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2



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3



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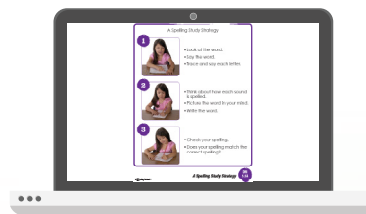
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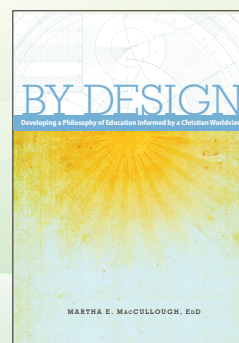
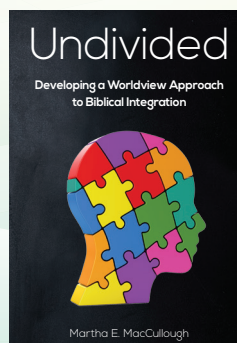
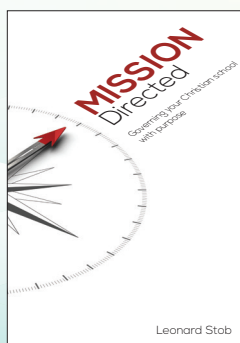
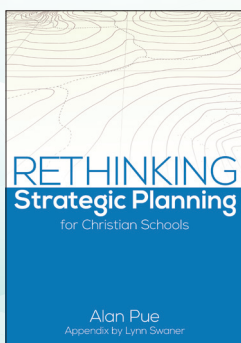
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Language Arts Grade 4

Language & Writing

 Available



The NEW Grade 4 *Language Arts Language and Writing* textbooks incorporate implicit, explicit, and systematic instruction in vocabulary, spelling, grammar, writing, and speaking and listening. Through guided and independent writing activities, students have numerous opportunities to apply learned language constructs and skills. Additionally, the pedagogy reflected in the instruction and activities meets or exceeds national and college-and-career-readiness standards. This program promotes excellent language development and comprehension as it weaves together the wonders of oral and written language, all set within a biblical worldview.

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Chapter 670

- Grammar:** correctly capitalizing and punctuating sentences that contain days, dates, locations, and addresses and identifying abstract nouns in sentences
- Writing:** writing a letter stating a claim that is argued from reasons which are informed by personal experiences
- Spelling:** spelling words that have the long *i* sound
- Speaking and Listening:** contributing to a topical discussion by courteously listening and responding to others' comments and by offering opinions that are supported by examples from personal experiences; identifying the main idea of an orally delivered text
- Vocabulary Builder:** interpreting pronunciation symbols, making word connections, and defining vocabulary words

Chapter 784

- Grammar:** distinguishing various types of verbs and using them correctly
- Writing:** writing a poem about nature that includes figurative language, sensory details, and rhyme
- Spelling:** spelling words that have the short *o* sound
- Speaking and Listening:** respectfully engaging in discussions as a class and in groups
- Vocabulary Builder:** identifying key words, applying words in context, and defining vocabulary words

Chapter 898

- Grammar:** analyzing verb context and determining correct use of past, present, and future verb tenses
- Writing:** writing a memoir that includes vivid description and that has a clear purpose
- Spelling:** spelling words that have the long *o* sound
- Speaking and Listening:** asking clarifying questions and contributing ideas to group discussions
- Vocabulary Builder:** identifying key words in a passage, sorting words according to their parts of speech, and defining vocabulary words

Chapter 9112

- Grammar:** determining the correct use of regular and irregular verbs in various tenses
- Writing:** performing research by gathering information from print and digital sources, writing a focused report using the researched information, and incorporating transition words within the report
- Spelling:** spelling words that have the short *u* sound
- Speaking and Listening:** asking questions relevant to a topic and collaborating to find answers through research; verbally paraphrasing texts read and heard
- Vocabulary Builder:** practicing dictionary skills and defining domain-specific vocabulary words

Chapter 10126

- Grammar:** identifying and utilizing various types of pronouns
- Writing:** writing a well-organized business letter using formal language
- Spelling:** spelling words that have the long *u* sound
- Speaking and Listening:** courteously listening and responding to others' comments during discussions and identifying the main idea of an independently read text
- Vocabulary Builder:** examining the meaning of words by using their Latin roots, associating words with their definitions, and defining vocabulary words

Chapter 11140

- Grammar:** identifying and correctly using reflexive and relative pronouns
- Writing:** researching and writing notes for a focused, well-organized news article using formal language
- Spelling:** spelling words that have the schwa sound spelled *a* and *o*
- Speaking and Listening:** respectfully engaging in discussions to reach conclusions as part of a group
- Vocabulary Builder:** developing note-taking skills, associating word meanings, and defining vocabulary words

Chapter 12154

- Grammar:** identifying and writing singular and plural possessive pronouns
- Writing:** outlining an editorial that includes a clear claim supported by arguments, which are developed from evidence and reasons
- Spelling:** spelling words that have the /ò/ sound
- Speaking and Listening:** asking clarifying questions and contributing ideas to group discussions, verbally paraphrasing texts read aloud, and making eye contact with listeners and speaking at an appropriate volume while presenting editorials
- Vocabulary Builder:** completing word maps, matching synonyms, and defining vocabulary words

Chapter 13168

- Grammar:** correctly categorizing, ordering, and using adjectives that tell what kind, which one, how many, how much, and whose
- Writing:** reading print and digital sources about a topic and taking notes focused on a specific subtopic
- Spelling:** spelling words that have diphthongs and the vowel digraph *oo*
- Speaking and Listening:** discussing the relevance of information to a focused topic and verbally paraphrasing information prior to writing the paraphrase
- Vocabulary Builder:** recognizing suffixes, classifying words, and defining vocabulary words

Chapter 14182

- Grammar:** identifying and accurately using adverbs that answer the questions how, when, and where and using the relative adverbs *when*, *where*, and *why*
- Writing:** constructing a time line centered around a person's significant accomplishments or contributions to society and including relevant pictures and callouts
- Spelling:** spelling words that have the /u/, /û/, and /ô/ sounds
- Speaking and Listening:** discussing the relevance and organization of information about a focused topic and speaking understandably while making an organized presentation of a time line within small groups
- Vocabulary Builder:** sorting academic and domain-specific words, arranging words in order of level of specificity, and defining vocabulary words

Chapter 15196

- Grammar:** identifying and using prepositions and prepositional phrases
- Writing:** selecting and using a graphic organizer to outline an original play
- Spelling:** spelling compound words
- Speaking and Listening:** understandably speaking dialogue during a play and using formal or informal language as appropriate to the play's purpose and characters
- Vocabulary Builder:** distinguishing pronunciations, making connections, and defining vocabulary words

Chapter 16210

- Grammar:** determining the meanings of homonyms, homophones, and homographs and using them correctly in sentences
- Writing:** writing test essay questions and answers that require reasons or evidence to support the main ideas
- Spelling:** spelling contractions
- Speaking and Listening:** assessing the focus and thoroughness of verbal answers to essay questions
- Vocabulary Builder:** identifying unknown words in a passage, identifying the parts of speech of various words, and defining vocabulary words

Chapter 17224

- Grammar:** listing synonyms, finding synonyms in context, and using a thesaurus to replace words with synonyms
- Writing:** creating a poster that persuades a particular audience to participate in a specified solution to an identified problem
- Spelling:** spelling plural words
- Speaking and Listening:** delivering a presentation, enhanced by a poster, that draws attention to a problem and its solution
- Vocabulary Builder:** identifying key words in a sentence, completing analogies, and defining vocabulary words

Chapter 18238

- Grammar:** identifying antonyms, recognizing antonyms in sentences, and using antonyms correctly in context
- Writing:** writing a draft of a tall tale that includes a memorable narrator and a central problem or conflict and in which the series of events progresses in a way befitting the genre
- Spelling:** spelling words that are homonyms, homophones, and homographs
- Speaking and Listening:** telling, in a well-paced and clear manner, a tall tale that includes sufficient details for the audience to create vivid mental images
- Vocabulary Builder:** examining the meaning of words using their Greek roots, solving analogies, and defining vocabulary words

Chapter 19252

- Grammar:** combining base words and prefixes and determining the meaning of new words formed
- Writing:** writing and revising a poem that creates comparisons using figurative language
- Spelling:** spelling words that have *r*-controlled vowels
- Speaking and Listening:** reading a poem aloud in a well-paced and clear manner and including vocal expression consistent with the poem's punctuation and text
- Vocabulary Builder:** completing concept maps, applying concepts to a model, and defining vocabulary words

Chapter 20266

- Grammar:** combining base words and suffixes and determining the meaning of new words formed
- Writing:** writing, revising, and proofreading opinion essays in which claims are supported with arguments based on evidence or reasons and using transition words to connect their claims, arguments, and evidence or reasons
- Spelling:** spelling words that have *r*-controlled vowels
- Speaking and Listening:** discussing and developing components of a report about an animal
- Vocabulary Builder:** identifying key words in a passage, using words to describe a demonstration, and defining vocabulary words

Chapter 21280

- Grammar:** accurately identifying and using pronoun-verb contractions, negative contractions, and modal-verb contractions
- Writing:** creating flowcharts with precise directions for performing a task or making an object
- Spelling:** spelling words that have hard and soft *c* and *g* sounds
- Speaking and Listening:** respectfully engaging in discussions about procedures and flowcharts and summarizing an orally delivered text
- Vocabulary Builder:** identifying unknown words, recognizing shades of meaning, and defining vocabulary words

Chapter 22294

- Grammar:** choosing and applying correct determiners in writing and speaking
- Writing:** writing a detailed outline of a personal narrative nonfiction story, including introduction and conclusion statements
- Spelling:** spelling words that have prefixes
- Speaking and Listening:** speaking clearly at a moderate pace while telling narrative nonfiction stories
- Vocabulary Builder:** associating different pronunciations with their word meanings, completing graphic organizers to make connections, and defining vocabulary words

Chapter 23308

- Grammar:** identifying and correctly using various determiners and using dictionaries to determine word spellings, pronunciations, and meanings
- Writing:** researching and beginning to write a focused, well-organized report on a region
- Spelling:** spelling words that have prefixes
- Speaking and Listening:** relaying and discussing information learned while researching a region to contribute to the group's preparation for writing a report
- Vocabulary Builder:** practicing dictionary skills, making word associations, and defining vocabulary words

Chapter 24322

- Grammar:** comparing and contrasting similes and metaphors and interpreting common idioms, adages, and proverbs
- Writing:** composing an introduction and a conclusion to a report and preparing an outline from which to deliver a speech about the report
- Spelling:** spelling words that have suffixes
- Speaking and Listening:** using formal language to deliver an organized, informative speech about a region
- Vocabulary Builder:** developing reading and note-taking skills, organizing words according to levels of specificity, and defining vocabulary words

Chapter 25336

- Grammar:** using spatial and temporal signal words correctly, sorting precise action and emotion words, abbreviating words, and adding punctuation to a business letter
- Writing:** writing and revising a free-verse poem that includes alliteration and is about a common human experience
- Spelling:** spelling words that have suffixes
- Speaking and Listening:** creating illustrations to complement poems read aloud and reading poems with appropriate body language, facial expression, and pacing
- Vocabulary Builder:** identifying key words, classifying words, and defining vocabulary words

Chapter 26350

Grammar: using proofreading marks to edit sentences and passages

Writing: writing autobiographies that include vivid descriptions of events, appropriate transition words to connect ideas, and conclusions that provide readers with a sense of closure

Spelling: spelling words that have suffixes

Speaking and Listening: respectfully discussing possible revisions to students' autobiographies and summarizing the main ideas in autobiographies read to students

Vocabulary Builder: examining the meaning of words using Latin roots, completing analogies, and defining vocabulary words

Chapter 27364

Grammar: correctly ordering adjectives and producing comparative and superlative adjectives and adverbs

Writing: writing engaging and well-organized folktales that include identifiable characters, a setting, a problem and solution, and cultural values

Spelling: spelling words that have Greek and Latin roots

Speaking and Listening: respectfully asking questions, offering suggestions, and discussing ideas related to revising students' writing

Vocabulary Builder: mapping words, matching synonyms, and defining vocabulary words

Chapter 28378

Grammar: adding coordinating and subordinating conjunctions to sentences, examining sentences that use conjunctions to combine different elements, and using semicolons to separate parts of compound sentences

Writing: researching specific topics about a foreign country and using the information to prepare well-organized slideshow presentations that include headings, bullet points, and pictures

Spelling: spelling words that have easily confused spellings

Speaking and Listening: delivering oral presentations that are easily understood, paced well, and supported with slideshows

Vocabulary Builder: identifying key words in a sentence, classifying words, and defining vocabulary words

Chapter 29392

Grammar: distinguishing complete sentences from fragments and run-ons and making appropriate corrections

Writing: collaboratively revising or writing stories appropriate for young children, mapping the stories for use in picture books, and planning illustrations for each page

Spelling: spelling words that have variant consonant spellings

Speaking and Listening: respectfully asking questions, offering suggestions, and discussing ideas related to revising students' writing

Vocabulary Builder: identifying unknown words in a sentence, using words in context, and defining vocabulary words

Chapter 30406

Grammar: identifying and writing simple, compound, and complex sentences

Writing: using word-processing devices or web-based programs to create engaging children's picture books utilizing previously planned stories and illustrations

Spelling: spelling words that have silent letters

Speaking and Listening: speaking clearly at an appropriate volume and with appropriate expression while reading students' own picture books to children

Vocabulary Builder: identifying suffixes, recognizing parts of speech, and defining vocabulary words

Spelling and Vocabulary Builder Dictionary420

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PREPARATION

Lesson 5.1

- Select **DM 5.1A Plural Nouns** for display. (*Grammar*)
- Print and laminate **BLM 5.1A Game: Plural Nouns** for each group. Obtain a **NUMBER CUBE** for each group. Print **BLMs 5.1B–C Game: Plural Nouns** for each student. (*Grammar*)
- Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)

Lesson 5.2

- Select **DM 5.2A Punctuation Rules: Apostrophes** and **DM 5.2B Singular and Plural Possessive Nouns** for display. (*Grammar*)
- Print and laminate **BLM 5.2A Game: Six in a Row** for each pair. Print the answer page for BLM 5.2A for each pair. Obtain a **NUMBER CUBE** and **2 SETS OF GAME MARKERS IN DIFFERENT COLORS** for each pair. (*Grammar*)
- Select **DM 5.2C Subject-Verb Agreement** for display. (*Grammar*)
- Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)
- Gather **CRAFT MATERIALS** such as craft sticks, chenille stems, pom-poms, cardboard, and tape or glue for students to build a sculpture or model. Obtain a **DIGITAL CAMERA** for each group. (*Writing*)

Lesson 5.3

- Select **DM 2.4B Punctuation Rules: Commas** and **DM 5.3A Introductory Phrases** for display. (*Grammar*)
- Print **BLM 5.3A Checklist: How-to Article** for each student. Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)
- Arrange for students to access the digital copies of the photographs or sketches of their projects' steps. (*Writing*)

Lesson 5.4

- Select **DM 2.4C Punctuation Rules: Commas** for display. (*Grammar*)
 - Print **BLM 5.4A Comma Practice** for each student. (*Grammar*)
 - Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)
- (continued)

Grammar 5.1

- 1** Write the following sentences on the board: 1. *Paisley rode her bike.* 2. *Did Paisley ride her bike?* 3. *Oh no! Paisley crashed!* 4. *Get her mom.* Have students identify each sentence type. (1. **declarative**; 2. **interrogative**; 3. **exclamatory**; 4. **imperative**) Direct students to diagram the sentences on their whiteboards. Discuss the answers.

Paisley	rode	bike	Paisley	Did ride	bike
<u>Oh no!</u>					
Paisley	crashed		(you)	Get	mom

- 2** Ask students what *singular* means. (**one**) What does *plural* mean? (**more than one**) Explain that a singular noun names one person, place, thing, or idea, and a plural noun names more than one person, place, thing, or idea. Display **DM 5.1A Plural Nouns** and read the information about regular plural nouns. For the different endings shown in the table, have students state the singular noun of the plural examples. (**bus, crutch, bush, box, potato, echo, video, zoo, leaf, life, city, baby, day, boy**) Explain to students that an irregular noun is a noun that becomes a new word or that does not change when it becomes plural. Read the examples from DM 5.1A.

- 3** Arrange students into small groups and distribute the prepared **BLM 5.1A Game: Plural Nouns** and a **NUMBER CUBE** to each group. Distribute **BLMs 5.1B–C Game: Plural Nouns** to each student. Direct group members to take turns rolling the number cube and moving the number of spaces indicated. Have students read the word in the space and say its plural form. Direct group members to write the plural word in the corresponding place on BLMs 5.1B–C and to work together to write a sentence that includes the plural word. If students are unsure what the plural form of a word is, have them look up the word in a dictionary to find the correct plural and its spelling. If students land on a space whose word has already been used in a sentence, have them orally compose a new sentence for the word. Play continues until the first player makes it to the finish line.

- 4** Direct students' attention to the student page for Lesson 5.1. Have students complete the page.

Writing 5.1

- 1** Dictate the following sentence from **DMs 5.1B–C Model: How-to Article** while students listen: *To build a truss bridge strong enough to hold five pounds, gather 66 craft sticks, craft glue, and a hot glue gun.* Read the sentence a second time and direct students to write it in their writing notebooks, leaving spaces for any words they forget. Read the sentence a third time and have students check their writing, revising as needed. Direct students to proofread their writing for spelling or punctuation mistakes.

- 2** Direct students to exchange their dictation exercise with a partner and to underline any incorrect spelling, capitalization, punctuation, or spacing. Circulate and check students' work. Have students return the marked exercise and guide them to correct their own mistakes.

- 3** Display and read aloud DMs 5.1B–C. Convey that a how-to article focuses on a procedure or an investigation, so it may look different from other articles. Ask how the how-to article looks different from the feature article that students wrote in Chapter 3. (**Possible answers: does not have paragraphs, has a numbered list, includes pictures**) Direct students' attention to the how-to article's first and last sentences. Convey that the first sentence tells what the article is about and states an interesting fact about it. Ask students what this type of sentence is called. (**introduction**) Point out that in this article the introduction also identifies the materials needed to build the bridge. State that the last sentence is the article's conclusion. Ask students what they could expect to read in the conclusion. (**Possible answer: words similar to the introduction,**

introduction restated using different words) Have students compare the first and last sentences of the article to confirm their answer.

Grammar 5.2

1 Remind students that a singular noun names one person, place, thing, or idea. A plural noun names more than one person, place, thing, or idea. Write the following words on the board one at a time and direct students to write *singular* or *plural* on their whiteboards: *pennies* (**plural**), *flower* (**singular**), *feet* (**plural**), *halves* (**plural**), *flashlight* (**singular**), and *cactus* (**singular**).

2 Review that a possessive noun is a noun that shows ownership. Display **DM 5.2A Punctuation Rules: Apostrophes** and read the first rule and example aloud. Explain that possessive nouns can be singular or plural. Display **DM 5.2B Singular and Plural Possessive Nouns** and read aloud the information from the tables. Ask students what is added to the singular nouns to make them possessive? (**apostrophe s**) What is added to the plural nouns that already end in *s* to make them possessive? (**apostrophe**) What is added to the plural nouns that do not end in *s* to make them possessive? (**apostrophe s**) Arrange students into pairs and distribute the prepared **BLM 5.2A Game: Six in a Row**, the answer sheet, a **NUMBER CUBE**, and **2 SETS OF GAME MARKERS IN DIFFERENT COLORS** to each pair. Read the directions and have partners play the game.

3 Explain that when a singular noun is the subject of a sentence, the verb must also be singular. When a plural noun is the subject, the verb must also be plural. Display **DM 5.2C Subject-Verb Agreement** and read the first sentence. Ask students what the subject is. (**puppy**) Is it singular or plural? (**singular**) What is the verb? (**eats**) Point out that *s* was added to *eat* to make it work with the singular subject. Read the second sentence and ask whether *puppies* is singular or plural. (**plural**) Point out that *eat* is already plural and works with the plural subject; it does not need an added *s*. Read the third sentence and ask students whether *girl's* is a singular or plural possessive. (**singular**) What does *girl's* modify? (**puppy**) Explain that the subject always determines whether a singular or plural verb is needed, even when a possessive noun is in the sentence. Since *puppy* is singular, the verb *eats* is needed. Read through the rest of DM 5.2C and point out the possessive noun and the subject-verb agreement in each example. (Note: Help students understand that forming singular and plural verbs is different from forming singular or plural nouns.)

PREPARATION

(continued from previous page)

Lesson 5.5

- Retrieve the cubes made from **BLM 2.2A Blank Cube** from Chapter 2. Prepare one for each group by writing the following words on separate sides of each cube: *city*, *bush*, *zoo*, *mouse*, *sheep*, and *girl*. (Grammar)
- Print **BLM 5.5A Grammar Test: Chapter 5** for each student. (Grammar)
- Arrange for each student to have access to a **WORD PROCESSING PROGRAM** on a computer, laptop, or tablet. Plan for students to have access to the digital copies of photographs or sketches for their projects' steps. Provide access to a **PRINTER** that students may print their articles to. (Writing)

Name _____

Grammar 5.1

Circle **S** if the bold noun is singular and **P** if it is plural.

- His **wife** made apple pie for dessert.
☒ S ☐ P
- The classes had their Christmas **parties**.
☐ S ☒ P
- We watched the **horses** gallop across the field.
☐ S ☒ P
- I need a **loaf** of bread from the store.
☒ S ☐ P
- She almost hit two **deer** that ran across the road.
☐ S ☒ P

Fill in the circle next to the correct plural to complete the sentence.

- The shepherd watched his flock of ____.
☒ sheep ☐ sheeps
- She lost two ____ this month.
☐ tooth ☒ teeth
- They watched the troop of ____ swing through the trees.
☐ monkie ☒ monkeys
- My dad hung three ____ in my room.
☒ shelves ☐ shelfs

Make the given noun plural. Write the word in a sentence.

- calf calves Possible answers:
That cow has given birth to many calves.
- church churches
The neighborhood churches came together to help.
- city cities
I have not visited very many cities.

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Write the possessive form of each noun.

- princess princess's
- wives wives'
- monkeys monkeys'

Fill in the circle next to description for the bold word.

- Her **nephew's** cat had kittens.
☐ plural noun ☒ singular possessive noun
- The **doctors** gathered for a meeting.
☒ plural noun ☐ plural possessive noun
- My **sisters'** room will be renovated.
☐ singular noun ☒ plural possessive noun

Underline the incorrect plural or possessive noun in each sentence. Write it correctly on the line.

- The peoples votes were counted. people's
- Those are our parents' cars. cars
- His two brother's bicycles were stolen. brothers'

Circle the correct verb in each sentence.

- The mother's child run / runs toward me.
- The mother's children run / runs toward me.
- The mothers' children run / runs toward me.

Write the plural of each noun.

- tax taxes
- tornado tornadoes
- half halves

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Name _____



Circle **S** if the bold noun is singular and **P** if it is plural.

1. His **wife** made apple pie for dessert.

S **P**

2. The classes had their Christmas **parties**.

S **P**

3. We watched the **horses** gallop across the field.

S **P**

4. I need a **loaf** of bread from the store.

S **P**

5. She almost hit two **deer** that ran across the road.

S **P**



Fill in the circle next to the correct plural to complete the sentence.

6. The shepherd watched his flock of ____.

☐ sheep ☐ sheeps

7. She lost two ____ this month.

☐ tooth ☐ teeth

8. They watched the troop of ____ swing through the trees.

☐ monkie ☐ monkey

9. My dad hung three ____ in my room.

☐ shelves ☐ shelfs



Make the given noun plural. Write the word in a sentence.

10. calf _____

11. church _____

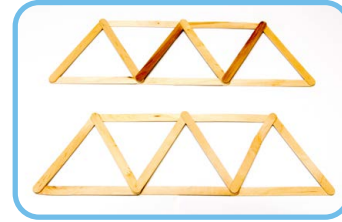
12. city _____

Model: How-to Article

How to Build a Truss Bridge

To build a truss bridge strong enough to hold five pounds, gather 66 craft sticks, craft glue, and a hot glue gun.

1. Use craft glue to glue three sticks together to form a triangle.
2. Glue on more sticks until there are five triangles in a row. These triangles are one truss.
3. Make another truss like the first truss.
4. Glue four sticks together to make a square shape.
5. Glue on more sticks to form a rectangle that looks like a row of three squares.
6. Glue crafts sticks across the width of the rectangle to make a solid road.



Singular and Plural Possessive Nouns

singular noun	singular possessive
girl	girl's
lady	lady's
calf	calf's
class	class's
child	child's



plural noun	plural possessive
girls	girls'
ladies	ladies'
calves	calves'
classes	classes'
children	children's



Subject-Verb Agreement

1. The puppy eats.



4. The girl's puppies eat.



2. The puppies eat.



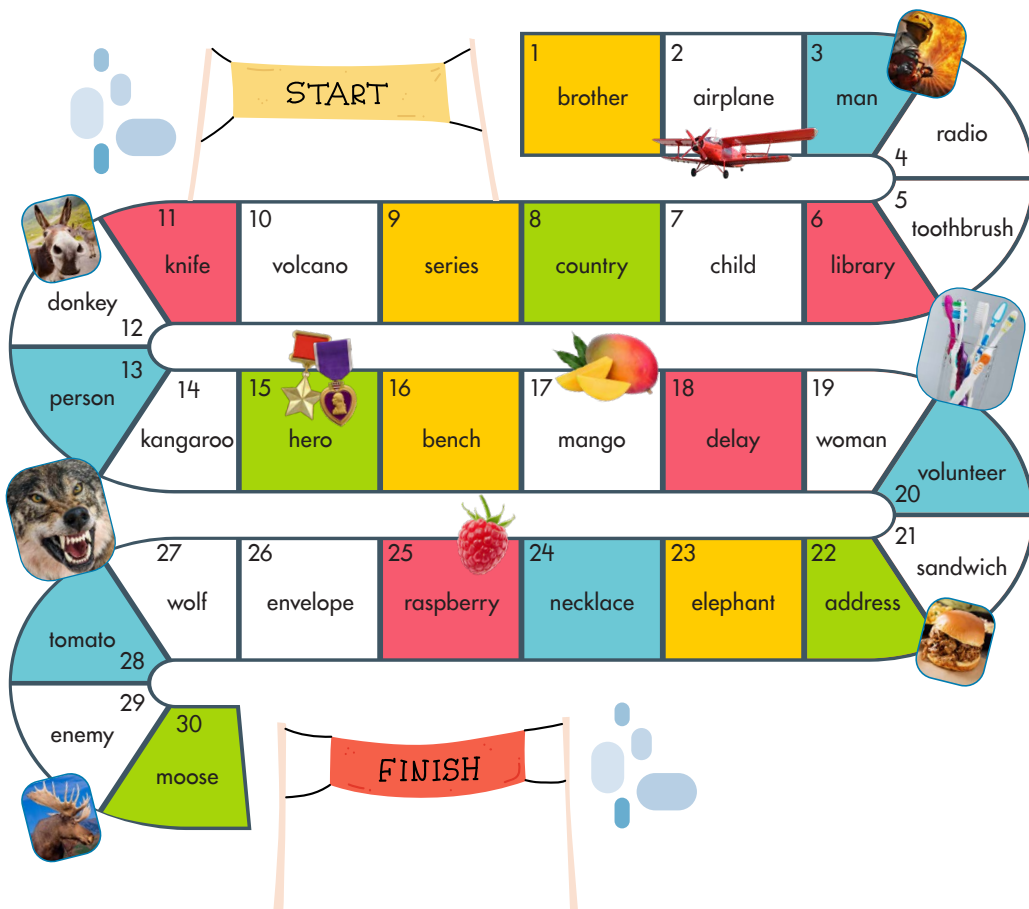
5. The girls' puppy eats.



3. The girl's puppy eats.



6. The girls' puppies eat.



Name _____

Game: Plural Nouns

When you land on a space on the Plural Nouns game board, write the plural of the word. Then, write a sentence using the plural word correctly.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Game: Plural Nouns

Possible answers:

When you land on a space on the Plural Nouns game board, write the plural of the word. Then, write a sentence using the plural word correctly.

1. _____
brothers My brothers are younger than I am.
2. _____
airplanes We observed the airplanes flying in the sky.
3. _____
men The men raced to put on their gear.
4. _____
radios The electronics store sells radios.
5. _____
toothbrushes My sister and I forgot to pack our toothbrushes.
6. _____
libraries I like to visit different libraries.
7. _____
children The children played a game.
8. _____
countries I hope to visit many countries.
9. _____
series She watches several television series.
10. _____
volcanoes Hawaii was formed by volcanoes.
11. _____
knives Be very careful with those knives.
12. _____
donkeys We saw donkeys on the farm.
13. _____
people The people at the fair ate cotton candy.
14. _____
kangaroos I like to watch the kangaroos at the zoo.
15. _____
heroes Heroes are people who have courage.

PREPARATION

Lesson 5.1

- Select two challenge words for the pretest. To meet your students' needs, choose words from *Vocabulary Builder*, a cross-curricular subject, misspelled words from a previous assignment, or words that interest your students. Consider using the word *benefit* because it has short *i* in the last syllable.
- Print 1 copy of **BLMs 5.1A–B Spelling Study Strategy: Chapter 5**, add the challenge words, and copy the pages for each student.

Lesson 5.5

- Obtain **4 QUARTERS**.
- Print **BLM 5.5A Spelling Review: Chapters 1–5** for each student.

HOMEWORK

- Have students review the chapter's high-frequency and spelling words.
- Print and distribute **BLM 5.1C Word Practice** to each student to complete for homework. (5.1)
- Print and distribute **BLM 5.2A Visiting Guatemala** to each student to complete for homework. (5.2)

ALTERNATIVE

- Print **BLM 1.5A Spelling Test** for each student. (5.5)

Lesson 5.1

- 1 For the spelling pretest, use the sentences that follow, or develop original ones. Say each underlined word, use it in a sentence, and repeat the word. Then, have students write each spelling word. Direct students who cannot spell a word to write the letters they hear.

Pattern Words

1. “Would you like butter or jelly on your biscuit?” Mom asked.
2. Ross enjoys reading the comics in the newspaper each day.
3. Tom was the fifteenth person in line for the water fountain.
4. Marlene has been a nurse at two different hospitals.
5. Mr. Houston helped me solve the difficult math problem.
6. My grandparents eat instant oatmeal.
7. A young child does not care about riches.
8. It is fun to have a picnic in the park on a warm sunny day.
9. The skillful artist painted an exact likeness of the mansion.
10. Guatemalan children can stitch and embroider.
11. “You may read whichever book you prefer,” my teacher said.
12. I say a prayer each night before I lay my head on my pillow.
13. The boy was sincere in wanting to help his sister.
14. Amanda ate all the spinach on her plate.

High-Frequency Words

15. Snowcapped mountains are gorgeous against the blue sky.
16. Many products can be made from recycled paper.

Power Words

17. With God, nothing is impossible.
18. Guatemala City is located inland, away from the coast.
19. The immature tree cannot yet produce fruit.
20. He will integrate a secret message into the article.

Challenge Words

21. _____ (Insert your choice.)
22. _____ (Insert your choice.)

- 2 Direct students to self-correct their pretests. Write each word on the board. Point out that the focus of the pattern words is on short *i*. The prefixes *im-* and *in-* in the power words also begin with short *i*.

- 3 As a class, read, spell, and read each word. Direct students to circle misspelled words with a colored pencil and to rewrite them correctly.

- 4 Proof and return students' pretests. Direct students to use their pretests for individualized study at school or at home.

- 5 Distribute **BLMs 5.1A–B Spelling Study Strategy: Chapter 5** for students to use when practicing their words at home.

Lesson 5.2 + ↻

1 Write the short *i* headings below on the board. Convey that this chapter's words focus on short *i*. Direct students to refer to the list words for this chapter on the first student page for Lesson 5.2. Select volunteers to write the list words on the board under the correct category.

one-syllable short <i>i</i> words	two-syllable short <i>i</i> words	three-syllable short <i>i</i> words	four-syllable short <i>i</i> words	no short <i>i</i>
stitch	instant pillow biscuit spinach fifteenth inland	difficult hospitals whichever immature integrate	impossible	products mountains

2 As a class, chorally read the words in each category and snap fingers for each syllable.

3 Circle the power words on the chart. (**immature, impossible, inland, integrate**) Convey that they contain prefixes beginning with short *i*. Point out the prefixes and teach that both *im-* and *in-* have the same meaning, which is *not*. Read the following definitions. Have students match the power word to the definition and identify the word in the definition that refers to the prefix.

- not fully grown (**immature, not**)
- not able to be done (**impossible, not**)
- not near the coastline (**inland, not**)
- not to separate (**integrate, not**)

4 Read the word sets below. Select volunteers to choose the synonym for the list word.

- comics—plants or cartoons (**cartoons**)
- pillow—cushion or fruit (**cushion**)
- biscuit—a dinner roll or a wheel (**dinner roll**)

RECOVERY

- For students who spelled less than half correctly on the spelling pretest, assign the following reduced word list: *instant, picnic, spinach, difficult, riches, whichever, products, mountains, impossible, and integrate*. On the spelling test, evaluate these students on the words assigned; however, encourage them to attempt to spell all the list words to the best of their ability. They are also responsible for writing the dictated sentences. (5.7)
- Use **DM 1.2A A Spelling Study Strategy** in instructional groups to provide assistance with some or all of the words. (5.2)

Name _____

Spelling 5.2

The short *i* sound is heard in the first syllable of **instant**.

Write the one-syllable short *i* pattern word.

1. _____ **stitch**

Write the two-syllable short *i* pattern words.

2. _____ **instant**

3. _____ **picnic**

4. _____ **pillow**

5. _____ **skillful**

6. _____ **biscuit**

7. _____ **comics**

8. _____ **spinach**

9. _____ **sincere**

10. _____ **fifteenth**

11. _____ **riches**

Write the three-syllable short *i* pattern words.

12. _____ **difficult**

13. _____ **hospitals**

14. _____ **whichever**

Write the high-frequency words to complete the sentences.

15. The trucker drove his semitrailer truck filled with new **products** over the **mountains** to his destination. The store manager was glad to see the **products** arrive safely at the store.

Pattern
biscuit
comics
fifteenth
hospitals
difficult
instant
riches
picnic
skillful
stitch
whichever
pillow
sincere
spinach

High-Frequency
mountains
products

Power
impossible
inland
immature
integrate

Challenge

Skill: short i 201

Power Words

prefix	meaning	word	definition
im-	not	immature	not fully grown
im-	not	impossible	not able to be done
in-	not	inland	not near the coastline
in-	not	integrate	not to separate

Use the table to complete each exercise. Write the power words.

16. Which word means **not fully grown**?
immature

17. Which word means **not near the coastline**?
inland

18. Which word means **not to separate**?
integrate

19. Which word means **not able to be done**?
impossible

20. Some birds fly **inland** away from the beach.

Fill in the circle of the word that means the same or almost the same as the bold word.

21. **biscuit**
☐ roll
☐ music
☐ breath
☐ radio

22. **sincere**
☐ quiet
☐ brave
☒ honest
☐ selfish

23. **skillful**
☐ lazy
☒ expert
☐ windy
☐ colorful

24. **stitch**
☐ to run
☒ to sew
☐ to cry
☐ to yell

25. **difficult**
☐ easy to do
☐ happy
☐ pleasant
☒ hard to do

26. **products**
☐ guinea pigs
☒ window cleaners
☐ cool breeze
☐ outer space

Pattern
biscuit
comics
fifteenth
hospitals
difficult
instant
riches
picnic
skillful
stitch
whichever
pillow
sincere
spinach

High-Frequency
mountains
products

Power
impossible
inland
immature
integrate

Skill: short i 202

A base word is a word that can stand on its own as an English word. It is the most important part of a word because it gives the word its basic meaning. Suffixes can change the word's meaning and part of speech.

Each of these vocabulary words has a base word that is a noun. Adding the suffix **-ic** makes each vocabulary word an adjective.



comedic
geographic
iconic
poetic
scenic

1. Complete the chart by writing the noun form of each vocabulary word.

Parts of Speech	
noun	adjective
	comedic
	geographic
	iconic
	poetic
	scenic



Highlight the part of speech for each bold word.

2. Our fourth-grade class performed a **comedic** skit for the second-grade students.

noun adjective

3. Today, we studied the **geography** of New Zealand.

noun adjective

4. The beautiful **scenery** in New Zealand includes vast beaches and shimmering oceans.

noun adjective

5. There are numerous **iconic** pyramids in Egypt.

noun adjective

6. How does the **poet** write poetry that has a poetic tone?

noun adjective

7. We took a tour of Israel and saw several **scenic** places where Jesus grew up and lived many years ago.

noun adjective



Language Arts Grade 4

Reading Skills

 Available



The NEW *Language Arts Reading and Literature* textbooks for grade 4 incorporate implicit, explicit, and systematic instruction in phonics, vocabulary, reading strategies, and reading and listening comprehension. Also included are rich literature selections in the specified readers and accompanying reader guides and the suggested read-alouds and accompanying literature guides. These literature components provide Science of Reading and balanced instruction to meet or exceed national and college-and-career-readiness standards. By weaving biblical worldview through a variety of literary genres, the program fulfills the differing needs and interests of readers to enhance their love of reading and shape students' understanding.

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Chapter 8 Reading Skills

Foundational Strands

- **Reading Skills:** reading words that have consonant blends; reading poetry with increased accuracy, expression, and an appropriate speed in successive readings
- **Reading Literature:** identifying the theme of poems

Preparation

- For Lesson 1, obtain a **TIMER**. Select **DM 8.1A Word Parts** for display. Print **BLM 8.1A Answer Key for DM 8.1A** for reference. Select *Genres and Forms Chart* and **DM 8.1B Haiku Elements** for display.
- For Lesson 2, print **BLMs 8.2A–B Reading Fluency Poem** front to back for each student. Obtain a **TIMER**.
- For Lesson 3, select **DM 8.3A Cinquain** for display. Obtain a **TIMER**.
- For Lesson 4, obtain various **SUPERHERO DECORATIONS** and a **TIMER**.
- For Lesson 5, preselect passages for students to read according to their reading levels. Passages can come from students' readers, textbooks from other subjects, or other high-interest material. Obtain a **TIMER**. Print **BLMs 8.5A–B Oral Reading Fluency Passage** front to back. For each student, print **BLMs 8.5C–D Oral Reading Fluency Score Sheet** front to back.

Reading Homework

- Have students read for 25–35 minutes independently every evening.

Lesson 1

Phonics Refresher

- Remind students that consonant blends are formed when two or three consonant sounds are blended together but the individual sounds are still heard. Write the following consonant blends on the board: *sc, sk, sn, sp, st, fr, br, dr, tr, gr, bl, fl, gl, pl, sl, scr, str, spr, and spl*. Read the list of consonant blends chorally. Then, arrange students into pairs. Set a **TIMER** for 1 minute and direct student pairs to take turns saying as many words as they can that contain the initial consonant blend sounds. Select volunteers to share some of their answers.
- Display **DM 8.1A Word Parts**. Direct students' attention to Exercise 1. Point out the beginning word parts on the left side and the endings on the right. Guide students to connect the word parts to create real words. Select volunteers to draw lines to match the word parts. Repeat this process for Exercises 2–4. Refer to **BLM 8.1A Answer Key for DM 8.1A** for answers. Direct students to write a list of the new words on paper and to keep the list for the remainder of the lesson.
- With students still in pairs, direct one student in each pair to mentally select a word from the list and to draw a picture on an individual whiteboard for the partner to guess the word. Have pairs take turns as time allows.
- Write the following tongue twisters on the board and have students practice reading them with a partner:
 1. Stevie stretched stacks of steaks on a slant. The stacks of steaks Stevie stretched splashed.
 2. Drive a truck of bricks and bring back free grapes.
- Direct students' attention to the first student page and have students complete it.

Word Meaning

- Write the following sentences, including the underlines, on the board:
 1. The lady unknowingly bought fake art from that scountrel who lied about its value.
 2. After surgery, my uncle will convalesce at home for two weeks before returning to work.
 3. My brother hid from Dad after school because he wanted to evade doing his chores.

Read the sentences as a class. Arrange students into small groups and have them discuss how to use context clues to construct a possible meaning for each underlined word. Direct each group to write their answers on a whiteboard. Have a group member from each group explain to the class the group's process of determining the unknown words. Direct students' attention to the second student page and have students complete the *Word Meaning* exercises.

Listening Comprehension

- Display the *Genres and Forms Chart* and point to *poetry*. Convey that there are many different types of poems. Teach that a haiku poem is a non-rhyming poem with three lines in which the first and last lines have five syllables and the middle line has seven syllables. Display **DM 8.1B Haiku Elements**. Read the information aloud. Then, read the poem chorally. Teach that haiku poems contain descriptive language. Descriptive language appeals to the five senses and provides emotional clues to help the reader imagine the scene. Ask students which words in the haiku appeal to their sense of sight. (**Possible answers: red, orange, blaze**) Which words appeal to your sense of touch? (**Possible answers: air, blows, crisp, cool**) Which phrase describes something you might hear? (**Possible answer: leaves crunch**) Select volunteers to share how they imagine the scene described in this poem. (**Possible answer: a person walking through leaves on a cool autumn day**)

- Read the haiku below aloud two times. Then, read the questions one at a time. Direct students to answer on the second student page in the *Listening Comprehension* section.

Day Dawning

Sun rises slowly.
Mountains share a purple hue.
Morning lights the peaks.

1. What rises slowly?
2. What might the term *hue* mean?
3. To which sense does this poem appeal?

Lesson 2

Reading Comprehension

- Review with students that poetry uses descriptive language that appeals to the five senses and provides emotional clues to help the reader imagine the scene. Ask students what types of poetry they already know. (**Possible answers: haiku, limerick, cinquain, free verse**) Direct students' attention to the student pages. Inform students that the passage is a form of poetry called a narrative poem. A narrative poem tells a story and is usually written in metered verses. Instruct that a narrative poem may include many elements that a story includes and may be humorous or dramatic. Have students name some elements of story structure that they know. (**Possible answers: characters, setting, plot**) Convey that the poem on their student pages is a retelling of a biblical account. Read the poem chorally and guide students to read with a steady tempo. Remind students that poetry helps readers visualize or imagine what is happening. Ask students what events in the poem they can visualize. (**Possible answers: adult and child making cookies, Jesus' death**) Teach that the theme is the big idea or message in the story. Ask students what a theme of this poem could be. (**Possible answer: remembering Jesus' sacrifice for our sins**) Have students work with a partner to identify lines from the poem that provide evidence for the theme. Select volunteers to share their answers. (**Possible answers: He could have said no to His Father's request, but He went to the cross, so with Easter we're blessed; He suffered severely so we could have freedom; Jesus died so our sins will not keep us apart; this recipe helps me to taste and to see God's gift and His sacrifice to set us free.**) Convey that when the evidence is read or summarized together, it guides the reader to determine the theme or message the author is trying to communicate.
- Inform students that poems can be organized in stanzas. Direct students' attention to the first stanza in the poem. Teach that a stanza is a group of lines in a poem. Instruct that not all poems rhyme but that some do. Ask students whether this poem rhymes. (**Yes.**) Explain that this poem has a specific rhyming pattern. Ask students which pairs of lines rhyme in the first stanza. (**lines 1 and 2, lines 3 and 4**) Convey that this is called an AABB rhyming pattern. Guide students to look through the poem and to read all the rhyming word pairs in each stanza. Then, direct the class to read the entire poem again chorally, having boys and girls alternate stanzas. Next, have students complete Exercises 1–18. Provide assistance as needed and discuss the answers.
- Read **Romans 10:9–10** and **1 John 1:9** aloud. Explain that although sin entered the world, God offers a plan for redemption, but people must individually respond to it. Emphasize that when people confess their sins, God does far more. God is faithful, so people can trust that He will do what He promised. God is also just, which means He is right, fair, and always consistent. God promises that if people confess their sins, He will forgive them and cleanse them from sin. Direct students' attention to Exercise 19 and have students discuss with a partner the promises stated in 1 John 1:9. Select volunteers to share their answers. Take time to pray together with students and thank God for His wonderful plan of salvation.
- Distribute **BLMs 8.2A–B Reading Fluency Poem** to each student. Convey that students will practice reading the poem each day at the end of Lessons 2–4 to practice fluency. Set a **TIMER** for 2 minutes and have students quietly read the poem to themselves aloud. Direct students to use a different color each day to place a line after the last word they read. Have students write each day's date above the last word read. Direct students to retain their reading fluency poems for reuse in later lessons.

Lesson 3

Story Sequencing

- Review that sequencing is ordering steps or events in the correct or logical order in which they happen. Remind students that words that can be used to transition between different ideas are called signal words. These words are also commonly known as transition words. Ask students for examples of signal words. (**Possible answers: first, next, before, after, later**) Reiterate to students that in addition to events, information is also written in sequential order. Direct students' attention to the first student page. Have the class read the poem on the first page chorally. Guide students to complete Exercises 1–7. Then, direct students' attention to the second student page. Have the

Chapter 8 Reading Skills

class read the poem on the second page chorally. Next, direct students to reread both poems independently and to complete Exercises 8–15.

- Explain that both poems on the student pages are cinquains. For Exercise 16, have students discuss with a partner a possible definition for a cinquain poem using evidence from the poems. Select pairs to share their definitions. Then, define cinquain as a five-lined non-rhyming poem in which each line follows a specific pattern. Display **DM 8.3A Cinquain**. Read the poem and the information aloud. Discuss the similarities and differences between the definition of a cinquain and students' definitions.
- Have students retrieve their reading fluency poems from Lesson 8.2. Set a **TIMER** for 2 minutes and have students quietly read the poem to themselves aloud. Direct students to use a different color and to place a line after the last word read. Have students write today's date above the last word read. Have students retain their reading fluency poems for reuse in later lessons.

Lesson 4

Reading Comprehension

- Display the **SUPERHERO DECORATIONS**. Ask students what party theme these decorations might be used for. (**Possible answers: birthday, superheroes**) What additional items might go with this specific themed party? (**Possible answers: superhero cake, costumes, party favors**) Review that theme is the big idea or message in the story. Convey that sometimes a theme might not be stated, but the reader can infer the theme based on evidence from the text. Just as all the decorations of a party reveal the party's theme, evidence from facts and opinions reveal a story's theme. Explain that common themes in stories are friendship, love, kindness, courage, and trust. Challenge students to identify possible themes in familiar stories such as *Charlotte's Web* (**Possible answer: friendship**) and *Cinderella* (**Possible answer: forgiveness**). Arrange students into small groups. Direct students to brainstorm familiar stories and to discuss possible themes in each story. Select volunteers to share their ideas.
- Direct students' attention to the poem on the first two student pages. Convey that this is an epic poem. Teach that an epic is a poem or tale about a journey in which the hero performs great deeds. (Note: A simplified definition of an epic poem is used at an introductory level in Grade 4. Epic poetry will be taught more in depth in Grade 5.) Have students state possible themes for epics. (**Possible answers: courage, determination**) Read the poem chorally. Direct students' attention to the first stanza and ask students which lines rhyme. (**2 and 4**) Have students reread the first three stanzas aloud. Emphasize the rhythm and meter. Teach that rhythm is the beat in a poem and meter is the number of units that make up the rhythm in a poetic line.
- Read the following line aloud and ask students what it means: *His own shadow spooked him.* (**Possible answers: He is scared of his own shadow; he is easily scared.**) Direct students to use context clues from the first three stanzas of the poem to determine a possible meaning for the word *valor*. (**Possible answers: bravery, courage**) Guide students to determine that the word *valor* is the opposite of *scared*. Ask students why it might be a problem that the character's name is Valor. (**Possible answer: The character does not feel brave.**) Guide students to identify the problem that is presented in the first three stanzas. (**Possible answer: The character does not believe he deserves his name.**) Reread the entire poem chorally. Emphasize the meter while reading. Direct students to complete Exercises 1–20 independently. For Exercise 21, have students discuss their answer with a partner.
- Have students retrieve their reading fluency poems. Set a **TIMER** for 2 minutes and have students quietly read the poem to themselves aloud. Direct students to use a different color and to place a line after the last word read. Have students write today's date above the last word read. Then, direct students to review the three dates to see whether they read further each day.

Lesson 5

Reading Fluency

- For students to practice oral reading fluency, choose a strategy from the Oral Reading Strategies. Have students read their preselected passages according to the chosen strategy.

Assessment


- Individually assess students for oral reading fluency. Before the assessment, assure the student that it is alright if he or she does not finish the passage, and encourage the student to read as far as possible until the **TIMER** stops. Set a timer for 1 minute and direct the student to begin reading **BLMs 8.5A–B Oral Reading Fluency Passage** aloud. Use **BLMs 8.5C–D Oral Reading Fluency Score Sheet** to score students' reading fluency. As the student reads, mark any errors on the score sheet. If the student hesitates longer than 3 seconds while reading a word, say the word and have the student continue reading. Mark the hesitation as an error if you provided the word. At the end of the minute, make a line after the last word read. Count the words and calculate the score using the formula at the bottom of the score sheet.

Name _____ **Reading Skills 8.1**


Phonics Refresher

Underline the beginning blend in each word. Circle the word that matches the picture.


1. snack
drip
spin
blip




3. splash
flap
scared
fruit



2. grip
stack
stick
plug



4. trim
scream
crust
brave



Draw a line from the word to the phrase it completes. Write the word.

5. grapes

6. free

7. brick

8. blizzard

a dangerous _____ and cold temperatures

build a _____ house

buy one, get one _____ coupon

delicious red _____

Write the correct word from the Answer Bank to complete each sentence.

Answer Bank
truck drive snake sprain scream

- Did the athlete _____ his ankle when he fell?
- We saw the _____ exhibit at the zoo.
- Will your family _____ or fly to New Mexico?
- Did you _____ when you rode the roller coaster?
- Dad bought a new _____.

© Language Arts • Reading Skills Grade 4 Skill: consonant blends 101

Word Meaning


Circle the word in the second sentence that has a meaning similar to the bold word.

- My teacher had to **dictate** each spelling sentence aloud three times.
She made sure to say each word in the sentences clearly.
- Our city built sidewalks so **pedestrians** can walk a safe distance from cars.
The walkers like to stroll around town on the sidewalks.
- If the wild fires are not put out, the pine trees will **perish** from the fire.
If all the pine trees die our town will not look the same.
- The cost of the game will **escalate** when it is no longer on sale.
Rohan will pay more for the game because the price will increase.
- Many wild animals live in the **wilderness** where they stay hidden from people.
To protect the animals, some forests have become national parks.

Listening Comprehension

Listen to your teacher read the poem and questions. Fill in the circle next to the correct answer.

- mountains ☐ day ☒ sun
- peak ☒ color ☐ shadow
- hearing ☒ sight ☐ smell



102 Skills: using context clues, listening for information and details © Language Arts • Reading Skills Grade 4

Name _____ **Reading Skills 8.2**

Reading Comprehension

Read the passage. Possible answers:

Taste and See

"There's a story to tell," my mother began. Instead of a book, she reached for a pan. Salt and the sugar she then went to find, With eggs and the vinegar closely behind.

She set out a bag of pecans for step one And explained to me how this true story was done. "Pound on this bag till small pieces remain, And I'll tell you how Jesus was beaten and slain.

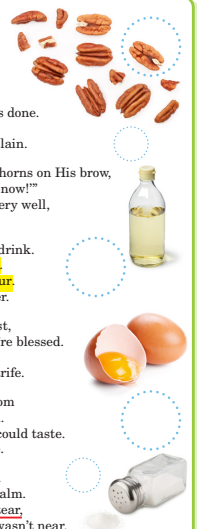
They flogged Him and pressed some **sharp** thorns on His brow, While a big **angry** crowd yelled out, "Crucify now!" When the pieces were beaten and **crushed** very well, She held out the vinegar for me to smell.

Nailed to the cross, this was what He could drink. I crunched up my nose at the terrible **stink**. The scent, it was **potent**, so strong and so **sour**. I thought about Jesus and of His great power.

He could have said no to His Father's request, But He went to the cross, so with Easter we're blessed. She added some eggs to remind me of life, Since Jesus gave His to save us from sin's strife.

He suffered severely so we could have freedom From sins that began in the Garden of Eden. My mom grabbed the next thing and said I could taste. I rushed to her side in excitement and haste.

Taste-testing I love, and I tried to stay calm. I held out my hand. She poured salt in my palm. She told me the salt would taste just like a tear, Like the ones people shed when their Lord wasn't near.



© Language Arts • Reading Skills Grade 4 Skill: identifying the theme of a poem 103

His disciples had wept since they lost their dear friend. They were not aware that this wasn't the end. And then Mom told me the best part of the story That tells of God's mercy and ultimate glory.

This time it was sugar she poured in my hand To recall His sweet promise and loving command. Declare with your mouth and believe in your heart: Jesus died so our sins will not keep us apart.


You can be saved with just one single prayer. Wherever you are, He will always be there. We mixed everything till the batter was white, Like those who believe are now pure in God's sight.

On pans we dropped lumps of the mix we had made To look like the tomb where His body was laid. In the oven they stayed in the dark overnight, Just as the stone sealed His body from sight.

Disciples and followers mourned in their sadness Not knowing the third day would be one of gladness. Eager I woke to go try my first bite. The cookies were ready, so sweet and so light.

The middle was empty, with nothing inside, Just like the Lord's tomb that was left open wide. I love that this cookie, a white hollow mound, Tells the great tale of the lost and the found.

We can rejoice for Lord Jesus is risen! And we are forever and always forgiven. This recipe helps me to taste and to see God's gift and His sacrifice to set us free.



104 © Language Arts • Reading Skills Grade 4

Chapter 8 Answer Key

Name _____

Reading Skills 8.2 (continued)

Complete the exercises.

- In stanza 3, highlight three descriptive words.
- In stanza 4, highlight three descriptive words that describe the smell of the vinegar.
- Underline the line in the poem that describes what the salt would taste like.

Fill in the circle next to the correct answer.

- This poem is _____.
☐ a haiku poem
☒ a narrative poem
☐ a limerick poem
- Which is **not** a characteristic of the poem?
☒ It has 20 stanzas.
☐ The rhyme pattern is AABB.
☐ It tells a story.
- The main characters in the poem are _____.
☐ a father and a narrator
☒ a mother and a narrator
☐ a mother, a father, and a narrator
- The reader can infer that the setting of the main story is most likely _____.
☐ in a bedroom
☐ in a classroom
☒ in a kitchen
- Which two rhyming words are found in stanza 7?
☐ request, blessed
☐ taste, haste
☒ calm, palm
- The narrative poem retells the biblical account of _____.
☐ Jesus feeding the five thousand
☒ the death and resurrection of Jesus
☐ making cookies to celebrate Easter
- Which stanza best states the theme of the poem?
☐ the first stanza
☐ stanza 7
☒ the last stanza



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Skill: identifying the theme of a poem 105

Match the objects to what they represent in the poem.

- | | | |
|--------------------|---|--------------------------|
| 11. eggs | → | Jesus beaten and slain |
| 12. vinegar | → | tears shed |
| 13. crushed pecans | → | the drink given to Jesus |
| 14. cookies | → | life |
| 15. salt | → | tomb |



16. Number the events from the poem in order.

- 5 mixes the ingredients until the batter is white
- 3 taste-tests the salt
- 2 smells the vinegar
- 1 pounds the pecans into small pieces
- 6 leaves dough in oven overnight
- 4 pours the sugar



Answer the questions in complete sentences. Answers will vary.

- The author does not give the cookie recipe a name. What would you name the cookie recipe? Why?

- What part of the biblical account does the poem help you to visualize?

- Read 1 John 1:9. Then, discuss with a partner the promises stated in this verse. Share how these promises make you feel.



106

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Name _____

Reading Skills 8.3

Story Sequencing

Read the poem.

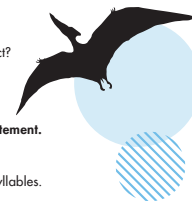
The Pterosaur

Pterodactyl
 Winged, fearsome
 Hunting, soaring, ascending
 Extinct but not forgotten
 Dinosaur



Fill in the circle next to the correct answer.

- Which line contains the subject of the poem?
☐ line 2
☒ line 1
☐ line 3
- Which words are descriptive words that describe the subject?
☒ winged, fearsome
☐ hunting, soaring, ascending
☐ dinosaur
- Which words show actions the subject does?
☐ winged, fearsome
☒ hunting, soaring, ascending
☐ extinct but not forgotten
- Which line includes a synonym for the subject?
☐ line 2
☐ line 3
☒ line 5



Write T for a true statement and F for a false statement.

- F The poem contains rhyming words.
- F The poem uses a 1-2-3-4-1 pattern of syllables.
- T The poem uses a 1-2-3-4-1 pattern of words.

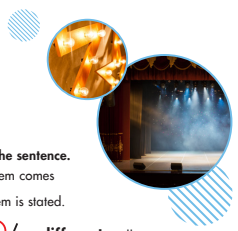
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Skill: sequencing events and information 107

Read the poem below. Then, reread both poems and complete the exercises.

The Theater

Broadway
 Dramatic, lively
 Dancing, singing, performing
 Please take your seats
 Showtime



Circle the correct word or words to complete the sentence.

- The line describing the subject in each poem comes before / after the subject of the poem is stated.
- Both poems are written using the same / a different pattern.
- Descriptive words are / are not included in both poems.
- Both poems are written like / unlike a haiku.
- Both poems are written like / unlike a narrative poem.

Make a check mark next to the correct answer.


- In the poem "The Theater," what must happen before the show starts?
☐ The audience must dance and sing.
☒ The audience must take their seats.
- Both poems contain one stanza each.
☐ No
☒ Yes
- Make a check mark next to **all** statements that are true for both poems.
☒ The poems have 5 lines.
☐ The poems rhyme.
☒ The poems contain words ending in -ing.
☐ The poems tell a story.

- Discuss with a partner a possible definition for a cinquain poem. Use evidence from the poems to support your definition.

108

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Name _____

Reading Skills
8.4

Reading Comprehension

Read the passage.

Valor's Search for Courage

There once was a boy
Who despised his good name.
It filled him with dread
And even some shame.

The reason for this?
The name felt too great.
Like a name for a hero,
It held too much weight.

Adventure and risk
Caused an unhealthy pallor.
His own shadow spooked him.
But the boy's name was Valor!

What was lacking in brawn,
He made up for with brain.
His wisdom shed light
On the questions that came.

When someone was lost,
To him they would look.
He knew maps and routes
Without compass or book.

The sickly came often.
When they were unsure.
For help with what ailed,
He knew the right cure.

The lonely or sad ones
Sought Valor for aid.
He'd tell them a story,
With hymns, serenade.

But he was still scared.
Was his name really true?
He wanted to feel it
And show courage too.

He avoided all danger,
Preferred to stay home.
Could ever he summon
The nerve to go roam?

One step out the door,
With hope, but quite wary,
He found the first step
Did not seem so scary.

So, he left on a journey
To face all his fears
Until they were vanquished,
With no cause for tears.

Fear number one,
To climb a tall tower,
To look toward the ground
But not balk, cry, or cower.

At the top, glancing down
His heart leapt like a horse!
His fear was still strong.
So he tried a new course.

He went to the sea,
More determined than ever,
To swim without fear
With no float, rope, or tether.

His body, it shook
as he dove with a wail.
His fright never left.
Would fear always prevail?


Perhaps if he fought
Some foul beast of the wood,
He'd find courage in battle,
Stop all fears for good.

110

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Skill: identifying the theme of a poem 109

Name _____

Reading Skills
8.4

Reading Comprehension

Read the passage.

Valor's Search for Courage

He found one alone.
It was fearsome in size.
Too stunning to slay
So he left, which was wise.

He went back to town,
Feeling sad and defeated,
But his doorstep was crowded.
With cheers he was greeted!

"I failed," he admitted.
"My name is a joke.
I climbed, swam, and sought
But my fear never broke."

"But do you not see?"
The townspeople replied,
"Even when scared,
There's still courage inside."

"You went to new heights.
You swam in the sea.
You saw the great beast.
You are brave. We agree."

"To be brave is not muscles
Or absence of fear.
It is knowledge of risk
And still drawing near."

"We always see it.
When we are in need.
Your courage and strength
Are in love and in deed."

At last Valor knew
That the courage he sought
Was there all along
Despite what he thought.

In loving his friends,
He's a hero of heart.
His name represents
What's been true from the start.


Love never fails,
Has no limit or length.
This daring devotion
Is a hero's true strength.

110

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Skill: identifying the theme of a poem 109

Name _____

Reading Skills
8.4 (continued)

Reading Comprehension

Fill in the circle next to the correct answer.

7. What is Valor's goal?

☐ He wants to go on a journey to face his fears.

☐ He wants to change his name.

☐ He wants the townspeople to like him.

8. The lines, "What was lacking in brawn, He made up for with brain," most likely mean that Valor is ____.

☐ strong and smart

☐ not very strong but is smart

☐ not very smart

9. Which evidence from the poem shows that Valor is still afraid?

☐ He tried a new course.

☐ The lonely or sad ones sought Valor for aid.

☐ His fright never left.

10. All the following statements are correct except:

☐ Valor does not think he is a hero.

☐ Valor does not like helping his neighbors.

☐ Valor thinks fighting a beast will get rid of his fears.

Write the letter of the vocabulary word next to the best definition. Use context clues from the poem to help.

11. a line used for tying something to keep it safe e

12. to sing or play a song for someone c

13. defeated or conquered a

14. commitment b

15. cautious, wanting to stay away from danger d

16. Number the events from the poem in order.

4 Valor finds a large beast.

2 Valor climbs a tall tower.

3 Valor swims in the sea.


1 Valor leaves on a journey.

112

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Skill: identifying the theme of a poem 111

Name _____

Reading Skills
8.4 (continued)

Reading Comprehension

17. Make a check mark by all the elements that are true of this epic poem.

☒ The poem is long.

☒ The poem is about a hero and his actions.

☒ The poem has no regular meter or rhythm.

☒ The hero goes on an adventure.

18. Valor thinks differently about himself than how the townspeople think of him. Complete the T-Chart to compare Valor's thoughts to the townspeople's thoughts. Write at least two thoughts for each.

What Valor thinks of himself.

Valor does not believe he is courageous or brave. He thinks he failed because he is still fearful.

What the townspeople think of Valor.

The townspeople think Valor is courageous and brave. They think Valor shows courage when he shows love to his friends.

Answer the questions in complete sentences.

19. What is the theme of the poem? Provide an example from the text to support the theme.

Possible answer: The theme of the poem is determination. Valor tries to overcome his fears by going on a journey.

20. Epic poems include a journey in which the hero performs great deeds. Do you think Valor performed great deeds? If not, why not? If so, what great deeds did Valor perform?

Answers will vary.

21. Think about the meaning of Valor's name. Do you think Valor should still be called Valor? Share your reasons why or why not with a partner.

112

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Skill: identifying the theme of a poem 111

Reading Comprehension**Read the passage.****Taste and See**

“There’s a story to tell,” my mother began.
Instead of a book, she reached for a pan.
Salt and the sugar she then went to find,
With eggs and the vinegar closely behind.

She set out a bag of pecans for step one
And explained to me how this true story was done.
“Pound on this bag till small pieces remain,
And I’ll tell you how Jesus was beaten and slain.

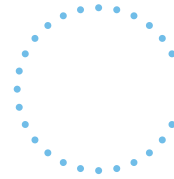
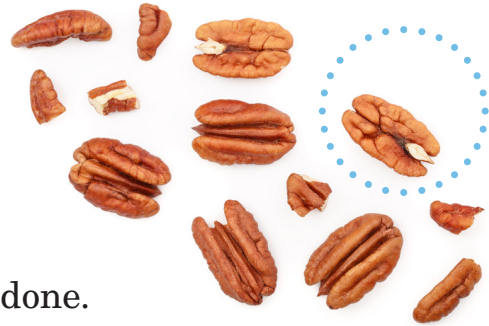
They flogged Him and pressed some sharp thorns on His brow,
While a big angry crowd yelled out, ‘Crucify now!’”
When the pieces were beaten and crushed very well,
She held out the vinegar for me to smell.

Nailed to the cross, this was what He could drink.
I scrunched up my nose at the terrible stink.
The scent, it was potent, so strong and so sour.
I thought about Jesus and of His great power.

He could have said no to His Father’s request,
But He went to the cross, so with Easter we’re blessed.
She added some eggs to remind me of life,
Since Jesus gave His to save us from sin’s strife.

He suffered severely so we could have freedom
From sins that began in the Garden of Eden.
My mom grabbed the next thing and said I could taste.
I rushed to her side in excitement and haste.

Taste-testing I love, and I tried to stay calm.
I held out my hand. She poured salt in my palm.
She told me the salt would taste just like a tear,
Like the ones people shed when their Lord wasn’t near.



His disciples had wept since they lost their dear friend.
They were not aware that this wasn't the end.
And then Mom told me the best part of the story
That tells of God's mercy and ultimate glory.

This time it was sugar she poured in my hand
To recall His sweet promise and loving command.
Declare with your mouth and believe in your heart:
Jesus died so our sins will not keep us apart.

You can be saved with just one single prayer.
Wherever you are, He will always be there.
We mixed everything till the batter was white,
Like those who believe are now pure in God's sight.

On pans we dropped lumps of the mix we had made
To look like the tomb where His body was laid.
In the oven they stayed in the dark overnight,
Just as the stone sealed His body from sight.

Disciples and followers mourned in their sadness
Not knowing the third day would be one of gladness.
Eager I woke to go try my first bite.
The cookies were ready, so sweet and so light.

The middle was empty, with nothing inside,
Just like the Lord's tomb that was left open wide.
I love that this cookie, a white hollow mound,
Tells the great tale of the lost and the found.

We can rejoice for Lord Jesus is risen!
And we are forever and always forgiven.
This recipe helps me to taste and to see
God's gift and His sacrifice to set us free.



**Complete the exercises.**

1. In stanza 3, highlight three descriptive words.
2. In stanza 4, highlight three descriptive words that describe the smell of the vinegar.
3. Underline the line in the poem that describes what the salt would taste like.

Fill in the circle next to the correct answer.

4. This poem is ____.
☐ a haiku poem
☐ a narrative poem
☐ a limerick poem
5. Which is **not** a characteristic of the poem.
☐ It has 20 stanzas.
☐ The rhyme pattern is AABB.
☐ It tells a story.
6. The main characters in the poem are ____.
☐ a father and a narrator
☐ a mother and a narrator
☐ a mother, a father, and a narrator
7. The reader can infer that the setting of the main story is most likely ____.
☐ in a bedroom
☐ in a classroom
☐ in a kitchen
8. Which two rhyming words are found in stanza 7?
☐ request, blessed
☐ taste, haste
☐ calm, palm
9. The narrative poem retells the biblical account of ____.
☐ Jesus feeding the five thousand
☐ the death and resurrection of Jesus
☐ making cookies to celebrate Easter
10. Which stanza best states the theme of the poem?
☐ the first stanza
☐ stanza 7
☐ the last stanza



Match the objects to what they represent in the poem.

- | | | |
|-----|------------------|----------------------------|
| 11. | eggs • | • Jesus beaten and slain |
| 12. | vinegar • | • tears shed |
| 13. | crushed pecans • | • the drink given to Jesus |
| 14. | cookies • | • life |
| 15. | salt • | • tomb |

16. Number the events from the poem in order.

- ___ mixes the ingredients until the batter is white
- ___ taste-tests the salt
- ___ smells the vinegar
- ___ pounds the pecans into small pieces
- ___ leaves dough in oven overnight
- ___ pours the sugar



Answer the questions in complete sentences.

17. The author does not give the cookie recipe a name. What would you name the cookie recipe? Why?

18. What part of the biblical account does the poem help you to visualize?

19. Read 1 John 1:9. Then, discuss with a partner the promises stated in this verse. Share how these promises make you feel.



Haiku Elements

DM 8.1B

many are about nature

written in 3 lines

Prelude to Winter

5 syllables

Red and orange blaze.

7 syllables

Autumn air blows crisp and cool.

5 syllables

Leaves crunch under foot.

does not rhyme

Reader Guide 6

could.” Lead a discussion predicting how each of the traits listed will play a role in the story. Ask students what Dragonfly sees with his great eyesight at the end of Chapter 2. (**old man with white whiskers and hair who is wearing dark glasses and overalls**)

3. **pages 17–19:** Ask students what Bill and Dragonfly fear the man will take from them. (**Bill’s knife, Dragonfly’s watch**) What finally motivates the two to go after the old man? (**Possible answer: He takes their clothes.**) What does the old man do that reveals his identity? (**Possible answers: recites poetry, takes off his disguise**)
4. **pages 20–22:** Ask students what elements of a mystery are in the book so far. (**Possible answer: Poetry finds dark glasses, white hair, and whiskers in the hollow sycamore tree.**) Convey that when Poetry finds the disguise, the first clues to the mystery of the story are revealed. Ask how Dragonfly explains their presence. (**Possible answer: that a robber used them for a disguise**) Where does the tree grow? (**Possible answer: 15 feet from a rocky cliff that drops straight down to the creek**) What rumor makes this location frightening? (**Possible answer: that it is haunted**) Do the boys believe in ghosts? (**No.**) Why do you think their parents do not want them to go there alone? (**Possible answer: because it is a dangerous area of the woods**) What do the boys plan to do to answer their questions about what they found? (**Possible answer: return with Big Jim and the gang to investigate the hollow tree**)

Word Work

- Convey that many writers use compound adjectives to describe people, places, and things. Compound adjectives often use hyphens to combine two or more words to make a new word. In *The Swamp Robber* on page 10, the writer uses *enormous-eyed* and *four-winged* to describe dragonflies. He uses *sober-faced* on page 22 to describe the look on the boys’ faces as they contemplate visiting the sycamore tree. As a group, brainstorm a list of common compound adjectives to describe nouns, such as *fourth-grade class*, *warm-blooded mammals*, *five-page story*, and *world-famous burgers*. Then, have students make up a few compound adjectives with a partner. Choose volunteers to share their compound adjectives.

Extend

- On page 14, read aloud the first half of the last paragraph about knots. Next, distribute **RGM 6.2B Knots** and prepared **PARACORD** to each student. Guide students to look at the pictures to tie each knot. Have them tie the clinch knot and slipknot around a pencil, desk leg, or other classroom item. Lead a brief discussion about what each knot might be useful for. For any knots in which students have difficulty tying, play a **VIDEO THAT DEMONSTRATES HOW TO TIE THE KNOT**.
- On the board, draw the character chart shown below. Review the character names and page numbers listed in the first column, then fill out the graphic organizer as a group. Alternatively, assign specific characters to individuals or to pairs of students and have them fill in their sections of the chart. Then, have students choose one character and sketch a picture of him according to the traits listed in the chart. **Possible answers:**

Sugar Creek Gang Characters		
name, page numbers	physical traits	personality traits and behaviors
Jimmy Foote, “Little Jim,” pages 12–13	smallest in the gang	obedient, gang mascot, likable, brave
Leslie Thompson, “Poetry,” pages 13–14	almost as broad as he is tall, squawky voice	quotes poetry, prays to God freely, mysterious, has detective ambitions, mischievous
Daniel August Browne, “Circus,” pages 14 and 35	acrobatic	bossy, firm
Roy Gilbert, “Dragonfly,” pages 11–12	great eyesight	dramatic
William Jasper Collins, “Bill,” pages 5, 6, 12, and 15	ordinary	has good conscience, loves his family
“Big Jim,” pages 14–15	strong, good ball player, good fighter	good leader, includes everybody, perfect English

Lesson 3: Chapter 4

- **Preparation:** Print **RGM 6.3A How to Make a Fishing Pole** for each student.

Discuss and Comprehend

- **Comprehension Skills and Strategies:** determine text importance, make inferences
- After students read, discuss the following points:
 1. Have students share what they like about stories that tell about family life, growing up, and faith in God.

Briefly discuss with students ideas the book has prompted about these topics. Ask a few questions to learn more about students' comprehension and to guide them into higher levels of thinking.

2. **pages 24–25:** Convey that in Chapter 4 the writer is revealing the quiet life of Bill's family. Ask students how Bill's father shows that he is a "real Christian." (**Possible answers: prays, reads the Bible, goes to church, acts like a Christian toward everyone**) Read **John 8:31** chorally and ask what a disciple of Jesus does. (**Possible answers: obeys His teaching, does what He says**) Direct students to turn to **Matthew 5–6** and **Luke 6**. Challenge them to skim the passages and to identify several of Jesus's teachings. Ask them what kinds of things Bill's father might do that would qualify as acting like a Christian. (**Possible answers: being kind to all people, not getting angry at Bill's mistakes, giving to those in need**) How does Bill's mother act like a Christian after she notices Bill's dirty overalls? (**by not getting angry about Bill accidentally getting them dirty**)
3. **page 25:** Read aloud the last complete paragraph on page 25. Ask students which of Bill's thoughts are the main idea of the paragraph. (**Possible answer: that God must like boys a lot**) Why does Bill think God is like his mother and father, only better? (**Possible answers: because God seems kind and caring like Bill's parents, because God made good and beautiful things and Bill's parents give him good things too**)
4. **page 26:** Ask students what evidence shows that Bill wants to make Jesus an important part of his life. (**Possible answer: that Bill feels like telling Jesus he loves Him**) Why had Bill been crying? (**Possible answer: because he loves Jesus so much**)

Extend

- Point out that one of Bill's hobbies is fishing. Distribute **RGM 6.3A How to Make a Fishing Pole** to each student. Explain that this passage is a procedural text, a nonfiction text that gives directions about how to do something. Select volunteers to read the text. Then, have students silently reread the description of Bill's fishing pole and homemade bobber on page 10. Ask students whether this narrative passage or the procedural text would be better in helping them build their own fishing poles. (**procedural text**) Is it possible to gain information from a narrative? (**Yes.**) Can a nonfiction text be interesting to read? (**Yes.**) Emphasize that although informational texts and narratives have different purposes, they can share some qualities, such as being interesting to read or telling information.

Lesson 4: Chapters 5–6

- **Vocabulary Words:** accomplice, quaver

Vocabulary Work

- Write the lesson's vocabulary words for students to view. Pronounce them and have students repeat them. Then, read the following sentences and ask students what each underlined vocabulary word might mean:
 1. Lane kept thinking about what her father would say if he knew that she was an accomplice in grabbing plums from Mrs. Lum's tree. She should not have helped Kacey steal. (**a person who helps another do something wrong**)
 2. My voice may quaver a bit when I begin my speech, but it soon steadies as I become less nervous. (**shake**)

Discuss and Comprehend

- **Comprehension Skills and Strategies:** compare and contrast, recall and distinguish key details
- Before students read the chapters, convey that governments often make rules about when people may hunt and fish for different animals. The times during which hunting a particular animal is permissible is called the hunting season for that animal, such as deer season. Governments also make rules about how many animals or fish people may kill during a hunting or fishing season. Discuss with students possible reasons why governments set hunting and fishing seasons and limits. Inform students that a shitepoke /'shīt pōk/ bird is a green heron with a brown throat and chest that typically lives near water.
- After students read, discuss the following points:
 1. Have students share their thoughts about the benefits of a narrator commenting on the natural world around him. Ask students how Bill's thorough descriptions make the story better for readers. (**Possible answer: by helping readers picture where the characters are**) Ask a few questions to learn more about students' comprehension and to guide them into higher levels of thinking.
 2. **pages 28–30:** State that Chapter 5 helps readers understand Bill's world before the story's main action begins. Ask students what all the boys in the gang do on summer mornings. (**Possible answer: help their parents with chores**) As Bill plants potatoes, what does he think is fun? (**Possible answer: feeling the earth ooze up between his toes**) What does Bill hear on the radio that gives a clue that his day is about to change? (**Possible answer: that a bank robber's accomplice is hiding somewhere in the swamp**) What is the robber's description? (**Possible answer: man with black hair and black eyes**)
 3. **page 31:** Have students reread the middle two paragraphs on page 31. Ask students what the gang expects of every member. (**Possible answer: to obey their parents**) Are boys permitted to disobey their parents if they

Name _____



RGM 6.2A

Vocabulary: Lesson 2

acrobatic having strength and flexibility in movement

ambush a surprise attack

contagious capable of being spread to others

ignorant being without knowledge

itinerant a person who regularly and frequently moves to new places

Write vocabulary words on the lines to complete the story.

The traveling preacher dismounted from his saddle with an almost 1 move and pulled his Bible from his saddlebag. His obvious joy in having arrived at the Henderson ranch was evident in his smile. He had traveled deep into the mountains and had faced terrible loneliness before finally directing his horse back to his friends. He was met by a crowd of youngsters shouting, “He’s here! He’s here!”

The joy emanating from the children seemed 2 because the faces of their parents showed joy too. A woman wiping her hands on her apron descended from the porch and chased the children into the house.

“Welcome back, Preacher,” the woman said, her bright green eyes shining. “Mr. Henderson and the rest of the men are still laboring in the fields but should be back before long.”

She shook the preacher’s hand, somewhat timidly, feeling a little self-conscious at greeting him all alone.

“Those wild youngsters set up an 3 hours ago to give you a surprise welcome. It’s been rare to expect an 4 around here since the road washed out a couple months ago and pretty near stopped all traffic. I’m sure we’re all pleased to see a traveler get through. Come on in. We’ve laid a fine meal for you.”

“Thank you, Ma’am. I am not 5 of your family’s hospitality.”

That night four families squeezed into one small house and listened intently to a fine sermon.

1. _____

2. _____

3. _____

4. _____

5. _____



Vocabulary: Lesson 2

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1. acrobatic

2. contagious

3. ambush

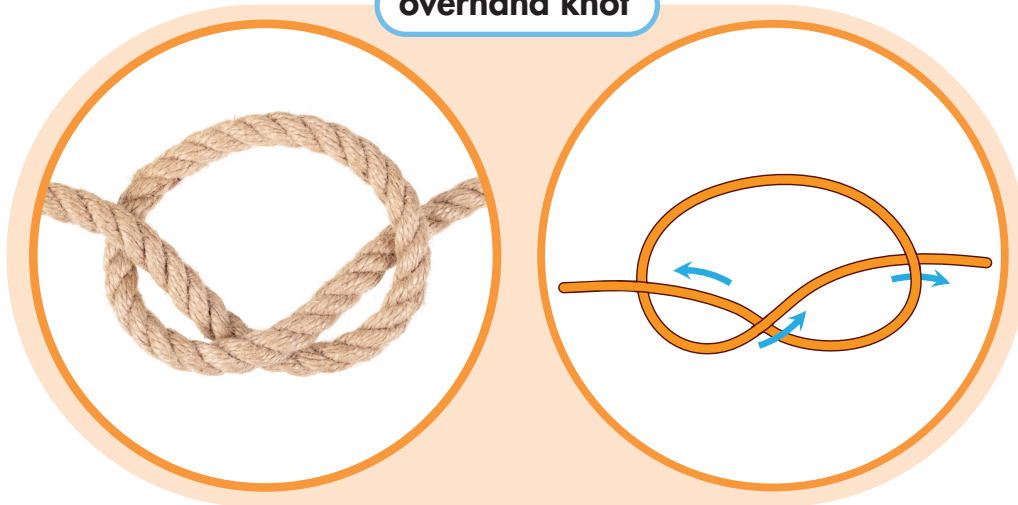
4. itinerant

5. ignorant

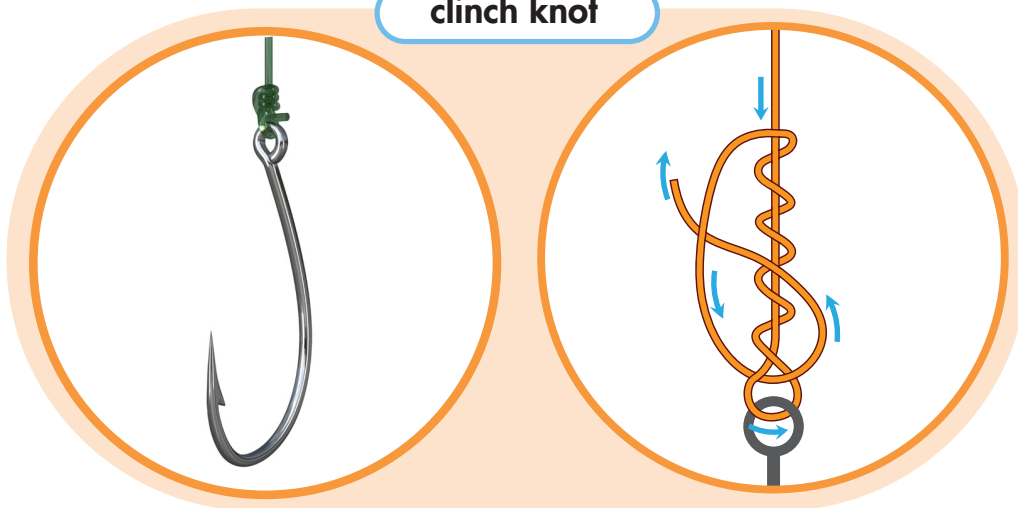


Knots

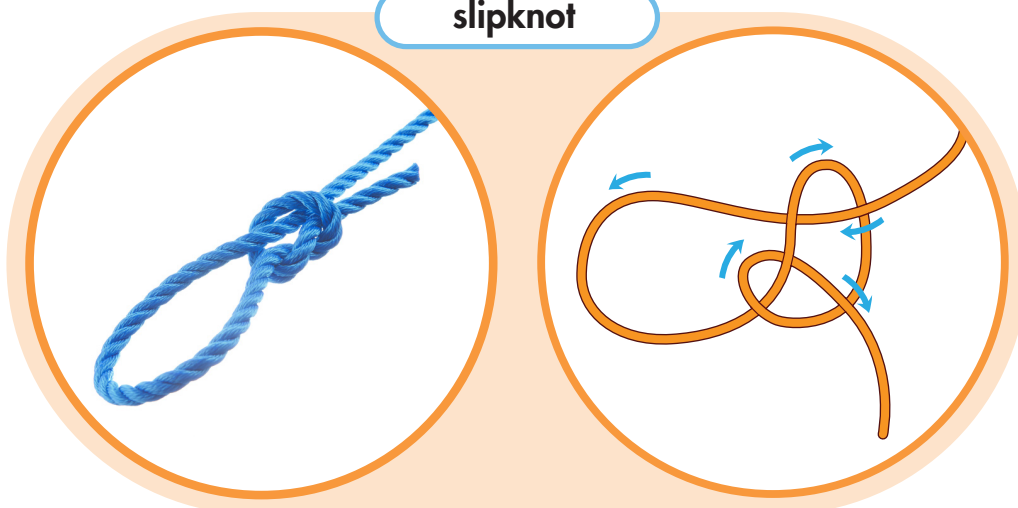
overhand knot



clinch knot



slipknot





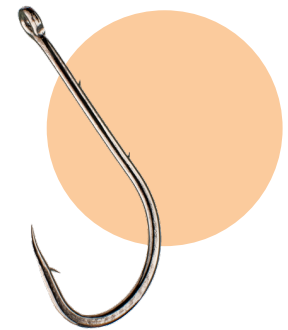
How to Make a Fishing Pole

Make your own fishing pole and add to your outdoor skills!

Materials:

- stick
- sandpaper
- fishing hooks
- bait
- saw
- fishing line
- bobber

1. Obtain a sturdy but flexible stick that is 3–6 feet long and 1–2 inches thick. A bamboo skewer works well. Make sure to saw off any stems and smooth it with sandpaper.
2. Use a saw or utility knife to cut a notch around the base or thicker end of the stick. Make sure you have an adult to supervise. Wrap the fishing line around the notch and tie a clinch knot to hold it in place.
3. Run the line to the center of the stick and tie it there but do not cut the line. Wrap the line in a loose spiral from the center of the stick to its thinner end. Tie the line to the tip of the stick with a simple overhand knot. Do not cut the line. Wrapping the line along the stick will distribute the weight of the fish evenly so the stick is less likely to break. If it does break, grab the line to keep the fish.
4. The length of line you need between the stick and the hook depends on where you will fish. At some creeks or ponds, 2–3 feet is enough. If the bank or pier is high, a longer line is necessary. Unroll enough line from the spool and then cut the line from the spool.
5. Tie a fishing hook to the free end of the line using a clinch knot.
6. A bobber lets you see where your line is, and it bobs around when a fish bites. You can buy or make a bobber. To make a bobber, attach a hook to the top of a cork and attach another hook to the cork's bottom. Using a basic slipknot, tie the bobber on the line far enough away from the hook so that the hook will dangle in the water. Plan to fish in shallow water while learning to fish. That way you can see the movement of the fish and adjust your approach.
7. Find a worm, crayfish, or piece of ham to use as bait. Then, go fish!



in their own culture. Guide students to see that different foods, clothes, holidays, or ways of speaking are just customs rather than things that are right or wrong.

- **Plot:** Review that a challenge is a test or trial that forces the main character to take action and advances the story. Have groups discuss what some of Li Lun's challenges are in this chapter. Select volunteers to share their answers. (Possible answers: gulls and rats, sun, finding water, keeping his sandals safe from rats) What happens? (Possible answers: Drought comes, and it does not rain; while he is getting water from the rock hole, a rat eats one of the rice plants.) How many rice plants does he have now? (one) How many grains are on it? (many more than 49) Do you think Li Lun can keep the rice plant safe from the drought, rats, and gulls until harvest and why? (Answers will vary.) Why does Li Lun feel encouraged? (Possible answers: because he successfully grows rice by himself, because he remembers the priest telling him that the production of a grain of rice is as great a work as the creation of a mountain, because he is happy and proud of his accomplishment, because it is almost harvest time)

Literature Application

- **Making Connections:** Have students write in their reading notebooks about how *Li Lun, Lad of Courage* reminds them of themselves, perhaps in relation to a challenge they are going through or when they have feelings similar to his. Direct them to write a few reminders of how they can encourage themselves just as Li Lun did by remembering wise or encouraging things he had been told by his mother and the priest.

Chapter 11

Preparation

- Select **LGM 8.9A Oral Vocabulary** for display. Obtain a **TIMER**.

Prereading Work

- **Oral Vocabulary:** Display **LGM 8.9A Oral Vocabulary** and briefly review the words, definitions, and example sentences. Arrange students into two teams. Set a **TIMER** for 2 minutes. Have a student from Team A draw a picture for one of the words on the board. Direct remaining Team A members to guess the word. Repeat the process with Team B. Reward points to teams that correctly guess the word. Assist students with drawing ideas as needed.
- **Modeling Fluency:** Read the chapter aloud without stopping. Model reading fluency as you read.

Literature Discussion

- **Plot:** How does Li Lun feel now that the harvest time is here? (Possible answers: He is happy; his heart is singing; he can hardly wait to be home; his eyes shine.) Does he have an easy journey to the temple? (Possible answer: Yes, climbing down the mountain is easy for him now.) Ask what happens when Li Lun is at the bottom of the mountain. (Li Lun meets some boys who tease him and threaten to throw him in the sea.) How does Li Lun respond? (Possible answers: He faces them bravely; he tells them he did what he was supposed to do; he defends himself with his bamboo pole.) How does the priest keep the boys in suspense? (Possible answers: by telling them to bring their people to the temple; by saying that there is something important to tell them) What do you think the boys think it is about? (Possible answers: They probably think Li Lun is in trouble; they think Li Lun will be held up as a coward before the whole village.)
- **Characters:** Have students retrieve **LGM 8.2A Organizer: Characters** and have students add the group of boys as another character. Have students work with partners to complete the section of the graphic organizer about the boys who taunt and chase Li Lun. Discuss the answers together.

Literature Application

- **Biblical Worldview:** Read **Acts 4:36–37, 11:22–24**. Inform students that Barnabas was a great encouragement to those around him. Ask how Sun Ling and the priest are like Barnabas. (Possible answers: because they encourage Li Lun, because Li Lun can trust them, because they help Li Lun) Think about Teng Lun and the boys that chase after Li Lun. How are they the opposite of Barnabas? (Possible answers: because Teng Lun is angry and proud, because Teng Lun gives his son an almost impossible task, because the boys are mean and hateful) Ask who has a greater impact for God's kingdom: people like Barnabas or people like Teng Lun and the boys? (Barnabas) Read **Romans 2:4**. Convey that people are drawn to kindness and encouragement. God's kindness draws people to repentance and salvation. Have groups share how they are sometimes like Barnabas and sometimes like Teng Lun and the boys. Have them write a prayer in their reading notebooks asking God to help them bless and encourage others for His kingdom as Barnabas did.

Chapter 12

Prereading Work

- **Oral Vocabulary:** Write the following words on the board: *drought*, *unheeded*, *treacherous*, and *cherish*. Distribute 4 index cards to each student and have students write the words on separate cards. State the definition for one

word and have students hold up the index card with the word that matches the definition. Continue for the remaining vocabulary words.

Modeling Fluency

- Read the chapter aloud without stopping. Model reading fluency as you read.

Literature Discussion

- **Oral Vocabulary:** Go back through the chapter, read the sentences that contain the vocabulary words, and discuss their meaning and usage in context.
- **Plot:** Ask students whether the ending of the book was a surprise. Why? (**Answers will vary.**) Draw a plot chart with the headings *Beginning/Problem*, *Middle*, *Solution*, and *End* on the board. Have students summarize the plot and choose the heading under which you record their answers.

Possible answers:

Beginning/Problem

Li Lun refuses to go fishing because he is afraid of the sea.
His father sends him to the mountain to grow rice.



Middle

Li Lun's mother and Sun Ling help Li Lun prepare.
Li Lun climbs the mountain and plants the rice.
He fights gulls, rats, rain, and drought.
The temple priest visits and encourages him.
Li Lun loses six of the seven plants.



Solution

Li Lun harvests one plant.
Li Lun travels down the mountain to the temple.
Boys tease and chase him.
The priest has a temple ceremony for the rice.
The priest praises Li Lun and says Li Lun will grow rice and teach others.



End

Li Lun reunites with his parents.
His father looks at him with pride in his eyes.
His mother tells him he is a lad of courage.

- **Messages and Themes:** Ask students what Li Lun's goal was. (**to grow rice and make his father proud of him**) What message is communicated in this last chapter? (**Possible answers: that Li Lun was brave growing rice on the mountaintop, that Li Lun didn't give up, that Li Lun was brave when the boys chased him**) Guide students to summarize the message of the book into one word for a possible theme. (**Possible answers: bravery, courage, determination, perseverance**)

Literature Application

- **Writing in Response to Reading:** Discuss with students how Li Lun faces this challenge that helps him to become a man and to discover his life's work. Ask whether his mission is more important than finding a treasure or exploring a new continent. (**Answers will vary.**) Guide students to understand that some accomplishments may not be grand but are of more value than other, more exciting ones. Ask students what tests they would design that would shape a boy or girl into an adult. Arrange the class in groups and have them brainstorm lists of tests. Have each group share some of their ideas. (**Answers will vary.**)

Shared Reading

Preparation

- Print **LGMs 8.12A–B Shared Reading: Rice Around the World** for each student. Laminate or place the pages in sheet protectors to reuse each year.
- Obtain **DRAWING PAPER** and **ART SUPPLIES**.

Genre Discussion

- Ask students what genre *Li Lun, Lad of Courage* is. (**adventure fiction**) What did you learn about growing rice? (**Possible answers: that it isn't easy, that it takes a lot of water, that it takes a lot of sun but not too much, that animals like to eat it**) Ask which genre an article titled "Rice Around the World" could be. (**Possible answer:**

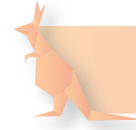
Name _____



LGM 8.2A

Organizer: Characters

Character	Actions	Thoughts / Feelings	Character Traits
Li Lun 			
Teng Lun 			
Wang Lun 			
Sun Ling 			



Organizer: Characters

Possible answers:

Character	Actions	Thoughts Feelings	Character Traits
Li Lun 	refuses to go to sea, accepts the challenge to climb the mountain and grow rice, hugs his baby sister goodbye	feels afraid of the sea, feels helpless, thinks Sun Ling has lived forever	respectful, hopeful, brave
Teng Lun 	slaps Li Lun, tells him he must climb the mountain and grow rice, listens to his wife	angry, embarrassed	prideful, unkind
Wang Lun 	asks Teng Lun to give Li Lun something to do on land, tells Li Lun to ask Sun Ling about growing rice, gives Li Lun food and supplies and dragon bones in case he's afraid, tells him he won't be afraid	worried about Li Lun	considerate, caring
Sun Ling 	tells Li Lun how to grow rice, gives him soil to grow the rice, encourages Li Lun	thinks there are other things besides fishing, thinks the rice will grow on the mountain	wise, encouraging, kind
priest	tells Li Lun to bring the rice to him when it is grown	thinks Li Lun is brave and has done great work	caring, encouraging, kind
group of boys	They threaten Li Lun and tease him.	They think Li Lun is a coward.	bully, mean
Chang	He made tea for Li Lun and the priest.	Answers will vary.	kind, patient

Oral Vocabulary

drought \ˈdrouʔ\ *n.* a long time with no rain.
The ground is cracked and dry from the drought.



unheeded \ən ˈhē dēd\ *adj.* heard but ignored; not obeyed or taken seriously.
All the tour guide's warnings went unheeded as tourists leaned out of the windows to catch a glimpse of the lions.

treacherous

\ˈtre chə rəs\ *adj.* unsafe because of hidden dangers. *The road was treacherous in the dark, stormy night.*



cherish \ˈcher ish\ *v.* to treasure, to hold dear. *I cherish my teddy bear from when I was little.*



LGM 8.9A



Shared Reading: Rice Around the World

For half the world's population, rice is a primary food source. Thousands of years ago, rice was first planted in China and India. It grows well in Asia because of the wet growing conditions. In fact, China is the top rice producer in the world. It is no surprise that China and India make up over 50 percent of the rice grown and eaten in the world. In Asian countries, rice is commonly paired with fish. Fried rice is a common Chinese dish.



Outside Asia, Madagascar has the longest history of rice production. Like the land in Asia, Madagascar's wet valleys are well suited and developed for rice production. Although it originated in Asia, rice is gaining popularity in Africa. For many families in Madagascar, rice is a part of every meal, including breakfast. A special drink in this country called *ranonapango* is made from toasted rice.

fried rice



In contrast to Asia, rice has been growing in Brazil for only a few hundred years. However, Brazil is the top rice producer in Latin America. Rio Grande do Sul is the center of production because of its tropical climate. There is a wide variety of rice dishes in Brazil, but the most common is *arroz com feijão*, which is rice with beans.

ranonapango



While Italy may be more well known for pasta than rice, this country is the largest rice producer in Europe. Rice was first grown in Sicily. But ideal growing conditions are found in the Po Valley, an area of flat land, plenty of water, and humidity. The most famous rice dish in Italy is risotto, which is a rice dish cooked in a creamy broth.

arroz com feijão



Each culture has its own way of eating rice. Countries in Asia typically eat rice with fish, while in Latin America, rice is paired with beans. These long-standing rice recipes are part of the culture and heritage in many countries around the world.

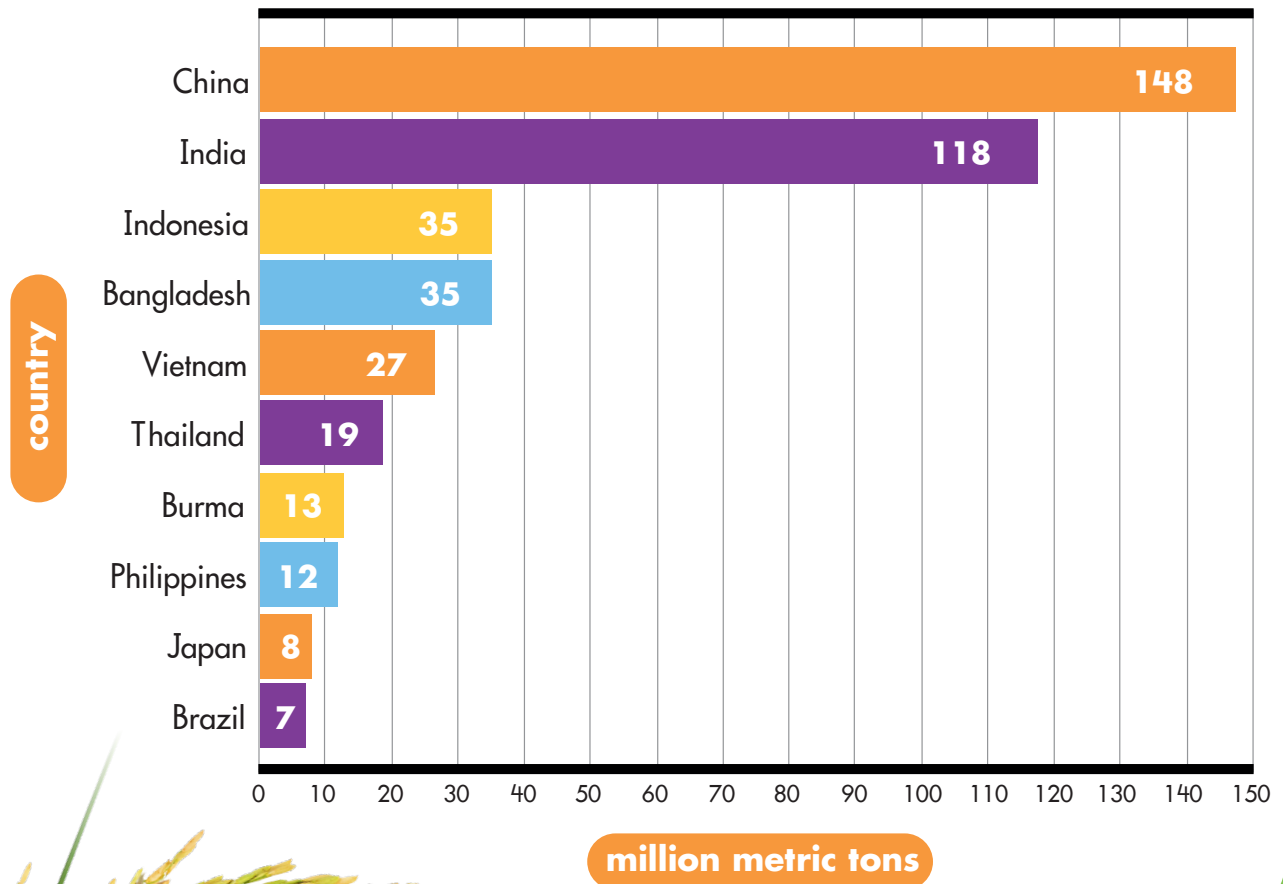
risotto





Shared Reading: Rice Around the World

Top Ten Rice Producers in the World



Cultivating Transformation Through Educational Resources

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