                       "Worth More than Sparrows," Lesson 110
    biblical fiction
     "A Tree for the Wilderness," Lesson 19
                                                                      biography
     "Ornan the Jebusite," Lessons 58-59
                                                                       "It Must Not Fail!" Lesson 139
    Christian fiction
                                                                       "Laura Bridgman," Lesson 132
     "Antarctica," Lessons 54–55
                                                                      interview
     "Brethren Nisei," Lessons 36-37
                                                                       "A Visit with a Humorist: Sharon Hambrick," Lesson 4
     "Feathers in the Wind," Lessons 95–96
                                                                       "A Visit with a Mystery Writer: Gloria Repp," Lesson 66
     "Sons of a Mighty Father," Lessons 140-41
                                                                       "A Visit with a Poet: Dawn L. Watkins," Lesson 128
     "The Important Part," Lessons 121-22
                                                                      missionary story
     "The Room," Lesson 119
                                                                       "The Greater God," Lesson 23
    classic fiction
                                                                       "The Winner," Lessons 129-30
     "Call It Courage," Lesson 87
                                                                     narrative
     "Oliver Twist," Lessons 104-5
                                                                       "Blotto," Lesson 99
     "Six Hot Buns," Lessons 73-74
                                                                       "Sir Alexander Fleming: Master of His Craft," Lesson 88
     "The Redheaded League," Lessons 123-25
                                                                       "The Adventures of Alexander Selkirk," Lessons 83-85
    fanciful fiction
                                                                      poetry
     "A Ride to Honor," Lessons 39-40
                                                                       "Olympian," Lesson 127
     "Mowgli's Brothers," Lessons 26–28
                                                                       "Stickball," Lesson 41
     "The Open Road," Lessons 107-8
                                                                       "Sunrise," Lesson 57
     "The Three Mosquiteers," Lessons 135-38
                                                                       "The Pied Piper of Hamelin," Lessons 89-91
    historical fiction
                                                                       "The Sparrow Hawk," Lesson 109
     "Champion in Truth," Lessons 101-2
                                                                       "There Is a Fountain," Lesson 79
     "Shipwrecked," Lessons 61-62
                                                                       "Weaver of Light," Lesson 57
     "The Adventures of Tom Sawyer," Lessons 77-78
                                                                       "Wind-Wolves," Lesson 25
     "The Scullery Boy," Lessons 8-10
                                                                      Scripture passage
     "Yeoman Knight," Lessons 67-68
                                                                       "The Christmas Story," Lesson 75
    humorous fiction
                                                                      testimony
     "Jake Sparks and the Case of the Missing Monkey," Lessons
                                                                       "Dream of Light," Lessons 113-14
                                                                       "Rest in Hope: The Michael Weathers Story," Lesson 45
     "Listening to Katey," Lessons 13-15
     "The Peterkins Celebrate the Fourth of July," Lesson 94
     "The Secret Pitch," Lesson 42
    regional fiction
                                                                 Main idea, Lessons 3, 24, 34, 66, 74, 94, 111
     "Aunt Mazey Ain't Crazy," Lessons 20-22
     "The Adventures of Tom Sawyer," Lessons 77–78
                                                                    drawing a map/key, Lesson 58
     "The Granddaddy of All Frogs," Lessons 32-33
                                                                    indicating information, Lesson 113
     "The Quisling Hunt," Lessons 64-65
                                                                    reading a map/key, Lessons 15, 38-39, 58, 95, 113
   folklore
                                                                 Math Connections
    folktale
                                                                    division, Lesson 44
     "The Apple of Contentment," Lesson 17
                                                                 Metaphor. See Composition; Literary elements
     "The Squire's Bride," Lesson 6
                                                                 Moral. See Literary elements
     "The Unintentional Hero," Lesson 86
```

Narrator. See Literary elements	sacred, Lesson 79
Newspaper skills	symbolism in, Lesson 79
headlines, Lesson 90	Point of view. See Composition; Literary elements
locating information, Lessons 89-90	Predicting outcomes. See Comprehension
Novels. See BJ BookLinks	Prefixes. See Structural analysis; Vocabulary
	Propaganda, Lessons 35, 94
Onomatopoeia. See Literary elements	
Oral reading. See also Table of Lesson Plans	Reading Contests, page A9
choral reading, Lessons 41, 75	Rhyme. See Literary elements; Poetry
communicating emotions, mood, motive, and meaning, Lessons 20, 22, 26, 46–48, 75, 77–78, 90, 96, 99, 104–5, 107, 136	
demonstrating confidence, Lesson 50	
guidelines for, page xiv	Schedule. See Study skills; Suggested Daily Schedule
in a persuasive manner, Lesson 28	Schwa syllables. See Structural Analysis
interpreting dialect, Lessons 32–33	Science Connections
interpreting literature, Lessons 9–10	birds, Lesson 110
reading rate, Lesson 75	inventions and discoveries, Lesson 88
voice expression, Lessons 49–50	Sequencing. See Plot
Outlining. See Study skills	Setting. See Composition; Literary elements
,	Silent reading
	discerning purposes for, Lessons 1, 44
	guidelines for, page xiv
	Simile. See Composition; Literary elements
Paragraphs	Skill Day, Lessons 5, 11, 31, 35, 53, 56, 69, 72, 76, 93, 98, 103,
main idea. See Main idea	115, 118
summarizing, Lesson 24	explanation of, page xv
supporting details, Lessons 24, 111	Skimming and scanning. <i>See</i> Study skills
topic sentence, Lesson 74	Story map, Lessons 55, 119
Personification. <i>See</i> Composition; Literary elements	Structural analysis, pages xii, A6. See also Table of Lesson Plan
Phonics generalizations, page A5	accent rules
guidelines for teaching, pages x-xi	generalizations, pages xii, A6
Plot	Rule 1 (compound words), Lessons 11, 20, 26, 32, 42, 104
cliffhanger, Lessons 136–38	Rule 2 (words with affixes), Lessons 32, 42, 104
conflict, types of, Lessons 53–55, 62, 65, 68, 70, 73, 87, 96 denouement, Lessons 118–19, 138, 141	Rule 3 (two-syllable words without affixes), Lessons 11, 20, 26, 32, 42, 104
details, Lesson 65	Rule 4 (words with schwa syllables), Lessons 45, 104
open and closed endings, Lesson 118	Rule 5 (words with a shift in accent), Lessons 94, 99
sequencing, Lessons 10, 59, 70–71, 85, 96, 136, 141	syllable division rules
structure, Lessons 70–71, 74, 78, 83, 85, 87, 95, 134	generalizations, pages xii, A6
theme, Lessons 70, 116–17	Rule 1 (VC/CV pattern), Lessons 11, 20, 32, 42, 104, 136
Poetry. See also Genre; Literary froms	Rule 2 (compound words), Lessons 11, 20, 32, 42, 104, 136
characteristics, Lessons 56, 128	Rule 3 (words ending with a consonant + le), Lessons 91, 10
common meter, Lesson 79	Rule 4 (words with affixes), Lessons 32, 42, 104, 136
comparing and contrasting, Lesson 57	Study skills. See also Bible skills; Book parts; Table of Lesson
interpreting, Lesson 89	Plans
rhyme scheme, Lessons 89, 109	atlas, Lesson 38
rhyming words, Lessons 25, 89	Bible study. See Bible skills
,	calculating time, Lesson 84

rhythm, Lessons 25, 109 sacred, Lesson 79

catalog order, Lesson 55 charts, Lessons 12, 14, 38 diagrams. See Diagrams; Graphic organizers encyclopedia, Lessons 119, 137 following directions, Lesson 140 gather information, Lessons 123, 125 glossary, Lessons 1–2, 20 graphs. See Graphing skills listening strategy, Lessons 18, 63, 80, 92, 106, 126 maps. See Maps newspaper. See Newspaper skills note taking, Lessons 18, 63, 80, 92, 106, 126 outlining, Lessons 93, 111, 139 paraphrasing, Lessons 8, 28, 104 PQ3R study method, Lessons 43–44, 65, 100 primary and secondary sources, Lesson 85 reading for information, Lessons 100, 111, 120 reference tools, Lesson 60 relevant and irrelevant information, Lessons 66, 122 scanning, Lessons 1, 12, 34, 38, 60, 70, 97, 110, 112, 131 schedules, Lesson 113 skimming, Lessons 12, 29, 51, 81, 116, 120, 133 summarizing, Lesson 24 supporting details, Lesson 24 tables. See Tables thesaurus, Lesson 7 time line, Lesson 44

time line, Lesson 44 **Suffixes.** See Structural analysis; Vocabulary **Suggested Daily Schedule**, page xxi **Syllabication.** See Syllable division rules; Structural analysis **Syllable division rules**, pages xii, A6 **Synonyms**, Lessons 7–8, 26

Table of contents. See Book parts

Table of Lesson Plans, pages xxii–xxxvii

Tables, Lessons 97, 110, 120

Teaching Visuals. See also Table of Lesson Plans index, page A7
use of, page xv

Thesaurus. See Study skills

Time line. See Study skills

Venn diagram, Lesson 54 **Visuals.** *See* Teaching Visuals Vocabulary. See also Analogies; Antonyms; Synonyms; Table of Lesson Plans list of words. See Table of Lesson Plans skills adverbs, Lesson 23 classifying words, Lessons 91, 136 context clues, Lessons 10, 14-15, 19, 23, 26-28, 32, 34, 37, 39, 42, 47–48, 55, 67–68, 74–75, 78, 81, 83, 85, 90–91, 100, 107, 123, 132, 138, 140 conveying word meaning, Lessons 33, 64, 99 etymologies, Lesson 69 Greek and Latin roots, Lesson 69 matching words with definitions, Lessons 3-4, 6, 10, 17, 21–22, 26, 36, 40, 42, 45–46, 54–55, 59, 62, 64, 77, 83, 85, 88, 96, 102, 105, 111, 116, 120, 125, 130, 135, 139, 141 meanings from affixes (prefixes and suffixes), Lessons 4, 33, word relationships, Lesson 108 teaching of, page xiii Vocabulary Quizzes, pages v, xiii, xviii–xix Vocabulary Reviews, pages v, xiii, xviii–xix

Webs, Lesson 93. See also Graphic organizers Word families, page xi Writing. See Composition