



**BJ BookLinks<sup>®</sup>**

∴ JOURNEY INTO LITERATURE ∴

# Jenny Wren

▪ LESSONS AND REPRODUCIBLES ▪





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∴ JOURNEY INTO LITERATURE ∴

# Jenny Wren

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**BJ BookLinks®: Journey into Literature for *Jenny Wren***

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# Introduction

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*BJ BookLinks* are individual units based on full-length, grade-level-appropriate books published by JourneyForth, a division of BJU Press. They are intended to enhance and enrich the basic reading curriculum, not to replace it.

## Contents

- A pocket folder printed with complete directions for enrichment activities.
- A teacher's guide with carefully planned lessons, enrichment activities, and blackline reproducibles.

## Goal

To provide reading instruction and experience that broaden and deepen the ability of students to know, comprehend, analyze, synthesize, and evaluate what they read.

## Strategies

- Focus on scriptural applications that help build character and discernment.
- Directly instruct specific reading strategies and higher order thinking skills.
- Foster an appreciation for literature and the enjoyment of reading.
- Integrate reading with the other subject areas.
- Provide enrichment experiences such as games, songs, arts and crafts, cooking projects, science investigations, and creative writing.

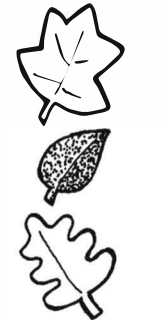
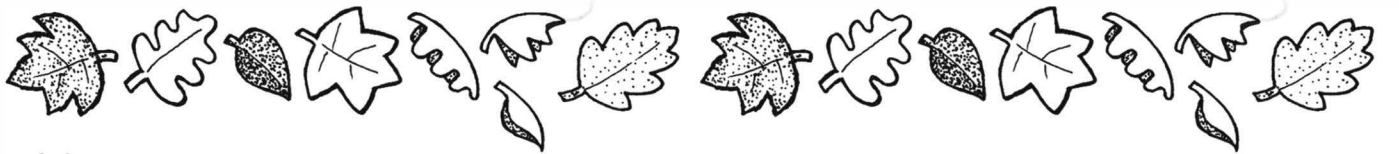
As a part of group-reading instruction in the classroom, *BJ BookLinks* may be used with any of the following plans:

- The most able readers read two or three of the novels at appropriate points during the school year. The average readers read the one or two most suited to their abilities at appropriate points. The least able readers read only the least difficult of the novels toward the end of the school year.
- All groups read the same novel at different points in the school year with adjustments in pacing and teaching strategies for varying abilities.
- All groups read the least difficult novel at the end of the school year with appropriate adjustments.

As a part of home-reading instruction, *BJ BookLinks* may be used by the home educator in the following ways:

- To challenge the advanced reader.
- To enhance basic instruction for the average reader.
- To interest and motivate the struggling or reluctant reader.



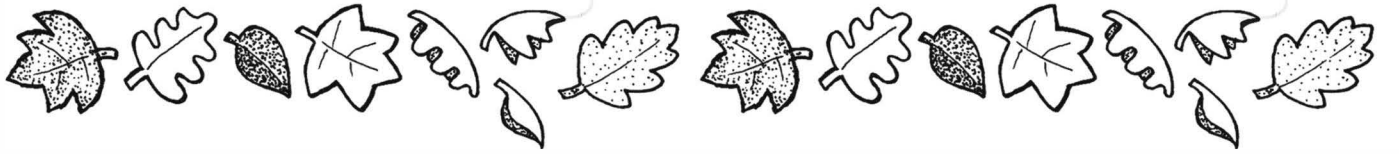


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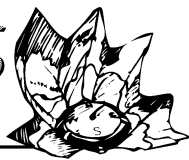
Chapter One, pages 1-9  
**Lesson 1**

**Objectives**

**The student will**

- Infer information from the title of the book.
- Use textual clues to comprehend the meanings of new words.
- Apply the scriptural principle of delighting in God's Word.
- Recall facts and details of setting.

**Planning the Trip**



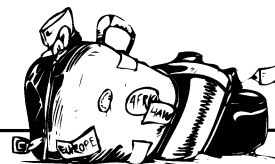
**Gather**

- Leaves from various types of trees.
- A copy of *Jenny Wren* for each student.
- A Bible.

**Prepare**

- A display of the following words:
  - perking
  - grating
  - meandered
  - hitch
  - joggled

**Packing Up**



**Introducing the Story**

Ask the following questions:

- ▶ What can you learn about this story from the title? (*It's about someone named Jenny.*)
  - ▶ What is a wren? (*a small bird*)
- The "Jenny Wren" in this story is not a bird; she is a little girl.
- ▶ Do you think *Wren* is Jenny's last name or a nickname? Why? (*Accept any answer.*)

Display the leaves you have brought and discuss what type of tree each leaf is from. Trees will play an important part in the setting of *Jenny Wren*.

**Developing Word Meaning**

Read aloud the list of words and ask the following questions:

- ▶ Which word sounds as if it means something similar to jiggled? (*joggled*)
- ▶ Which word sounds as if it means the same as *wandered*? (*meandered*)
- ▶ Which word sounds as if it means something similar to brewing coffee or making something livelier? (*perking*)
- ▶ Which word means a framework of metal bars used as a partition? (*grating*)

Direct attention to the illustration of a grating on page 25.

- ▶ Which word means a device used to connect two things together? (*hitch*)

Ask to have each word used in a sentence.

**Traveling Along**



**Setting the Purpose**

- ▶ This first chapter introduces three main characters in the story. It also introduces the setting. As you read, notice the details about the characters and where they live.

**Reading and Thinking**

Direct silent reading of pages 1-9a, ending with the phrase "one of his slight smiles." Ask the following questions:

- ▶ [*interpretive*] Is Jenny in the country or the city as the chapter opens? How can you tell? (*She's in the country. She hears the sound of a tractor starting; she sees a barn out the window.*)
- [*interpretive*] How do you know from the first page that Jenny has not been in this particular place for a long time? (*The wording implies that she has been here less than a month.*)
- [*literal*] What does Jenny see on the wall at the end of her bed? (*a photograph of a family*)
- [*interpretive*] How do you think Jenny feels when she looks at the photograph? (*wistful, sad, lonely, eager to belong*)

Ask a student to read aloud the sentence on page 1 that tells what Jenny thinks when she looks at the photograph.

- ▶ *[literal]* Whom does Jenny look for when she arrives in the kitchen? (*the collie, Lady*)  
*[appreciative]* Do you have a special pet that you like to greet first thing in the morning? (*Accept any answer.*)

*[interpretive]* Throughout this section of reading, how can you tell that Jenny cares about Lady? (*She protects her; she worries that Lady will get lost or stuck beneath the tractor.*)

- ▶ *[interpretive]* How do you know that Jenny is not really related to the Logans? (*She calls them Mr. and Mrs. Logan instead of Grandma and Grandpa.*)

*[interpretive]* What question does Jenny ask Mrs. Logan at breakfast that lets you know Jenny is not sure she really belongs? (*“Are you sure I don’t get in the way?”*)

*[appreciative]* Have you ever felt as if you didn’t really belong? (*Accept any answer.*)

Ask a student to look at page 3 and read aloud Mrs. Logan’s answer to Jenny’s question.

- ▶ *[literal]* How does Jenny think of herself, and how does she think of the trees on the mountain? (*She thinks of herself as a visitor and of the trees as the owners of the place.*)

*[literal]* What does she imagine as she looks up at the sunbeams? (*She wonders what it might be like to be a tree, to have your head up on the edge of the world, looking out at the sun.*)

*[appreciative]* Do you ever imagine what it might be like to be something else?

Ask a student to read aloud the description of the trees on pages 4-5.

- ▶ *[literal]* What type of work is Mr. Logan doing in this chapter? (*logging; cutting down trees*)  
*[interpretive]* How do you think Jenny feels about Mr. Logan? (*She admires him; she likes to be with him and ask him questions.*)  
*[interpretive]* Why does the author compare Mr. Logan to the trees? (*because he is so big*)

Ask a student to read aloud the sentence on page 5 that compares Mr. Logan to the trees.

- ▶ *[literal]* What animal do Jenny and Mr. Logan spend time watching? (*a chipmunk*)

*[literal]* Where does the chipmunk meet them? (*at a pine by the stream*)

*[literal]* Why does Mr. Logan say the pine has survived? (*because it is beside the stream*)

*[critical]* Why would being planted by a stream make a difference? (*The stream would water the roots of the tree.*)

### Scriptural Application

Explain that the Bible compares a righteous person to a tree planted beside a river. Read aloud Psalm 1:1-3.

- ▶ What do these verses say a righteous person delights in? (*the law of the Lord*)
- ▶ What does it mean to delight in God’s law? (*to joyfully obey God’s Word; to spend time thinking about what God says and what He wants us to do*)

# Going Further

## Journey with the Author

Share the information about Dawn Watkins from the folder.

## Journey into Information— Inferring Background Information

“How About Tractors?”

(Reproducible—Lesson 1)

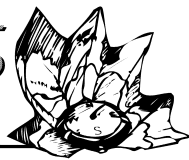
Chapter One, pages 9-16  
**Lesson 2**

**Objectives**

**The student will**

- Locate setting details on a map.
- Use relational and contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of praying for loved ones.
- Identify attitudes and actions of each character.

**Planning the Trip**



**Gather**

- ❑ A wall map or overhead transparency of the United States.
- ❑ A Bible.

**Prepare**

- ❑ Ingredients for Crock-Pot Chicken Soup (see recipe on the folder).
- ❑ Samples of johnnycake (or corn bread).
- ❑ A display of the following words:  
johnnycakes  
amused  
limber  
stanchions

**Packing Up**



**Introducing the Story**

Show the map of the United States. Point out the northeastern region of the country and mention that *Jenny Wren* takes place somewhere in this region.

- ▶ What mountains are probably being referred to in the story? (*the Appalachian Mountains*) Now point out the region in which you are located.
- ▶ What geographical features might be referred to in a story set in your region of the country?

**Developing Word Meaning**

Read aloud the list of words. Give a sample of johnnycake (or corn bread) and explain that johnnycake is a traditional New England food made from cornmeal. In other regions of the country it is called by other names, such as *battercake*, *cornpone*, and *hoecake*.

Read aloud the following sentences, asking the meaning of each word.

- ▶ The girl was *amused* by the kitten's actions, and she laughed and clapped her hands. (*entertained, caused to laugh or smile*)
- ▶ Her fingers are so *limber* that she can bend them backwards. (*bendable*)
- ▶ The cows were chained to *stanchions* while they were milked. (*a pole or post in a stall*)

**Traveling Along**



**Setting the Purpose**

- ▶ This section of the chapter will give you an idea of what Jenny was like on the inside. Notice Jenny's personality traits as you read.

**Reading and Thinking**

Direct silent reading of pages 9b-16, beginning with "In the kitchen." Ask the following questions:

- ▶ [*literal*] How does Jenny feel about the Logans' prayers? (*She is annoyed by them because they are different from the others she has heard; she dislikes the fact that they pray for her.*)  
[*critical*] Why do you think Jenny feels this way? (*Accept any answer, but stress that Jenny's problem is a spiritual one.*)

Ask a student to read aloud what Mr. Logan said at the end of his prayer on page 10.

- ▶ [*literal*] What does Mr. Logan do after lunch that makes Jenny think he doesn't like her? (*He reminds her to help Mrs. Logan clear the table.*)  
[*critical*] How do you think Mr. Logan really feels about Jenny? (*Accept any answer.*)

Ask a student to read aloud the sentence on page 12 that shows that Mr. Logan is not angry with Jenny.

- ▶ [*interpretive*] How do you know that Mr. Logan is an experienced

logger? (*He can sometimes tell Jenny which way the tree is going to fall before he has even begun cutting it.*)

[*literal*] What other jobs do Jenny and Mr. Logan have to do when they are done logging? (*bring the cows home and milk them*)

[*literal*] What kind of feeling does Jenny have when the cows come home? (*safe and lazy*)

[*appreciative*] Does anything give you the same kind of safe and lazy feeling as Jenny's?

Ask a student to read aloud the paragraph on page 14 that describes what Jenny did when she saw the cows coming home.

- ▶ [*literal*] What does Jenny want to know about the trees at the end of the chapter? (*how they know whose turn it is to own the forest*)
- [*interpretive*] What do you think Jenny means by "owning the forest"? (*the trees that are tallest and most plentiful in the forest*)
- [*literal*] Which trees "own the forest" now? (*the oaks*)
- [*literal*] What type of trees does Mr. Logan say will someday "own the forest"? (*pine*)

Ask a student to read aloud Mr. Logan's answer to Jenny's question about the trees on page 16.

### **Scriptural Application**

- ▶ What bothers Jenny about the way the Logans pray? (*They sound as if they are talking to someone who is right there; she does not like them to pray for her.*)
- ▶ What things might the Logans have prayed about for Jenny? (*Answers might include that she would be able to stay with them or find another good home; that she might be saved; that she would be kept safe and well and happy.*)

Read aloud Philippians 4:6. Point out that the Logans were right to pray for Jenny and that we too should pray for people we love.

- ▶ What are some things we might pray about for our loved ones? (*Answers might include salvation, health, wisdom in decision making, strength for hard times, Christian growth, and so on.*)

# Going Further

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## **Journey into Story Elements— Characterization**

"Care About Characters"

(Reproducible—Lesson 2)

## **Journey into Food Fun**

If possible, make Crock-Pot Chicken Soup. See recipe on the folder.

Chapter Two, pages 17-26  
**Lesson 3**

**Objectives**

**The student will**

- Relate story content to personal experience.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of encouraging others.

**Planning the Trip** 

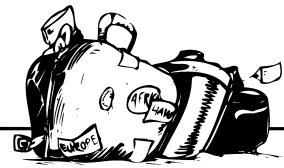
**Gather**

- A Bible.

**Prepare**

- A display of the following words:
  - sullenly
  - welfare
  - forlornly
  - sepulchres
  - ambled

**Packing Up**



**Introducing the Story**

Discuss the following questions:

- ▶ Have you ever had to move to a new place? What were your feelings before the move? After the move?
- ▶ Have you moved several times already during your life? Is it harder or easier to make close friends when you know you're not going to be in a place very long?

Share any or all of the following information:

*Welfare* (public assistance) is a general term for government provisions for medical care, housing, and other necessities for needy people. In this story, *welfare* refers to the social services program that deals with foster families for children who are unable to live with their own families. Some parents seek placement for their children since they cannot care for them adequately because of problems such as illness, poverty, imprisonment, or substance addiction.

In some cases, a court of law calls for the removal of a child from a home where he is abused, neglected, or endangered; he is then placed with a foster family. If conditions in the home improve, the child may be returned to his parents. Otherwise, he continues to live in a foster family or is released for adoption.

**Developing Word Meaning**

Read aloud the list of words. Then read the following sentences, asking a student to fill in each blank with a word from the list.

The gang leader stood \_\_\_\_\_ facing the police officer. (*sullenly*)

The little girl's head drooped \_\_\_\_\_ as she told me about her lost teddy bear. (*forlornly*)

The horse \_\_\_\_\_ lazily over to the fence. (*ambled*)

- ▶ What could be another word for *welfare*? (*aid, assistance*)

We visited \_\_\_\_\_ in an old graveyard in France. (*sepulchres*)

- ▶ What could be another word for *sepulchre*? (*grave*)

**Traveling Along**



**Setting the Purpose**

- ▶ This chapter will give many details about how this farm family spends its time in the evenings. Notice these details as you read.

**Reading and Thinking**

Direct silent reading of pages 17-26. Ask the following questions:

- ▶ [*interpretive*] How do you think Jenny feels about the people from the welfare office? (*nervous; suspicious*) How can you tell? (*She stays by the door and hangs onto Lady's collar; she asks abrupt questions and is not very polite.*)

[*critical*] Why do you think Jenny feels this way? (*Accept any answer, but elicit the idea that because Jenny is on welfare, she has probably moved to many different homes, and now she thinks her home might change again.*)

- ▶ *[critical]* Do you think Jenny likes being at the Logans' house more than she admits? (*Accept any answer.*)  
*[interpretive]* What does Mr. Logan think the welfare people are really trying to tell him and his wife, without saying so? (*that they think the Logans are too old to keep Jenny*)

Ask a student to read aloud the paragraph on page 19 that tells how Mr. Logan makes this point.

- ▶ *[literal]* Where is the new place that the welfare workers have found for Jenny? (*in Mileston, a nearby town*)  
*[literal]* What information does Mr. Wright give about the new family? (*Their names are John and Sally Stebbs, and they have kept a good many children.*)

Ask a student to read aloud the paragraph on page 19 in which Mr. Wright explains what he meant to say.

- ▶ *[literal]* What do Mr. Logan and his wife discuss during supper? (*milk; making butter from cream*)  
*[appreciative]* What do you like to talk about at mealtimes?

Ask a student to read aloud the comment Jenny makes during supper and Mr. Logan's response on page 20.

- ▶ *[interpretive]* Does Jenny seem to enjoy playing games with Mrs. Logan? What makes you think so? (*Yes. Jenny asks for more words to spell.*)  
*[critical]* Why do you think the Logans take time to teach Jenny and play these games with her? (*Accept any answer, but elicit the fact that the Logans love Jenny; they care about her and her education; they want her to learn.*)  
*[appreciative]* What games do you enjoy playing with your family members?

Ask a student to read aloud Mr. Logan's words to Jenny on page 22 when she tells him she can't beat him.

- ▶ *[literal]* What person does Mrs. Logan choose to read about in the Bible? (*Nehemiah*)  
*[interpretive]* What does Jenny find interesting about the reading? (*She is curious about why Nehemiah was homesick.*)
- ▶ *[critical]* Why do you think Jenny listens at the grating after she goes to bed? (*Accept any answer, but point out that she probably wants to know whether the Logans are going to say anything more about her.*)  
*[interpretive]* Why does Mr. Logan need to find out about the pine trees? (*so he can answer Jenny's question*)

Ask a student to read aloud the paragraph on page 26 that tells what the Logans might do the next day.

## Scriptural Application

- ▶ How do the Logans encourage Jenny during the games? (*Mrs. Logan calls her a whiz and tells her that her spelling is very good; Mr. Logan encouragingly says that if she practices, she will be able to beat him at checkers.*)

Read aloud Ephesians 4:29. Explain that *edifying* means "building up" and that we should follow the example of the Logans and be encouragers who build up others with our words.

# Going Further

## Journey into Character Building

Use the folder activity "Expressive Faces."

## Journey into Vocabulary

"Fun with Words"  
(Reproducible—Lesson 3)

## Journey into Game Fun

Set up a checkerboard; allow students to play the game during free time.



Chapter Three, pages 27-33  
**Lesson 4**

**Objectives**

**The student will**

- Develop an understanding of emotions and emotional problems.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of loving others.
- Appreciate the unique qualities of others.

**Planning the Trip** 

**Gather**

- A Bible.

**Prepare**

- A display of the following sentences:
  - The gray sky and leafless trees made dismal scenery.
  - The radio blared in the car next to mine.
  - That is an intricate pattern of lace in your collar.
  - Although the girl is healthy, she is suffering emotional pain because her friend has died.

**Packing Up**



**Introducing the Story**

Play the following Nickname Game: (1) Give each student a slip of paper. Instruct the students to write on the paper a special nickname by which they are called. If they don't have a nickname or would rather not share their nickname, allow them to write one that they would like to be called. (2) Collect the slips of paper. (3) Choose one name at a time, read it aloud, and let the students guess which person it belongs to. If there is a special story about how the student got that name, let him share it. (4) Allow the students to design nickname tags and call each other by their nicknames for the remainder of the day. (NOTE: Warn the students against calling one another derogatory names or names that emphasize negative or embarrassing traits.)

**Developing Word Meaning**

Read aloud the list of sentences and ask the following questions:

- ▶ Which word means complex, having many parts? (*intricate*)
- ▶ Which word means gloomy or dreary? (*dismal*)
- ▶ Which word means having to do with feelings? (*emotional*)
- ▶ Which word means sounded loudly? (*blared*)

**Traveling Along** 

**Setting the Purpose**

- ▶ In this section of the chapter, look for the different ways people describe Jenny's problems.

**Reading and Thinking**

Direct the silent reading of pages 27-33a, ending with the words "to change her clothes." Ask the following questions:

- ▶ [*literal*] What does Mrs. Logan tell Jenny when she comes downstairs for breakfast? (*to put on a good dress because they are going visiting*)  
[*interpretive*] How does Mrs. Logan know that Jenny has been eavesdropping through the grating? (*because Jenny reveals that she overheard Mr. Logan say they would go visiting if it rained that day*)  
[*literal*] What does Mrs. Logan say about eavesdroppers? (*They usually hear things they wish they hadn't.*)  
[*interpretive*] How does Jenny feel after Mrs. Logan corrects her? (*embarrassed*)

Ask a student to read aloud the paragraph on page 28 that explains what embarrassed Jenny.

- ▶ [*literal*] What does Mr. Logan call Jenny when he greets her? (*Jenny Wren*)  
[*interpretive*] How do we know from information on the next page that "Wren" is a special nickname and not Jenny's real last name? (*She tells Mrs. Stebbs that her last name is Star.*)  
[*appreciative*] Do you have any special nicknames that only certain people call you?

- ▶ *[interpretive]* What does Mr. Logan mean when he says he thinks Jenny got up a bit too early? (*that she seems to be short-tempered and cranky*)

*[critical]* What would have been a better way for Jenny to respond to his comment “Up early, aren’t you?” (*Accept any answer.*)

Ask a student to read aloud the short conversation between Mr. Logan and Jenny on page 28.

- ▶ *[literal]* What is the Stebbses’ house like? (*The family room is full of toys, the television is blaring, and two girls are playing Monopoly.*)

*[interpretive]* What is Jenny most interested in doing while at the Stebbses’ house? (*listening to the Logans and Mrs. Stebbs talk*)

*[literal]* What did the Logans come to ask Mrs. Stebbs? (*what they would have to do to keep Jenny*)

- ▶ *[interpretive]* What does Mr. Logan mean when he says that Jenny will grow up with no heart if she keeps moving from place to place? (*She will never learn how to love or be attached to someone.*)

*[literal]* What does Mrs. Stebbs say is wrong with Jenny? (*She has an emotional problem.*)

*[literal]* What does Mrs. Logan say is wrong? (*She is afraid to believe in anything or anybody.*)

*[literal]* Why does Mrs. Logan think Jenny became a welfare child? (*Her parents just gave her over.*)

Ask a student to read aloud what Mrs. Logan says on page 31 in response to what Jenny’s parents did.

- ▶ *[literal]* What bothers Jenny later, after she overhears the conversation between the Logans and Mrs. Stebbs? (*They said she was without heart.*)

*[interpretive]* How do you know Jenny doesn’t understand what Mr. Logan meant by “without heart”? (*She repeats it and wonders what he meant by that.*)

*[literal]* What does she ask Mrs. Logan when they return home? (*if she is polite or a bother*)

*[literal]* What does Mrs. Logan say she would do if Jenny were a bother? (*tell her to stop being one*)

*[appreciative]* Do you think Mrs. Logan would be a nice person to live with?

Ask a student to read aloud the sentence on page 33 that tells what Jenny really wanted to ask Mrs. Logan.

### **Scriptural Application**

Ask why Jenny is afraid to trust and love people. (*because the people whom she had loved and trusted in the past had hurt her*) Read aloud I John 4:7. Explain that the Lord wants us to love others and to reach out to them, even when we are afraid they might hurt us.



### **Journey into Math—Graphing**

“Parents” (Reproducible—Lesson 4)

Chapter Three, pages 33-40  
**Lesson 5**

**Objectives**

**The student will**

- Appreciate talents and hobbies of others.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of unconditional love.
- Study other Scripture passages about love.

**Planning the Trip** 

**Gather**

- Samples of crocheted work (rugs, afghans, doilies, etc.).
- A Bible.

**Prepare**

- A display of the following sentences:
  - The pendulum on the grandfather clock swung back and forth.
  - The planet Earth is vastly different from the moon.
  - The rain had plastered the wet leaves to the pavement.
  - The rotten eggs filled the air with a foul smell.

**Packing Up**



**Introducing the Story**

Display the samples of crocheted items, pointing out how detailed the work is. Explain that crocheting is done with thread or yarn and a special hook.

- What character traits would a person need to be good at crocheting? (*possible answers: patience, perseverance*)

Explain that in the next section of *Jenny Wren*, we will discover what Jenny thinks of learning to crochet.

**Developing Word Meaning**

Read aloud the list of sentences and the following definitions. Match the underlined words with their definitions.

- greatly (*vastly*)
- the part of a clock that swings back and forth (*pendulum*)
- disagreeable or displeasing (*foul*)
- pasted (*plastered*)

**Traveling Along**



**Setting the Purpose**

- Pay special attention to the way Mrs. Logan treats Jenny in this section of the chapter.

**Reading and Thinking**

Direct the silent reading of pages 33b-40, beginning with the words “That afternoon.” Ask the following questions:

- [*interpretive*] How does Jenny feel about crocheting? (*discouraged; she can't make hers look like Mrs. Logan's*)  
[*literal*] What two things does Mrs. Logan say Jenny needs? (*more patience and more practice*)  
[*appreciative*] How do you feel when you first begin a project that seems hard?

Ask a student to read aloud the description of Jenny's crochet work in comparison to Mrs. Logan's (page 33).

- [*interpretive*] What question does Jenny ask Mrs. Logan that lets you know she is still thinking of what was said back at the Stebbes' house? (“*Why do you like me?*”)  
[*interpretive*] How do you know that Mrs. Logan is a little surprised by the question? (*She puts down her work.*)  
[*literal*] What kind thing does Mrs. Logan say about Jenny? (*that she is a sweet little thing*)  
[*interpretive*] With what attitude does Jenny respond to Mrs. Logan's kindness? (*She is unfriendly and sullen; her temper flares.*)  
[*critical*] Do you think Mrs. Logan's feelings are hurt by Jenny's attitude? (*Accept any answer.*)

Ask a student to read aloud the conversation between Jenny and Mrs. Logan at the bottom of page 34.

- [*interpretive*] Why does Jenny go to the barn? (*to escape having*

to talk about herself)

[literal] Whom does she find there? (*Mr. Logan*)

[interpretive] How does being in the barn make Jenny feel? (*quiet, safe, settled, pleasant*)

[literal] What are some of the things she likes about the barn? (*running her hands through the oats in the granary, Benjamin's harness, the smells of oats and leather*)

[literal] What is Mr. Logan making in the barn? (*a surprise for Mrs. Logan*)

Ask a student to read aloud what Mr. Logan says on page 36 about the type of wood he is using.

► [literal] What creature does Jenny spend time watching in the barn? (*a spider making a web*)

[literal] What surprises her while she watches? (*the sight of her own reflection in the window*)

[appreciative] Have you ever been surprised to see your reflection somewhere while you were looking at or thinking of something else?

Ask a student to read aloud the paragraph on page 38 where Jenny sees her reflection.

► [literal] What unkind thing does Jenny do at supper? (*She tells Mrs. Logan not to hug her.*)

[interpretive] How does Mr. Logan deal with Jenny's behavior? (*He scolds her; he says he will not put up with nastiness.*)

[interpretive] What does Mr. Logan mean by the phrase "a foul humor"? (*a bad mood*)

[critical] Why do you think Jenny does not answer back? (*Accept any answer, but point out that Mr. Logan's manner is firm and does not allow for argument.*)

► [interpretive] How does Mrs. Logan treat Jenny while they are drying the dishes? (*kindly; sympathetically; she asks her if she has had a dull day*)

[literal] What happens to cheer Jenny up before bedtime? (*Mr. Logan says that Lady can sleep in her room.*)

► [literal] What happens in the night that makes Jenny want to cry? (*She hears Mrs. Logan stop at her door for a moment, then go quietly away.*)

[critical] Why do you think Jenny feels this way? (*She knows she has behaved unkindly toward Mrs. Logan, and Mrs. Logan's kindness touches her.*)

### Scriptural Application

Read aloud I Peter 4:8.

► What does it mean when the Bible states that charity, or love, "covers" sins? (*Accept any answer but elicit the idea that love does not keep a record of the hurtful things someone else does.*)

► How does Mrs. Logan demonstrate this kind of love to Jenny? (*She continues to treat Jenny with kindness even when Jenny is rude to her.*)

Encourage the students to think of ways we can demonstrate this kind of love to people in our families.

# Going Further



## Journey into Scripture

"A Love-ly Web"

(Reproducible—Lesson 5)

## Journey into Arts and Crafts

Invite a person who knows how to crochet to visit, demonstrate her skill, and show some items she has made.

Chapter Four, pages 41-49  
**Lesson 6**

**Objectives**

**The student will**

- Appreciate favorite songs of others.
- Use textual clues to comprehend the meanings of new words.
- Recognize the scriptural principle of God's goodness.
- Create a composition from the viewpoint of a baby farm animal.

**Planning the Trip** 

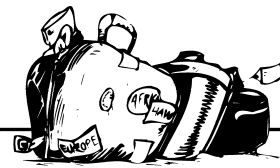
**Gather**

- A Bible.

**Prepare**

- A display of the following sentences:
  - The clerk spoke gruffly to the boys who had knocked over the fruit basket.
  - Dad polished the scrollwork on the old violin.
  - The smell of freshly baked bread wafted through the air.
  - The baby tottered across the room.

**Packing Up**



**Introducing the Story**

Ask the following questions:

- ▶ What do you like best about going to church?
- ▶ What is your favorite song that you sing at church?

Sing a few favorite songs. Then tell that in this chapter we will learn a song that Jenny especially likes.

**Developing Word Meaning**

Read aloud the list of sentences. Ask the following questions:

- ▶ Which word means walked unsteadily? (*tottered*)
- ▶ Which word means fancy carving on wood? (*scrollwork*)
- ▶ Which word means sternly or harshly? (*gruffly*)
- ▶ Which word means floated gently through the air? (*wafted*)

**Traveling Along**



**Setting the Purpose**

- ▶ Jenny accidentally eavesdrops again in this chapter, but this time she hears something that makes her very happy. Notice what that statement is.

**Reading and Thinking**

Direct the silent reading of pages 41-49a, ending with the phrase "leaned against the fence."

- ▶ [*literal*] What is Mr. Logan doing the day that Jenny and Mrs. Logan weed the garden? (*mowing hay*)  
[*critical*] Why do you think Mr. Logan has not taken Jenny with him to mow? (*because it is not safe; she might be hurt by the mowing machine*)

Ask a student to read aloud Mrs. Logan's opinion on page 43 of why Mr. Logan did not take Jenny.

- ▶ [*interpretive*] What comforting detail does Mrs. Logan tell Jenny about Mr. Logan? (*He doesn't always give a reason, but he always has one.*)

[*literal*] What is Jenny worried about after they finish painting the pump? (*that Mr. Logan will be mad*)

[*interpretive*] What is Mr. Logan's reaction? (*Although his words were not unkind, his tone implies that he was not pleased.*)

Ask a student to read aloud the conversation between Mr. and Mrs. Logan on page 44.

- ▶ [*critical*] Why does Jenny not want to go to her own Sunday school class? (*Possible answers: Jenny is shy; she feels different from other children her age because of her family situation.*)  
[*literal*] What song does Jenny especially like? (*"I'm Just a Poor Wayfarin' Stranger"*)  
[*critical*] Why do you think she likes this song the best? (*Possible answers: It is lonely and beautiful; perhaps she feels that the song describes her own feelings about moving from place to place and not having a permanent home.*)

Ask a student to read aloud the paragraph on page 45 that describes Jenny’s thoughts about the song.

- ▶ *[interpretive]* What does Jenny seem most interested in doing during church? (*watching other people; looking out the window*)  
*[interpretive]* Why is Jenny interested when the pastor mentions Nehemiah? (*because she remembers that Mrs. Logan read about him from the Bible one evening*)

Ask a student to read aloud the paragraph on page 46 that tells what the pastor says about being discouraged.

- ▶ *[interpretive]* How do you think Jenny feels when people speak to her after church, and how can you tell? (*She feels shy; she ducks her head when she answers questions; she stays with Mrs. Logan all the time.*)  
*[literal]* What exciting thing happens on the way home from church? (*They discover that Dolly has had her calf while they were gone.*)

Ask a student to read aloud what the Logans do on page 47 after they notice the calf.

- ▶ *[appreciative]* Have you ever seen a newborn calf before? If so, what did you think of its looks?  
*[interpretive]* What does Jenny think of the calf the next day? (*She likes it better; she thinks it is prettier.*)  
*[literal]* What does Mr. Logan tell her he is going to let her do? (*name the calf*)

Ask a student to read aloud what Jenny does after Mr. Logan gives her this news on page 48.

- ▶ *[literal]* Why does Marion, the lady from church, come to see Mrs. Logan? (*to bring books on forestry for Mr. Logan*)  
*[interpretive]* Why do you think Mr. Logan wanted the books on forestry? (*for Jenny; so he could answer her question about how the trees know whose turn it is to own the forest*)
- ▶ *[literal]* What does Jenny overhear Mrs. Logan and Marion talking about? (*They are talking about her.*)  
*[interpretive]* What does Mrs. Logan say that makes Jenny’s heart beat fast? (*that she and her husband both wish they could keep Jenny; that they will be sad when she leaves; that Mr. Logan adores her*)  
*[interpretive]* How can you tell that hearing this makes Jenny happy? (*Her face gets hot; she decides she wants to stay where she is for the first time in her life.*)  
*[critical]* Why do you think this is the first time in Jenny’s life that she has wanted to stay where she is? (*Accept any answer.*)

Ask a student to read aloud the paragraph on page 49 that tells what Jenny does after she hugs Mrs. Logan.

### Scriptural Application

Remark on Mrs. Logan’s comment that her husband generally has a reason for the things he does, although he does not always give it. God always has a reason for the things He allows in our lives, but He does not always let us know what His reasons are. Read aloud Romans 8:28, explaining that God promises to work all things together for our good if we are His. Ask for examples of God’s goodness.

# Going Further



## Journey into Music

Sing the song “I’m Just a Poor Wayfarin’ Stranger.” (Reproducible—Lesson 6)

## Journey into Language— Creative Writing

“Creative Calf Book”

See directions on the folder.

Chapter Four, pages 49-56  
**Lesson 7**

**Objectives**

**The student will**

- Recognize the value of hospitality.
- Use contextual clues to comprehend the meanings of new words.
- Recognize the scriptural principle of our heavenly home.
- Identify true and false statements about the story.

**Planning the Trip**



**Gather**

- A Bible.

**Prepare**

- A display of the following words:
  - moseyed
  - knoll
  - superior
  - scorn
  - maintain

**Packing Up**



**Introducing the Story**

Discuss the following questions:

- ▶ Have you ever had a visitor come to your home unexpectedly?
- ▶ What did you or your family do to entertain that guest?

Point out that the Logans seem to get company at their farm fairly often—sometimes company they are not expecting. Notice the way the Logans treat each visitor who comes to their home.

**Developing Word Meaning**

Read aloud the word list. After the first word, *moseyed*, read the first sentence below and explain that the word *moseyed* could replace some words in the sentence. Ask which words it could replace. Repeat this process with the remaining words and sentences.

They walked slowly down the road with their fishing poles. (*walked slowly/moseyed*)

We set the picnic basket down on a small grassy hill. (*grassy hill/knoll*)

I will have to ask my boss for the day off. (*boss/superior*)

Her voice had a tone of proud dislike in it. (*proud dislike/scorn*)

The school board members declare that the news about the new teacher is true. (*declare/maintain*)

**Traveling Along**



**Setting the Purpose**

- ▶ A new character is introduced in this section of the chapter. Watch for this new character as you read.

**Reading and Thinking**

Direct the silent reading of pages 49b-56, beginning with the phrase “The old horse moved slowly.” Ask the following questions:

- ▶ [*interpretive*] How does Jenny feel about Benjamin? (*She likes him, but she is a little afraid of him because he is so big.*)

Ask a student to read aloud the paragraph on page 50 that describes the sounds Mr. Logan’s saw makes.

- ▶ [*literal*] What does Mr. Logan do when he sees Jenny? (*He shuts off the saw and asks her if she would like to help.*)  
[*literal*] What sound interrupts Jenny and Mr. Logan? (*the bell*)  
[*interpretive*] How do they know that the bell is ringing for an unusual reason? (*They know that it is not time for supper yet; there must be another reason that Mrs. Logan needs them to come to the house.*)

Ask a student to read aloud the paragraph on page 51 that tells what they find when they come to the house.

- ▶ [*literal*] Who is Mrs. McAllister? (*the lady from the welfare office*)  
[*interpretive*] Why do you think Jenny stops suddenly when she sees Mrs. McAllister’s car? (*She is afraid Mrs. McAllister has come to bring bad news, to tell her it is time to leave the Logans’ house.*)

*[interpretive]* What kind of person does Mrs. McAllister seem to be? (Answers may include kind, cheerful, friendly, caring.)

Ask a student to read aloud what Mr. Logan says on page 51 when Mrs. McAllister asks whether Jenny would be a good woodsman.

- ▶ *[critical]* Why do you think the welfare workers are so concerned about the Logans' age? (Accept any answer.)

*[literal]* What has the board agreed to do for the Logans? (give them a six-months' trial period with Jenny)

- ▶ *[literal]* What other concern did the welfare workers have when they visited the Logans earlier? (They saw the wood stove and small dairy herd and were afraid that Jenny wouldn't get the best care there.)

*[critical]* Why do you think the wood stove and dairy herd have caused concern to the welfare people? (Accept any answer, but elicit the idea that Mr. Wright and Miss Paterson think the Logans' lifestyle is too old-fashioned and primitive.)

*[interpretive]* What does Mrs. McAllister mean when she tells the Logans, "You're not the ones who should change"? (that Mr. Wright and Miss Paterson are the ones who need to change their opinions of what is good for Jenny)

*[appreciative]* Do you think you would enjoy living on a farm like the Logans'?

Ask a student to read aloud what Mr. Logan and Mrs. McAllister say about change on page 53.

- ▶ *[interpretive]* How do you think Mr. Logan feels about the six-months arrangement? (He is happy that they can keep Jenny for a short time, but he is worried about what will happen to Jenny afterward.)

*[interpretive]* What finally helps Mr. Logan make up his mind? (When he finds out that Jenny wants to stay, he says that she should stay.)

- ▶ *[interpretive]* Why does Jenny want to name the calf Eda? (She wants to name it after Mrs. Logan.)

*[interpretive]* Why do the Logans laugh so hard? (because they are surprised; because Mrs. Logan and the calf do not really look alike)

*[literal]* How does Mr. Logan say he will be able to tell Mrs. Logan and Eda the calf apart? (The calf can't crochet.)

*[interpretive]* How do you think the family feels in this scene? (happy, peaceful, settled)

Ask a student to read aloud Jenny's announcement of the calf's name and the Logans' responses on page 56.

### **Scriptural Application**

- ▶ What does Jenny want to do more than anything else? (stay with the Logans)

Point out that the Logans are probably the first real home and family that Jenny has ever had. Read aloud John 14:2-3. Discuss the home that Christ offers us and how we can go there by trusting in His sacrifice for us on the cross.

# Going Further

## **Journey into Higher Order Reading Skills—Cause and Effect**

"Mr. Logan's Logs"

(Reproducible—Lesson 7A)

## **Journey into Heritage Studies**

See the folder activities for "Spotlight on Seniors." Use with "An Interview," Reproducible—Lesson 7B, to help students conduct an interview with the senior of their choice.



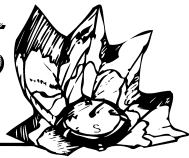
Chapter Five, pages 57-64  
**Lesson 8**

**Objectives**

**The student will**

- Contrast historical and modern ways of life and appreciate both.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of God's Word being a lamp to our feet.

**Planning the Trip**



**Gather**

- A modern lamp.
- An old-fashioned oil lamp.
- Matches (optional).
- A Bible.

**Prepare**

- A display of the following sentences:  
Jenny looked up to see cobwebs hanging from the rafters of the barn.  
Mr. Logan wants to be more knowledgeable about the trees of the forest.  
Mrs. Logan thinks a person's character is more important than his possessions.  
A sponge will absorb more water than a paper towel will.

**Packing Up**



**Introducing the Story**

Show the modern lamp.

- ▶ What do most lamps today use for power? (*electricity*)

Ask a student to demonstrate how the modern lamp works. Show the old-fashioned lamp. Explain that oil lamps were used to provide light in homes before electricity was available. Point out the compartment for holding the oil, and demonstrate how the wick can be lowered and raised. You may use your own judgment about whether to actually light the lamp, depending on space, workability, and safety.

Explain that in today's story, Jenny will see an old-fashioned lamp put to use.

**Developing Word Meaning**

Read aloud the list of sentences. Then read the following definitions. Match the underlined words with their definitions.

moral strength (*character*)

to take in or soak up (*absorb*)

sloping beams that support a pitched roof (*rafters*)

possessing intelligence (*knowledgeable*)

**Traveling Along**



**Setting the Purpose**

- ▶ Jenny's attitude toward the Logans is changing. Look for clues that make this clear.

**Reading and Thinking**

Direct the silent reading of pages 57-64. Ask the following questions:

- ▶ [*literal*] What change comes into Jenny's life at the beginning of this chapter? (*Summer vacation ends and school begins.*)

[*interpretive*] How does Mrs. Logan show her care for the way Jenny looks? (*She cuts up hand-me-down dresses to make new dresses for Jenny; she even makes her a dress just for Sunday.*)

Ask a student to read aloud the paragraph on pages 57-58 that tells what Jenny thinks of her new dresses.

- ▶ [*literal*] What new part of the house do Jenny and Mrs. Logan visit in this chapter? (*the attic*)

[*interpretive*] How does Jenny feel about going to the attic? (*scared*)

[*interpretive*] How does Mrs. Logan make it easier for Jenny to come up to the attic? (*She goes ahead of her and lights a lamp.*)

[*literal*] What kind of lamp does Mrs. Logan say it is? (*an Aladdin lamp*)

[*appreciative*] Do you think you would have liked to visit the Logans' attic?

Ask a student to read aloud the paragraph on page 58 that tells how Mrs. Logan helped Jenny.

- ▶ *[literal]* What things do Jenny and Mrs. Logan find in the attic? (*a quilt, old dresses, a shawl, books*)  
*[critical]* What is the significance of Jenny calling Mrs. Logan Grandma? (*Accept any answer, but point out that Jenny's attitude toward the Logans is changing.*)

- ▶ *[literal]* What does Jenny say she wants to do? (*put some of her things up in the attic so that someone will find them someday when they are old*)  
*[interpretive]* What do you think Mrs. Logan thinks of Jenny's idea? (*She is amused by it; she laughs, but she is kind and takes it seriously.*)

Ask a student to read aloud the paragraph on page 60 that tells how long Mrs. Logan has been working on filling up the attic.

- ▶ *[interpretive]* Why does Mr. Logan build a stall for Benjamin? (*He cares about Benjamin and wants him to be more comfortable in the winter.*)  
*[literal]* What does Jenny want to do? (*build a special stall for Eda*)  
*[interpretive]* What does Mr. Logan think of this idea? (*He thinks it is not a good one because the other cows might get jealous.*)  
*[literal]* What does Jenny say about the Logans' cows? (*that they are better than anyone else's because they have character*)  
*[literal]* Whom has she heard this opinion from? (*Mrs. Logan*)  
*[critical]* What did Mrs. Logan mean by saying that everything on the farm has character? (*Accept any answer, but elicit the idea that everything on the farm is dependable and works well—even the animals.*)

Ask a student to read aloud Jenny and Mr. Logan's conversation about character on page 61.

- ▶ *[literal]* What does Mr. Logan want to talk to Jenny about after supper? (*how the trees take turns owning the forest*)  
*[interpretive]* Where has he learned this information? (*from the books on forestry that Marion brought from town*)  
*[literal]* What kinds of trees grow up the fastest? (*the kind that can take strong sunlight, like birches*)  
*[literal]* What kinds of trees grow up next? (*trees that like shade, such as red oaks and maples*)  
*[interpretive]* How do the fallen leaves help the forest? (*They help create a rich soil.*)  
*[literal]* What type of tree grows well in the rich soil? (*hemlocks and similar trees*)  
*[literal]* How long does the entire process take? (*a few hundred years*)

Ask a student to read aloud what Jenny says on page 63 after Mr. Logan's long explanation about forests.

### Scriptural Application

- ▶ What kept Jenny from being afraid to climb up to the attic? (*the light of the lamp*)

Read aloud Psalm 119:105. Discuss how the Word of God can be a lamp to our feet when we are afraid.



### Journey into Language—Speaking

Students could bring in or show pictures of treasured items from their families' past. Ask them to give any information they can about the items.

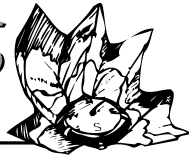
Chapter Six, pages 65-71  
**Lesson 9**

**Objectives**

**The student will**

- Identify with a story character's emotional responses.
- Use textual and contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of trusting God.
- Understand the causes of frost from a scientific perspective.

**Planning the Trip**



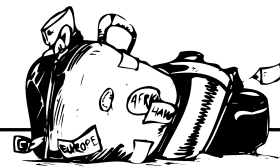
**Gather**

- A Bible.

**Prepare**

- A display of the following words and phrases:  
scanned  
apologetically  
compelled  
perspective  
vantage point

**Packing Up**



**Introducing the Story**

Discuss the following questions:

- ▶ Have you ever been afraid of doing an activity until you tried it and then found that you really enjoyed it?
- ▶ How did you feel right before you tried that activity?
- ▶ How did you feel immediately after you tried that activity?

In this section of the story, Jenny tries an activity that she has feared doing.

**Developing Word Meaning**

- ▶ Can you guess the meaning of *apologetically* in this sentence? "I didn't mean to break the dish," he said apologetically.

*Pel*, the last part of the word *compel*, means "to drive." It is also in words like *propeller* and *repellant*.

- ▶ Can you guess the meaning of *compelled* in this sentence?

The robber compelled the banker to give him the money. (*forced, drove*)

- ▶ Can you guess the meaning of *scanned* in this sentence?

She sat quietly and scanned the math test before beginning the problems. (*examined, looked over*)

Read aloud the following two sentences:

He could see the whole battle from his vantage point.

The soldiers on the field each had a different perspective.

Explain that the underlined words mean almost the same thing.

- ▶ What do you think they could mean? (*a place from which you look at things*)

**Traveling Along**



**Setting the Purpose**

- ▶ Jenny overcomes a fear in this section of the story. Find out what that fear is.

**Reading and Thinking**

Direct the silent reading of pages 65-71a, ending with the phrase, "to the house." Ask the following questions:

- ▶ [*literal*] What weather change has taken place when this chapter begins? (*The first frost has occurred.*)  
[*interpretive*] What do you think Mrs. Logan means when she says that they had better "pull in for winter" soon? (*Answers may vary, but explain that she means they should prepare by bringing things inside that could be hurt by the cold.*)  
[*literal*] What does Mr. Logan think it is time to do? (*bring Benjamin into the barn for the winter*)  
[*literal*] Where does Jenny go right after school that day? (*She goes to see Benjamin in his new stall.*)

Ask a student to read aloud the paragraph on page 66 that describes how Benjamin looks in his stall.

- ▶ *[literal]* What does Jenny do for Benjamin? (*finds an apple to feed him*)

*[literal]* What warning does Mr. Logan give Jenny about the apples? (*She should give Benjamin only one apple a day, and she should hold her hand out flat.*)

*[literal]* What happens to the apple? (*Benjamin eats half of it; Jenny is frightened and drops the other half in the straw.*)

*[appreciative]* Have you ever been frightened of an animal? What helped you to get over your fear?

Ask a student to read aloud the paragraph on page 67 that tells how Jenny feels after she has dropped the apple.

- ▶ *[literal]* What does Jenny ask Mr. Logan when he comes into the barn? (*if he ever rode Benjamin*)

*[interpretive]* Why hasn't Mr. Logan ever ridden Benjamin? (*because he's a plow horse, not a pleasure horse*)

*[literal]* What does Jenny answer when Mr. Logan asks if she would like to ride Benjamin? (*no*)

*[interpretive]* Do you think she really means this? (*no*) How can you tell? (*Possible answers: She probably wouldn't have asked if she were not interested in riding him herself; her heart would probably not be pounding if she were not considering riding him.*)

Ask a student to read aloud the answer on page 68 that Jenny gives when Mr. Logan asks her if she is sure she doesn't want to ride.

- ▶ *[interpretive]* What does Mr. Logan do to reassure Jenny that Benjamin will not hurt her? (*He goes into his stall and pats the horse; he tells Jenny to come into the stall too.*)

*[literal]* What does Benjamin look like to Jenny when she gets inside the stall? (*a wall or a mountain*)

*[literal]* What does Mr. Logan finally convince Jenny to do? (*sit on Benjamin's back*)

*[interpretive]* How does Jenny feel when she first gets onto Benjamin's back? (*scared; when Benjamin takes a step, she feels numb, dizzy, and a little sick*)

*[interpretive]* How is sitting on Benjamin's back different from what Jenny had expected? (*Benjamin is gentle and kind; he doesn't move around much or do things to make Jenny afraid; she begins to like sitting there.*)

*[literal]* What does Jenny like to dream about while sitting on Benjamin's back? (*riding through meadows, winning races, and being in horse shows on the back of a silky horse*)

*[appreciative]* Have you ever ridden a big horse like Benjamin?

Ask a student to read aloud the paragraph on page 71 that tells what Jenny daydreams about.

### Scriptural Application

Ask what finally made Jenny willing to come into Benjamin's stall. (*Mr. Logan stood inside the stall and encouraged her to come, saying that he would be right there with her and that Benjamin wouldn't hurt her.*) Read aloud Isaiah 43:1-2 and ask what similar promises God makes to us in those verses. (*that He will be with us when we go through hard situations; that we do not need to be afraid*)



### Journey into Science

“Forming Frost”

See directions on the folder.

### Journey into Higher Order Reading Skills—Figurative Language

“Reading with the Five Senses”

(Reproducible—Lesson 9)

Chapter Six, pages 71-80  
**Lesson 10**

**Objectives**

**The student will**

- Relate story content to personal experience.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of speaking the truth in love.

**Planning the Trip** 

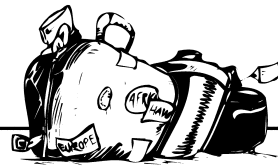
**Gather**

- A Bible.

**Prepare**

- A display of the following sentences:  
I don't remember all the details of the game, but I know we won.  
After harvest, the shorn fields looked lonely and bare.  
The stubble crunched under our feet as we walked through the field.  
This tree looks dead, but that one seems to be flourishing.

**Packing Up**



**Introducing the Story**

Ask the following questions:

- ▶ Have you ever had something so good happen to you that you just *had* to tell someone? (*Allow several students to share experiences.*)
- ▶ Who is the first person you would tell if you had some wonderful news?
- ▶ When we have some special or exciting news to share, we usually tell people in our families or people we love first. In this section of *Jenny Wren*, we will find out whom Jenny wants to share her exciting news with when she first comes home from school.

**Developing Word Meaning**

Read aloud the list of sentences. Ask the following questions:

- ▶ Which word means short, stiff stalks of grain left after harvest? (*stubble*)
- ▶ Which word means growing well? (*flourishing*)
- ▶ Which word means individual, particular parts? (*details*)
- ▶ Which word means cut or trimmed? (*shorn*)

**Traveling Along**



**Setting the Purpose**

- ▶ Notice how Jenny treats the Logans in comparison to her previous behavior.

**Reading and Thinking**

Direct the silent reading of pages 71b-80, beginning with the words "One afternoon." Ask the following questions.

- ▶ [*literal*] What has Jenny done at school? (*She told the class about how the trees take turns owning the forest.*)  
[*literal*] How did she know what to tell the other students? (*She told them what Mr. Logan had taught her from the forestry books.*)  
[*interpretive*] How does she feel about what she has done? (*excited, pleased*)  
[*literal*] Whom does Mrs. Logan say she should tell about her accomplishment? (*Grandpa*)  
[*interpretive*] How do you think Jenny feels when she goes outside to find Mr. Logan? (*happy; peaceful; she notices all the beauty of the country around her*)

Ask a student to read aloud the paragraph that describes what Jenny saw when she went outside.

- ▶ [*literal*] What does Jenny find Mr. Logan doing? (*standing between the barn and the creek, just looking out over the farm*)  
[*critical*] Why does Jenny stop at the back barn door for a minute before going up to him? (*Answers may vary, but lead the students to understand that Jenny does not want to interrupt Mr. Logan while he is thinking.*)

[literal] How does Mr. Logan greet Jenny when she finally makes herself known? (“Well, it’s Jenny Wren.”)

[literal] What does he say he is looking at? (*this fine farm*)

[literal] What does Jenny say she is looking at? (*Mr. Logan*)

[critical] Why do you think Jenny doesn’t tell Mr. Logan about her day at school as she had planned? (*Answers may include that she feels shy, she doesn’t want to talk about herself, she doesn’t feel like he is in the mood for talking, she doesn’t want to intrude.*)

Ask a student to read aloud the paragraph on page 73 in which Jenny considers bringing up the subject of her day at school.

- ▶ [literal] Why does Mr. Logan tell Jenny she should help Mrs. Logan with supper? (*She is tired from canning all day.*)  
[interpretive] How quickly does Jenny obey? (*not very quickly; she stops several times on the way inside*)  
[interpretive] Does Mrs. Logan seem to think something more is bothering her husband than what he has told Jenny? How can you tell? (*Yes. She keeps looking out the kitchen window to where he is working; she arches her eyebrow at him when he comes in.*)
- ▶ [literal] What other chores does Jenny help with before supper? (*She feeds the calf.*)  
[appreciative] Do you think you would enjoy feeding Eda?  
[literal] What does Jenny notice about how Benjamin is standing? (*He has his head down.*)

Ask a student to read aloud the conversation between Mr. Logan and Jenny on pages 75-76 about giving Benjamin an apple.

- ▶ [interpretive] What does Mr. Logan think of Jenny’s accomplishment at school? (*He is proud of her; he is happy.*)  
[literal] What does he say that shows he approves? (“Well, that’s the stuff.”)
- ▶ [literal] What news does Mr. Logan give about Benjamin after supper? (*that he might be sick*)  
[interpretive] Does he seem to think Benjamin’s sickness is serious? What makes you think so? (*Yes. When asked if Benjamin will get better, he says only, “He might;” he tells Jenny that Benjamin cannot have apples or give rides anymore.*)  
[literal] What does Jenny think of the portion from Psalms that Mr. Logan reads? (*She likes the sound of the words and thinks it is pleasant.*)  
[literal] How does she feel during the prayer? (*that the Logans are distant from her; that she wishes she could pray so she could pray for Benjamin*)

Ask a student to read aloud the last paragraph of the chapter; it tells what Jenny does when Mrs. Logan puts her to bed.

- ▶ Why is it hard for Mr. Logan to tell Jenny about Benjamin? (*He knows the news would upset Jenny.*)

### Scriptural Application

Point out that Mr. Logan does not withhold the truth from Jenny even though he knows it will cause her hurt, but he gives her the news gently and lovingly. Read aloud Ephesians 4:15 to the students.

- ▶ What quality should we have when we speak the truth to another person? (*love*)

# Going Further



## Journey into Language—Writing

“Good News, Bad News”  
(Reproducible—Lesson 10)

## Journey into Scripture

Explain that many Psalms can create pictures in the mind, just as Psalm 103 made Jenny think of fields and trees. Read aloud the following passages; each student may choose one to illustrate. Psalm 147:16-17; Psalm 104:16-18; Psalm 95:7.

Chapter Seven, pages 81-94  
**Lesson 11**

**Objectives**

**The student will**

- Appreciate the changing seasons.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle that Christ is unchanging.
- Recall the sequence of events in the story.

**Planning the Trip** 

**Gather**

- White paper.
- Scissors.
- A Bible.

**Prepare**

- A display of the following sentences:  
The earth is constantly revolving around the sun.  
We wore dungarees when we went horseback riding.  
The sportscar looked glossy in the sunlight.  
When Mom told me to go to bed, I went reluctantly.  
I looked distractedly out the window, instead of studying.

**Packing Up**



**Introducing the Story**

Discuss the following questions about the changing seasons:

- ▶ What changes happen outdoors when fall turns to winter? (*falling leaves, colder temperatures, frost, snow, etc.*)
- ▶ What changes do we make inside our houses? (*turning on the heat, getting out winter clothes, putting extra blankets on beds, etc.*)
- ▶ Which season is your favorite?

**Developing Word Meaning**

Read aloud the list of sentences. Point out that three of the underlined words end with the letters *-ly*. Explain that the *-ly* means “like” or “characterized by” the first part of the word.

- ▶ Which *-ly* word means “continually happening”? (*constantly*)
- ▶ Which *-ly* word means “not attentively”? (*distractedly*)
- ▶ Which *-ly* word means “unwillingly”? (*reluctantly*)
- ▶ Which is another word for “blue jeans”? (*dungarees*)
- ▶ Which is another word for “shiny”? (*glossy*)

**Traveling Along**



**Setting the Purpose**

- ▶ This chapter talks about several different types of changes. Notice things that change in this chapter.

**Reading and Thinking**

Direct the silent reading of pages 81-94. Ask the following questions:

- ▶ [*critical*] Is Jenny worried about Benjamin? (*Accept any answer, but point out that Jenny seems to be worried because she watches him closely the next few days.*)  
*[interpretive]* How do you know Jenny is pleased with her new clothes? (*She could only smile and smile as she gazed at herself in the mirror.*)

Ask a student to read aloud the paragraph on pages 82-83 that tells which piece of clothing Jenny liked best.

- ▶ [*literal*] What does Jenny wish after she sees the picture of Mrs. Logan’s daughter? (*that she looked like Mrs. Logan too*)  
*[interpretive]* What does Mrs. Logan do to help Jenny feel more like she belongs to her? (*She puts Jenny’s hair up in the same style as her own.*)  
*[interpretive]* What does Jenny realize that Mr. Logan is making in the barn? (*a frame for Mrs. Logan’s mirror to match her dresser*)

Ask a student to read aloud the sentence on page 84 that tells what Jenny did when she figured out Mr. Logan’s secret.

- ▶ [*literal*] What compliment does Jenny pay Mrs. Logan? (*She says she wishes she were as pretty as Mrs. Logan.*)

*[interpretive]* What does Mrs. Logan think Jenny means by *pretty*? (*young and beautiful, full of color*)

*[critical]* What do you think Jenny means by *pretty*? (*Accept any answer, but elicit the idea that Jenny is probably thinking of what Mrs. Logan is like on the inside—her kindness and the love that shows in her face.*)

- ▶ *[literal]* What does Jenny say she doesn't want? (*She doesn't want Benjamin to die; she doesn't want anything to change.*)

*[appreciative]* Have you ever felt that you didn't want anything to change?

*[literal]* What is the one thing that Mrs. Logan says never changes? (*Jesus Christ*)

Ask a student to read aloud the words that Mrs. Logan speaks to comfort Jenny on page 85.

- ▶ *[interpretive]* Why do you think Mrs. Logan has chosen the passage that she reads after supper? (*She wants to remind Jenny that Jesus never changes and to encourage her to be content with what she has.*)

*[interpretive]* How does Jenny respond to Mrs. Logan's encouragement? (*She just stares at her; she doesn't allow herself to be cheered up by the encouragement.*)

Ask a student to read aloud the sentence on page 87 that tells where Jenny goes right after prayer.

- ▶ *[critical]* How do you think Jenny feels during her conversation with Carrie? (*Answers may include uncomfortable, wanting to change the subject, and so forth*)

*[critical]* Why do you think she feels this way? (*Accept any answer, but elicit the idea that Jenny doesn't want to talk about the Logans' being old.*)

Ask a student to read aloud the sentence on page 89 that tells how Jenny changes the subject when talking to Carrie.

- ▶ *[literal]* What does Mr. Logan say he is going to do about Benjamin? (*ask the vet to look at him*)

*[interpretive]* How does this part of the story prepare you for what comes at the end of the chapter? (*Mrs. Logan's kind words hint that Benjamin may die.*)

Ask a student to read aloud the two paragraphs on page 92 that describe the walk back to the house from the barn.

- ▶ *[literal]* What exciting thing happens the next morning? (*the first snow*)

*[interpretive]* Why does Jenny wait till they get to the porch to ask Mr. Logan about Benjamin? (*She is afraid of what he is going to say; she is trying to get up her courage.*)

Ask a student to read aloud the paragraph on page 94 that tells what Jenny found in the barn.

### Scriptural Application

Explain that the verse Mrs. Logan quotes in this chapter is found in Hebrews 13:8. Ask a student to read the verse aloud.

- ▶ What are some of the character qualities of Jesus Christ that will never change? (*Possible answers: holiness, mercy, love, justice, and so forth*)

# Going Further



## Journey into Story Elements— Characterization

“I Meant What I Said”

(Reproducible—Lesson 11)

## Journey into Arts and Crafts

Make a Snow Globe Paperweight, following directions on the folder.



Chapter Eight, pages 95-102  
**Lesson 12**

**Objectives**

**The student will**

- Identify comparisons and their purposes.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of recognizing sin and accepting Christ's forgiveness.
- Make up his own comparisons.

**Planning the Trip** 

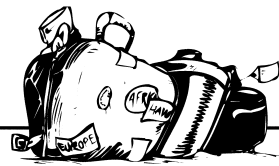
**Gather**

- A Bible.

**Prepare**

- A display of the following words:
  - enamel
  - despised
  - glared
  - guarantee
  - suspicious

**Packing Up**



**Introducing the Story**

- ▶ Have you ever heard someone say, "I'm a dead man" to mean that he is in big trouble? Or to say "She's an angel" to mean that someone is especially kind or helpful?

Explain that these are examples of *comparisons*. Authors, preachers, and teachers often use comparisons of two unlike things to help people understand something better or to see a truth in a new way.

Read aloud the following sentences. After each sentence, ask a student to tell what two things are being compared.

The wind swept away leaves like an invisible broom. (*wind, broom*)  
The clouds are clowns wearing many different faces. (*clouds, clowns*)  
The weather today is hotter than a firecracker. (*weather, firecracker*)

**Developing Word Meaning**

Read aloud the word list. After the first word, *enamel*, read the first sentence below and explain that the word *enamel* could replace one word in the sentence. Ask a student to guess which word it could replace. Repeat this process with the remaining words and sentences.

There were some chips in the white coating that covered the metal. (*"Enamel" could replace "coating."*)

Susan hated shopping malls. (*"Despised" could replace "hated."*)

The man was so angry that he only stared at me without speaking. (*"Glared" could replace "stared."*)

I will give you a promise that this bike will last at least ten more years. (*"Guarantee" could replace "promise."*)

The teacher was distrustful of my request to stay in from recess. (*"Suspicious" could replace "distrustful."*)

**Traveling Along**



**Setting the Purpose**

- ▶ Mr. Logan makes an important comparison in this portion of the story. Notice what comparison he makes and why he makes it.

**Reading and Thinking**

Direct the silent reading of pages 95-102. Ask the following questions:

- ▶ *[interpretive]* Why is Jenny holding a book but not reading it? (*She can't concentrate on the book because she is sad, but she wants to look busy so she won't have to talk to anyone.*)
- ▶ *[interpretive]* What is Mrs. Logan's attitude toward Jenny? (*She is sympathetic toward Jenny; she wants to comfort her and help her.*)  
*[literal]* How does Jenny respond when Mrs. Logan strokes her hair? (*She pulls away.*)  
*[critical]* Why do you think Jenny is treating the Logans unkindly? (*Possible answers: because she is sad, because she feels angry, because she feels like hurting someone*)

Ask a student to read aloud the paragraph on page 96 that tells how Jenny acts toward the Logans and Lady when it is time for bed.

- ▶ *[literal]* What does Jenny suddenly despise about Lady? (*the gray hairs around her muzzle, the stiff way she sits down*)  
*[interpretive]* Why do you think she feels this way toward the dog? (*She is afraid that Lady is going to die because she is getting old.*)  
*[appreciative]* Have you ever been afraid that a person or an animal you loved was going to die?

Ask a student to read aloud the paragraph on page 97 in which Mr. Logan talks about being old.

- ▶ *[literal]* To what does Mr. Logan compare himself and Mrs. Logan? (*the old oaks that own the forest*)  
*[literal]* To what does he compare Jenny? (*the little pine that will own the forest one day, when it is big enough*)  
*[critical]* Why do you think Mr. Logan chose to make this comparison? (*Accept any answer, but point out that the trees of the forest are something Jenny understands and cares about.*)  
*[interpretive]* Although Jenny appears to hear what Mr. Logan is saying, what does she do that would indicate she doesn't believe him? (*She still seems angry and sad; she shuts Lady out of her room.*)

Ask a student to read aloud Jenny's response to Mr. Logan's speech when he finishes talking (page 98).

- ▶ *[interpretive]* How does Jenny's teacher know that something is wrong with Jenny at school the next day? (*Jenny refuses to read aloud, and she doesn't pay attention to the math lesson; she does not go outside for recess.*)

Ask a student to read aloud the sentence on page 100 that tells how Jenny feels when Mrs. Stebbs calls to her after hanging up.

- ▶ *[critical]* Do you think Jenny really believes the Logans do not love her? Why or why not? (*Accept any answer.*)  
*[interpretive]* What does she say about them that makes Mrs. Stebbs angry? (*that they are just old people*)
- ▶ *[critical]* What causes the "sick feeling of fear" that Jenny has when Mrs. Stebbs mentions a licking? (*Answers may vary, but mention that Jenny has probably been cruelly treated in the past.*)
- ▶ *[interpretive]* What things about staying at the Stebbses' house are different from what Jenny is used to? (*eating popsicles before supper, having only hot dogs and chips to eat, eating in front of the TV, the furniture and colors in the room*)
- ▶ What has Jenny done wrong in this section of the story? (*She has run away from the people who really love her and care about her; she has hurt their feelings.*)

### Scriptural Application

Read aloud Isaiah 53:6.

- ▶ What does the verse say we *all* have done? (*gone astray; turned to our own way*)

Explain that by sinning, we have all turned away from God's love, just as Jenny had. Briefly explain how Christ's death on the cross fulfilled the second half of the verse. We need to ask the Lord's forgiveness for sins in our lives and trust Christ as our Savior.

# Going Further

## Journey into Higher Order Reading Skills—Comparing and Contrasting

"How?" (Reproducible—Lesson 12)

## Journey into Language—Writing

Give directions for writing a letter to Jenny telling her why she should come back to the farm. You might like to provide attractive note paper for the letter.

Chapter Eight, pages 103-10  
**Lesson 13**

**Objectives**

**The student will**

- Recall details from the story.
- Use contextual clues to comprehend the meanings of new words.
- Recognize the scriptural principle of God's presence with us.
- Appreciate the wonders of creation in learning about stars.

**Planning the Trip** 

**Gather**

- A Bible.

**Prepare**

- A display of the following words:  
cautious  
undiminished  
artificial  
unbearable  
convince

**Packing Up**



**Introducing the Story**

Mention that Jenny has run away to the Stebbses' house. Ask the following question:

- ▶ Which things from the Logans' farm might Jenny have taken with her—or might she *wish* she could have taken—when she went to the Stebbses'?

**Developing Word Meaning**

Read aloud the list of words. Then use each word in a sentence and allow a volunteer to guess the meaning of the word.

Be *cautious* when you light a match. (*careful, restrained*)

Even while rain fell, the sun kept shining in *undiminished* brightness. (*not made smaller or lesser*)

Are the flowers in that arrangement real or *artificial*? (*produced by humans, not natural*)

The *unbearable* heat of the desert made her cry. (*so unpleasant or painful that it cannot be tolerated*)

I'm sure that I'm right; you cannot *convince* me that I'm wrong. (*prove, make someone believe*)

**Traveling Along**



**Setting the Purpose**

- ▶ Jenny makes some important decisions in this section.

**Reading and Thinking**

Direct the silent reading of pages 103-10. Ask the following questions:

- ▶ [*literal*] What strange sounds does Jenny hear in the Stebbses' house? (*air rushing through the vent; Lynn's breathing; Mr. Stebbs coming home; voices arguing*)

[*literal*] Which sound makes Jenny feel "sick and like she wants to cry"? (*the sound of the voices arguing*)

Ask a student to read aloud the paragraph on page 103 that tells how Jenny has spent her evening.

- ▶ [*interpretive*] Why does Jenny begin to cry? (*Possible answers: She is lonely, she is homesick, she misses the Logans, and she realizes she has done wrong.*)

[*literal*] What thought comforts Jenny for a moment? (*She sees the stars and wonders whether the Logans can see the same stars; it makes her feel closer to them.*)

Ask a student to read aloud the paragraph on page 106 in which Jenny watches the stars.

- ▶ [*literal*] What words does Jenny remember after a while? (*"Jesus Christ the same yesterday, today, and for ever."*)

[*critical*] How do you think the words make her feel? (*Possible answers: The words make her lonely or make her miss the Logans even more; the words comfort her and make her feel that there is hope.*)

Ask a student to read aloud the sentence on page 106 that tells what happens after Jenny remembers the verse.

- ▶ *[literal]* Where is Jenny when morning comes? (*still in the chair where she has fallen asleep*)  
*[critical]* Why is it important to Jenny to find the verse she had remembered? (*Accept any answer.*)  
*[interpretive]* Why does Jenny go back to her room and get into bed? (*She doesn't want anyone to know she has been out of bed.*)
- ▶ *[interpretive]* Why does Mrs. McAllister nod at Mrs. Stebbs after a few words of greeting? (*She wants to talk to Jenny alone.*)  
*[critical]* Why do you think Jenny's situation is more of a problem than if she were really the Logans' child? (*Accept any answer, but explain that because the welfare agency already has doubts about letting Jenny stay with the Logans, her running away makes the Logans look bad and appears to confirm the doubts they have had.*)

Ask a student to read aloud how Mrs. McAllister responds on page 108 when Jenny says she thinks she was homesick.

- ▶ *[interpretive]* How does Jenny know it is homesickness that she is feeling? (*because she feels like Nehemiah when he was sad and said that he just wanted to go home*)  
*[interpretive]* What does Jenny consider her home? (*the Logans' home*)  
*[critical]* Why does Mrs. McAllister have trouble believing Jenny when she says she wants to go to the Logans' home? (*Possible answers: because she has told Mrs. McAllister before that she wanted to stay, and then she ran away; because Mrs. McAllister knows the reason Jenny ran away from the Logans' home has not changed*)  
*[interpretive]* How does Jenny convince Mrs. McAllister that she wants to stay with the Logans? (*She mentions all the things she loves about being at the Logans; she says that the Logans can tell her what is wrong with her heart.*)  
*[critical]* What do you think Jenny means when she says the Logans know what is wrong with her heart? (*Accept any answer, but elicit the idea that Jenny is finally interested in what the Logans have been trying to tell her about how the Lord can be her Friend and Helper.*)

Ask a student to read aloud what Mrs. McAllister decides to do in the last two paragraphs of the chapter.

### **Scriptural Application**

Explain that children like Jenny need many things—a good home and a family to love them, friends, gentleness, understanding, and so forth.

- ▶ What do you think Jenny needs more than anything else in her life? (*She needs to trust Christ as her Savior so that she will have His presence with her always.*)

Read aloud Hebrews 13:5b.

- ▶ What difference does it make during hard times to know that Jesus is with you? (*Accept all answers, but point out that Jesus wants us to come closer to Him and get to know Him better by trusting Him through our hard times.*)

# Going Further

## **Journey into Higher Order Thinking Skills—Appreciative Thinking**

“Silent Night?”  
(Reproducible—Lesson 13A)

## **Journey into Science**

Explain that Jenny found comfort in looking at the stars. Use “Seeing Stars” (Reproducible—Lesson 13B) to study simple constellations.

Chapter Nine, pages 111-16  
**Lesson 14**

**Objectives**

**The student will**

- Make comparisons and contrasts about birds.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of submission to God.

**Planning the Trip** 

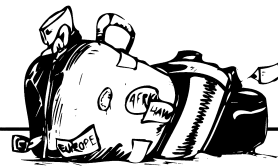
**Gather**

- Pictures of chickadees, cardinals, and other types of birds.
- A Bible.

**Prepare**

- A display of the following words:  
clustered  
vocal  
intrigue  
frustrate

**Packing Up**



**Introducing the Story**

Show the pictures of birds that you have gathered. Ask the following questions:

- ▶ What types of birds do you commonly see in the area where you live?
- ▶ Do you notice different types of birds in your area as the seasons change? If so, what kinds?

Notice the types of birds mentioned in this chapter.

**Developing Word Meaning**

Read aloud the word list. After the first word, *clustered*, read the first sentence below and ask which word it could replace. Repeat this process with the remaining words and sentences.

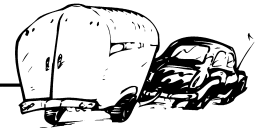
The birds gathered around the bird feeder. (*Clustered/gathered*)

The man who drives the ice cream truck is very outspoken about what he has to sell. (*Vocal/outspoken*)

The eating habits of my dog interest me. (*Intrigue/interest*)

This homework is taking so long that it's beginning to discourage me. (*Frustrate/discourage*)

**Traveling Along**



**Setting the Purpose**

- ▶ Look for some signs that Jenny has changed.

**Reading and Thinking**

Direct the silent reading of pages 111-16, ending with the words “to do the milking.” Ask the following questions:

- ▶ [*literal*] How does the author describe the hemlock trees? (*white giants*)

[*interpretive*] What does this comparison tell you about the hemlock trees? (*They are very tall, and their branches are covered with snow.*)

- ▶ [*interpretive*] What does Mrs. McAllister mean when she says that Mr. Wright has become more vocal since the little problem last week? (*He has been arguing more strongly for his opinion that the Logans' home is not the right place for Jenny.*)

[*literal*] What does Mrs. McAllister say the director is like? (*reasonable*)

[*critical*] What does it mean to be reasonable? (*Accept any answer.*)

Ask a student to read aloud the paragraphs on page 112 that tell how Mrs. Logan responds to this news and what encouragement Mrs. McAllister gives.

- ▶ [*critical*] Do you think this advice is easy to follow? Why or why not? (*Accept any answer.*)

[*literal*] What does Jenny do as she watches Mrs. McAllister's car leave? (*She prays.*)

[*interpretive*] What do you think she is asking the Lord for? (*to let her stay with the Logans*)

*[interpretive]* How can you tell Jenny has changed? *(She did not like to pray or to be prayed for before this.)*

Ask a student to read aloud the sentence on page 113 that tells about Jenny's prayer.

- ▶ *[literal]* What word pictures does the author use to describe the snow on the day that the sun comes up? *(fields like rolling blankets, barns like iced cakes, pumps and posts wearing peaked caps)*
- [appreciative]* What does your family do for light when the electricity goes off?

Ask a student to read aloud the paragraph on page 114 that tells what has caused the electricity to go off.

- ▶ *[literal]* What does Jenny find Mr. Logan doing out in the barn? *(carving a piece of wood)*
- [interpretive]* Why doesn't Mr. Logan seem concerned that the electricity is off? *(The electricity has gone off many times before; he knows how to manage by using lanterns for light.)*

Ask a student to read aloud what Mr. Logan says on page 115 when he learns Jenny has figured out his secret.

- ▶ *[interpretive]* Why do you think Jenny wants to keep Benjamin's halter in her attic box? *(She considers it a treasure because she loved Benjamin so much; she wants something to remember Benjamin by.)*
- [literal]* What answer does Mr. Logan give her? *(He says "no," that the halter should be kept in the barn where it belongs.)*
- [interpretive]* How do we know Jenny has taken his decision with a good attitude? *(She looks up and smiles.)*
- [critical]* How does this show another change in Jenny? *(Possible answers: She is learning not to be selfish; she is learning to be pleasant even when she doesn't get her own way.)*
- [critical]* What do you think has happened inside Jenny to cause these changes? *(Accept all answers, but explain that the clues the author has given seem to indicate that Jenny has become a Christian between the last chapter and this one.)*

Ask a student to read aloud the conversation between Jenny and Mr. Logan about the halter.

### **Scriptural Application**

- ▶ When we do not receive what we ask the Lord for, does it mean that God has not answered our prayers? *(No, sometimes God answers our prayers with "no" or "wait.")*

Read aloud Psalm 84:11.

- ▶ What has God promised in this verse? *(not to withhold any good thing from those who obey Him)*
- ▶ What should we think if God withholds something from us that we asked for? *(that it was not good for us)*

Point out that our attitude toward the Lord should be like Jenny's toward Mr. Logan, even when the Lord does not give us what we ask for.

# Going Further



## **Journey into Arts and Crafts**

"Nutty Bird Feeder"

See directions on the folder.

## **Journey into Higher Order Reading Skills—Figurative Language**

"Read It, See It"

(Reproducible—Lesson 14)

Chapter Nine, pages 116-26  
**Lesson 15**

**Objectives**

**The student will**

- Appreciate the value of old things.
- Use contextual clues to comprehend the meanings of new words.
- Write a persuasive paragraph.
- Answer open-ended questions.

**Planning the Trip** 

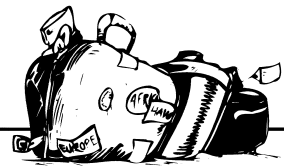
**Gather**

- ❑ An antique item (such as an article of clothing, a knickknack, a kitchen utensil, a lamp or a lantern).
- ❑ A Bible.

**Prepare**

- ❑ A list of the following sentences:  
He smiled wryly as he told me that the dog had eaten his book report.  
The speedometer indicated that we were going forty miles per hour.  
Her boastfulness about her good grades is hard to put up with.  
Sam felt resentment toward his sister because she beat him at checkers.  
The basketball team ran vigorously up and down the court.

**Packing Up**



**Introducing the Story**

Display the antique item and discuss the history, real or imagined, of the item. Ask for suggestions as to how much the item might have cost when it was first made. Then point out how much it might cost to buy it today. Explain that some antique items are more costly now because they have become rare.

**Developing Word Meaning**

Read aloud the list of sentences. Then ask the following questions about the underlined words:

- ▶ Which word means anger or ill will? (*resentment*)
- ▶ Which word means with a dry sense of humor? (*wryly*)
- ▶ Which word means bragging? (*boastfulness*)
- ▶ Which word means strongly and energetically? (*vigorously*)
- ▶ Which word means showed or pointed out? (*indicated*)

**Traveling Along**



**Setting the Purpose**

- ▶ The Logans will meet someone new in this portion of the story.

**Reading and Thinking**

Direct the silent reading of pages 116-26, beginning with the words “Jenny liked the warm light.” Ask the following questions:

- ▶ [*interpretive*] How does being in the barn with the lanterns lighted make Jenny feel? (*safe, cozy, warm*)  
[*interpretive*] Why do you think Mr. Logan gives such an exact answer to Jenny’s question about the time of the meeting with the welfare director? (*He has been thinking about it a lot.*)  
[*literal*] What interrupts their conversation? (*A stranger comes to the barn.*)
- ▶ [*interpretive*] What does the stranger say that makes Mr. Logan think he is an antique dealer? (*He admires the lantern and asks if it is old.*)  
[*interpretive*] What do you think Mr. Logan thinks of antique dealers? (*He gets a little tired of having them come.*)  
[*literal*] Why doesn’t Mr. Logan want to sell Mr. Hess the lantern? (*because he uses it*)

Ask a student to read aloud the conversation on page 118 between Mr. Logan and Mr. Hess about his business at the farm.

[*critical*] Why do you think Mr. Hess is surprised at the invitation to stay for supper? (*Accept any answer.*)

Ask a student to read aloud what the lantern does as the three people walk to the house (page 119).

- ▶ [*interpretive*] How does Mrs. Logan make Mr. Hess feel welcome? (*She smiles at him and takes his coat; she says that they love to have company.*)  
[*appreciative*] What kinds of things does your family do to make a guest feel welcome in your home?

Ask a student to read aloud the joke on pages 119-20 that the Logans make about antique dealers.

► *[interpretive]* What do you think Mr. Hess and Mr. Logan find funny about Jenny's prayer? (*She thanks the Lord for the pie that's coming.*)

*[literal]* What business does Mr. Hess say he is in? (*He works for the government.*)

Ask a student to read aloud the conversation about occupations on pages 121-22.

► *[critical]* What does Mr. Logan mean when he says, "The welfare people aren't sure we're young enough to deserve her"? (*Accept any answer.*)

*[critical]* What does Mr. Hess really mean when he says antique dealers know that age adds value to things? (*Possible answer: being older adds value to people like the Logans*)

*[appreciative]* Is there an older person in your life whom you value?

Ask a student to read aloud how Mr. Logan responds on page 123 to Mr. Hess's comment about age adding value to things.

► *[critical]* Why do you think Jenny feels "desperate to explain" to Mr. Hess why she ran away? (*Possible answers: She still feels badly about what she has done; she doesn't want Mr. Hess to think badly of the Logans.*)

*[literal]* What point does Mr. Logan make from Jenny's story? (*He tells Mr. Hess that Christ promises never to leave or forsake those who believe in Him.*)

*[interpretive]* What does Mr. Hess think of the Logans' faith in Christ? (*He thinks it sounds like a good thing to believe, but he is afraid talking about it could hurt their chances of keeping Jenny.*)

Ask a student to read aloud the paragraph on page 126 in which Mr. Logan answers Mr. Hess's advice to keep quiet about his beliefs.

► *[literal]* What observation does Jenny make about Mr. Hess after he leaves? (*He doesn't believe in God like they do.*)

*[interpretive]* Was Jenny a little worried by what Mr. Hess said about keeping silent about God? How can you tell? (*Yes. She asked if she should not tell the welfare people about God.*)

*[interpretive]* How does Mr. Logan encourage her? (*He reminds her that Nehemiah did not forget about God when he went before the king.*)

*[critical]* Is it ever right to pretend that you don't believe in God to keep from making someone angry or suspicious? (*Lead the students to see that it is not.*)

### Scriptural Application

Read aloud I Peter 2:15. Then ask a student to read aloud II Timothy 1:7-8a. Ask what these verses say about speaking for the Lord. (*We should always be ready to speak when people ask us; we should not be afraid or ashamed.*) Point out the reason we do not need to be afraid: the power to speak for God comes from the Holy Spirit, who lives inside every believer (II Tim. 1:7).

# Going Further



## Journey into Thinking Skills— Divergent Thinking

"What Is It?"

(Reproducible—Lesson 15)

Note: the Egg Aerator (pictured), an ancestor of the blender, sold for approximately \$75 in 1900.

## Journey into Language— Speaking and Listening

Direct role-playing of these situations:

- (1) Asking or giving directions to a location in the school or community.
- (2) Trying to buy or sell an antique item.



Chapter Ten, pages 127-38  
**Lesson 16**

**Objectives**

**The student will**

- Appreciate the family traditions of others.
- Use visual and contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of the truth of God's promises.
- Practice self-questioning.

**Planning the Trip** 

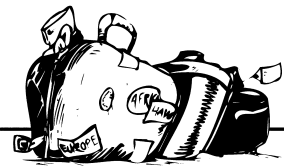
**Gather**

- A cylindrical object such as a potato chip can or an aerosol can.
- A Bible.

**Prepare**

- A list of the following words:
  - cylinder
  - finality
  - surety
  - unhurried

**Packing Up**



**Introducing the Story**

Discuss the following question:

- ▶ What special traditions does your family keep during the winter? Point out that in the final chapter of *Jenny Wren*, we will discover a special family tradition that the Logans keep when it snows.

**Developing Word Meaning**

Read aloud the first word, *cylinder*. Show the cylindrical object you have brought, explaining that it is a cylinder.

Read aloud the next word, *finality*.

- ▶ What does the word *final* mean? (*last, the end*)
- ▶ What do you think it would mean if your father told you something *with finality*? (*It would be the last word; there should be no more questions asked.*)

Read aloud the next word, *surety*.

- ▶ What does it mean to be *sure* of something? (*to be confident of it, to trust in it*)

Explain that *surety* is another form of the word *sure*.

- ▶ What would it mean to say that Jesus Christ is our *surety*? (*He is our confidence; we can trust Him.*)

Read aloud the next word, *unhurried*.

- ▶ What does *hurry* mean? (*to rush, to go quickly*)
- ▶ What do you think it would mean to say that a person is *unhurried*? (*that he goes slowly; that he is patient, not rushed*)

**Traveling Along**



**Setting the Purpose**

- ▶ Jenny and the Logans will find out what is going to happen to Jenny in this chapter. Watch for a surprise as you read.

**Reading and Thinking**

Direct the silent reading of pages 127-38. Ask the following questions:

- ▶ [*interpretive*] What do you think Mr. Logan means when he says, "It's a blinger out there"? (*It is very cold outside.*)

[*literal*] What special thing does Mrs. Logan do on the day it snows? (*makes ice cream out of snow*)

[*appreciative*] Have you ever eaten or helped to make homemade ice cream?

Ask a student to read aloud the paragraph on page 130 that tells what Jenny thought of the ice cream.

- ▶ [*interpretive*] What unusual thing happens that evening after supper? (*Jenny beats Mr. Logan at checkers.*)

[*interpretive*] Why do you think Mr. Logan seems happy to be losing? (*He is happy that Jenny has mastered the game enough to beat him at it; he is proud of her.*)

[*critical*] What do you think he means when he says that letting

Jenny win would have made her win cheap? (*Accept any answer, but explain that letting Jenny win would have been playing unfairly; it would have taken away her sense of accomplishment.*)

Ask a student to read aloud the conversation between Jenny and Mr. Logan about winning (page 131).

- ▶ *[interpretive]* What do the Logans think of the idea of Jenny's leaving them? (*They don't want her to leave, but they are prepared to accept the welfare director's decision.*)

*[interpretive]* Why does Jenny push her face into Lady's neck? (*so the Logans won't see that she is about to cry*)

Ask a student to read aloud what Jenny says she is going to tell the welfare people (page 132).

- ▶ *[literal]* What does Jenny do first when she wakes up the morning of the meeting? (*looks at the picture of the Logan family on the wall*)

*[interpretive]* Why does seeing the picture make her sad? (*She cannot remember being in a picture with anyone in her whole life.*)

Ask a student to read aloud the paragraph on page 134 that tells what Mr. Logan prays for at breakfast that morning.

- ▶ *[literal]* What does Jenny notice about Mrs. McAllister when they pull in at the school? (*Her coat is unbuttoned, and she carries no purse.*)

- ▶ *[interpretive]* What do the Logans think at first when Mrs. McAllister says there is no need to come to town? (*that the welfare people have decided to send Jenny away from them*)

*[literal]* How does Mrs. McAllister set their minds at ease? (*She quickly tells them that the director has said they should keep Jenny, that no interview is necessary.*)

*[interpretive]* What has led the welfare director to come to this decision? (*Mr. Hess, who visited the Logans' farm, was the welfare director; he made the decision after he visited with them.*)

*[critical]* What do you think Mr. Logan means when he says that the king came to Nehemiah this time? (*Accept any answer, but point out that in the story of Nehemiah, Nehemiah had to go to the king and ask to be allowed to return home. In the Logans' case, the "king," or Mr. Hess, who was to make the decision about where Jenny's home would be, came to them.*)

Ask a student to read aloud what Mr. Logan tells Mrs. McAllister about Nehemiah.

- ▶ *[literal]* What does Mrs. Logan suggest that they do on the way home? (*have their picture taken, since they are all dressed up*)
- [critical]* Why is a picture such a special thing for Jenny? (*Accept any answer.*)

### Scriptural Application

Point out two verses we looked at while we discussed *Jenny Wren*—Romans 8:28 and Psalm 84:11.

- ▶ How does the story's ending show that these verses are true? (*God worked out the difficult circumstances in Jenny's situation for her benefit and the Logans' good and for His glory.*)
- ▶ Can you expect the promises in these verses to hold true for your own life? (*yes*)

# Going Further



## Journey into Higher Order Thinking Skills—Metacognition Self-Questioning

“Ask and Answer”

(Reproducible—Lesson 16)

## Journey into Game Fun

Celebrate the happy ending to *Jenny Wren* by playing an old-fashioned game such as *Bird, Beast, or Fish*. Players sit in a circle. “It” stands in the center. “It” throws a knotted handkerchief to a player, says “bird,” “beast,” or “fish,” and counts quickly to 10. The player must name one of whatever was called before “It” finishes counting, or he becomes “It.” No one may use the name of any bird, beast, or fish that has already been named. The game may be made more difficult by progressing through the alphabet.

## How About Tractors?



A writer often lets the reader know certain things without actually saying them.

► Read about tractors.

1. Tractors have been used in the United States since the 1870s.
2. Tractors move on wheels or on tracks.
3. Many farmers use an all-purpose wheel tractor because it can do many jobs, such as planting, cultivating, and harvesting.
4. Wheel tractors have one or two small front wheels close together or two front wheels that are the same distance apart as the back wheels.
5. Tractors weigh from 3,000 to 60,000 pounds.
6. The size of tractors has continued to increase as farms have become larger.
7. Modern tractors have both speed and power, and they are easy to operate.
8. Many tractors have enclosed cabs with heating, air conditioning, and special features that protect the driver if the tractor turns over.

► Find a sentence above that tells you each of these things.

Write the correct number in each space. The first one is done for you.

5 Tractors are heavy machines.

\_\_\_\_ Farmers have several different jobs to do.

\_\_\_\_ Farms have not always been the size that they are now.

\_\_\_\_ Tractors do not all have the same number of wheels.

\_\_\_\_ Tractors are not a new invention.

Name \_\_\_\_\_

## Care About Characters

► Mark each character statement:

T if it is true

F if it is false

? if the information is not in the story so far



**Jenny**

- \_\_\_ asks many questions
- \_\_\_ does well in school
- \_\_\_ is willing to help
- \_\_\_ likes buttermilk
- \_\_\_ learns to ride Benjamin

- \_\_\_ works hard
- \_\_\_ does not like Jenny
- \_\_\_ is not very tall
- \_\_\_ answers patiently
- \_\_\_ reads the Bible every night



**Mr. Logan**



**Mrs. Logan**

- \_\_\_ is a good cook
- \_\_\_ is not young
- \_\_\_ does not like Jenny
- \_\_\_ speaks firmly
- \_\_\_ has many friends

## 2) Journey into Food Fun

### Crock-Pot Chicken Soup

Makes 16 generous portions. For a larger group, repeat the recipe in another Crock-Pot.

#### **Ingredients**

- 28 oz. can diced tomatoes with juice
- 8 cups water
- 2 envelopes golden onion soup mix
- 1 tsp. thyme
- 2 lbs. boneless, skinless chicken
- 2-3 stalks celery
- 2 large carrots
- 10 oz. package frozen peas
- 10 oz. package thin egg noodles
- salt and pepper

- Heat water and tomatoes in Crock-Pot on HIGH.
- Stir soup mix and thyme into heated liquid.
- Wash chicken, celery, and carrots; cut into bite-sized pieces.
- Add chicken and vegetables.
- Cook for 1/2 hour on HIGH.
- Reduce to LOW/SIMMER; cook for at least 6 hours.
- Add noodles 15 minutes before serving.
- Add salt and pepper to taste.
- Serve with johnnycake (or corn bread).



# Fun with Words

There are many ways to have fun with words. Jenny liked to spell long, difficult words. Mrs. Logan liked to do crossword puzzles. What are some of the ways you like to have fun with words?

► Complete the puzzle with words from the story (pages 17-26).

**Across**

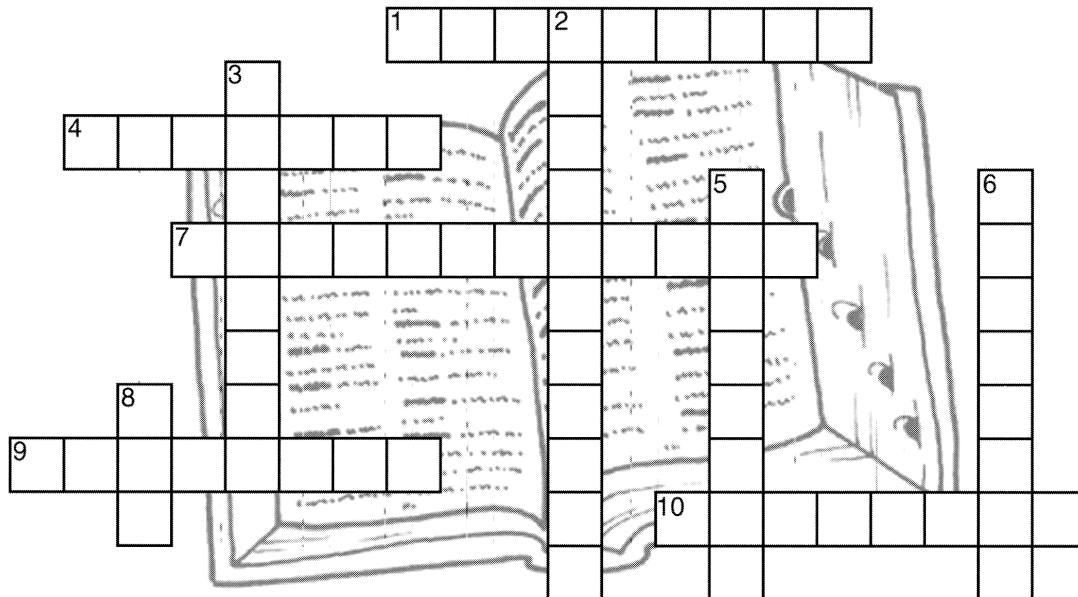
- 1. Unusual (p. 19)
- 4. Wearing a garment tied around the waist to keep the clothes clean (p. 24)
- 7. A box, cabinet, or room in which food or other items are stored at low temperatures
- 9. A game in which

- two players take turns moving their disks on a board (p. 22)
- 10. A device that can be adjusted to control the flow of air (p. 26)

**Down**

- 2. Uncomfortable or nervous (p. 19)

- 3. Sad and lonely because of being away from home (p. 23)
- 5. Destroyed by burning (p. 23)
- 6. Tried to find out by asking questions (p. 20)
- 8. A piece of wood or metal used to hang things on (p. 17)



# 3

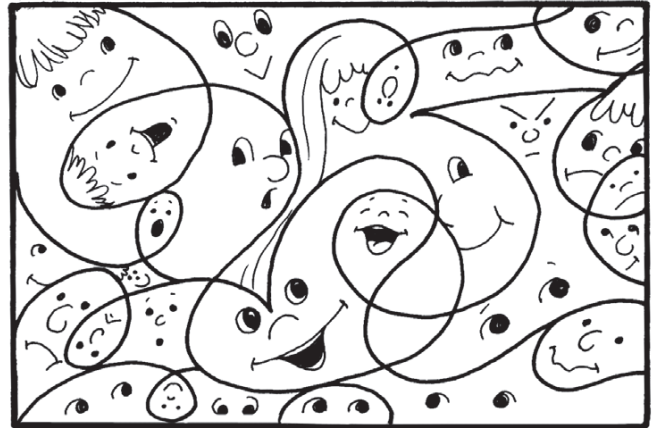
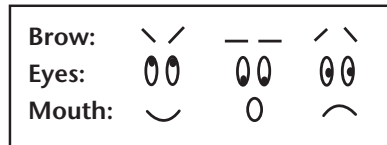
## Journey into Character Building

### Expressive Faces

The story in Nehemiah 2 shows that the king was sensitive to the sadness he saw in Nehemiah's face. God's Word tells us to be kind and tenderhearted (sensitive) to one another (Ephesians 4:32).

We should "read" the faces we see around us and try to change the sad faces to happy ones.

Direct the student to make a collage of faces by scribbling with black crayon on newsprint. The shape of each space will suggest the features used to develop a face. A few simple strokes can suggest emotion.

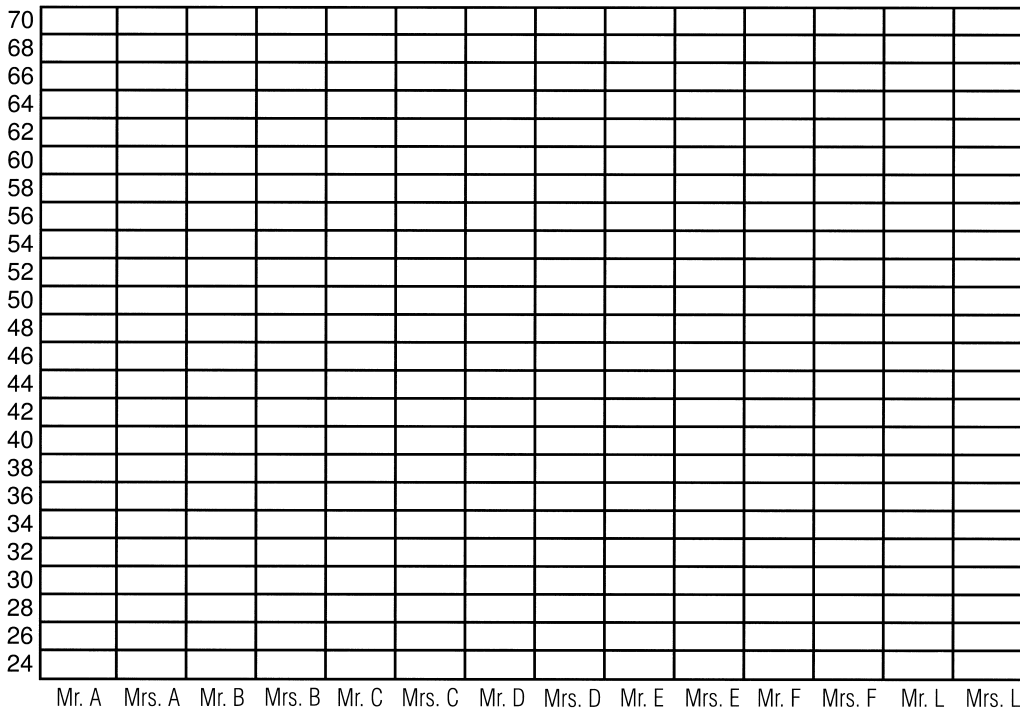


Name \_\_\_\_\_

# Parents

► Complete the bar graph to show the ages of this group of parents of third grade students.

Mr. A	34	Mr. C	29	Mr. E	40
Mrs. A	30	Mrs. C	28	Mrs. E	38
Mr. B	32	Mr. D	34	Mr. F	42
Mrs. B	32	Mrs. D	36	Mrs. F	42



- How old are the oldest parents in this group? \_\_\_\_\_
- How old is Mr. Logan? \_\_\_\_\_ Mrs. Logan? \_\_\_\_\_ (See p. 31 in *Jenny Wren*.)
- Do the ages of the Logans differ a little or a great deal from the usual \_\_\_\_\_  
ages of the parents of third graders? \_\_\_\_\_
- What do you think this would mean to someone who is thinking \_\_\_\_\_  
about placing a foster child with them? \_\_\_\_\_



Name \_\_\_\_\_

# A Love-ly Web

► Trace the line from each Scripture reference to the spider and then to the correct description. Use the color listed with each reference. One is done for you.

John 15:13  
(green)

I Corinthians 13:4  
(black)

I John 4:18  
(orange)

Romans 13:8  
(purple)

casts out fear

I Peter 4:8  
(red)

never fails

I Corinthians 13:8  
(yellow)

covers many sins

fulfills God's Law

lays down one's  
life for friends

is kind

# I'm Just a Poor Wayfarin' Stranger

Southern Folk Hymn



I'm just a poor way-far-in' stran-ger, A - trav' - lin' through this world of woe,



But there's no sick - ness, toil nor dan - ger, In that bright land to which I go.



I'm go-in' there to see my Fa-ther, I'm go-in' there no more to roam;



I'm just a - go - in' o - ver Jor-dan, I'm just a - go - in' o - ver home.

## 6

## Journey into Language

## CREATIVE CALF BOOK

- Cut from white construction paper:
  - 2 ovals (6½" x 8½")
  - 2 ovals (2" x 3")
- Cut from black or brown construction paper:
  - 2 ovals (2" x 3")
  - 4 ovals (1½" x 2")
- Cut from lined paper:
  - 4 ovals to match the larger white ones
- Assemble the ovals as shown.
- Direct a creative writing activity as follows:

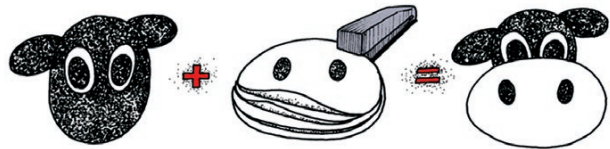
**Page 1:** Title Page

**Page 2:** How would a pet calf be like a pet cat or dog?  
How would it be different?

**Page 3:** If you had a pet calf, what would you name it? Why?

**Page 4:** Write a letter that will convince your parents to let you have a pet calf. Be sure to give lots of good reasons that a calf would be a good pet.

- Display the calf books with a caption such as "Creative Calves."




Name \_\_\_\_\_


## Mr. Logan's Logs

► Color the log beside the correct ending to each sentence.

1. The supper bell rings when it is not supper, so

 Mr. Logan thinks they are late for supper.

 Mr. Logan thinks Jenny has rung the bell.

 Mr. Logan thinks that something is wrong.


2. Jenny is tanned with rosy cheeks, so

 Mrs. McAllister thinks the country is bad for her.

 Mrs. McAllister thinks the country is good for her.

 Mrs. McAllister does not want to look at her.

3. The Logans are old, so


 Mr. Wright thinks Jenny should live somewhere else.


 Mr. Wright thinks Jenny should look after them.

 Mr. Wright thinks Jenny should go to school.

4. Mrs. McAllister believes the Logan farm is the place for Jenny, so

 she has tried to make Mr. Wright lose his job.

 she has asked for a six-month trial period.

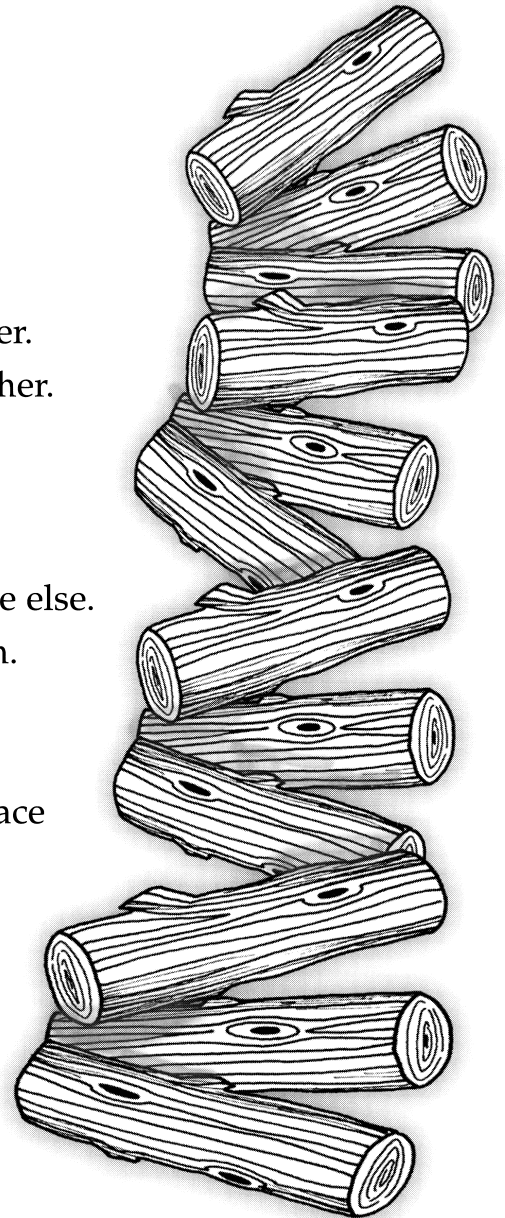
 she has given up on Jenny's case.

5. Mr. Logan calls Jenny "my Jenny," so

 Jenny thinks he wants her to leave.

 Jenny thinks he is confused about who she is.

 Jenny thinks he likes her and wants her to stay.



Name \_\_\_\_\_

## An Interview

1. What is your full name?

2. In what year were you born?

3. Where were you born?

4. What is one thing that you remember from when you were in second grade or younger?

5. What games did you and your friends play?

6. What do you enjoy doing now?

7. What has improved most since you were a child?

8. What do you wish had not changed since you were a child?

# 7

## Journey into Heritage Studies

### SPOTLIGHT ON SENIORS

Arrange with the social director of a retirement community to invite a group of seniors for a visit.

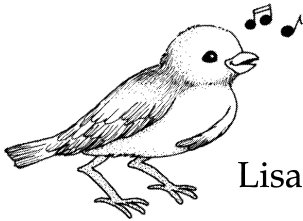
- ▶ Give directions for making invitations and name tags for everyone, planning games and activities, and making simple refreshments.
- ▶ Prepare a presentation of poems and songs.
- ▶ Plan a craft activity that everyone can do together.

- ▶ Instruct and model how to conduct an interview, using “An Interview” Reproducible—Lesson 7B.
- ▶ Instruct and model how to be a gracious host. Practice seating guests, making introductions, and serving refreshments.
- ▶ Follow up with student letters to the guests, thanking them for sharing their day.



## Reading with the Five Senses

An author sometimes invites the reader to call to mind how something would sound, look, feel, smell, or taste by using language that compares. This is called a **simile**.



Lisa sang like a bird.

Lisa sang like a crow.



*Birds make pleasant songs, so the reader knows that Lisa sings pleasantly.*

*Crows make harsh sounds that could hardly be called songs, so the reader knows that Lisa's singing voice is not musical or pleasant.*

► Write the letter of the best ending for each sentence in the space.

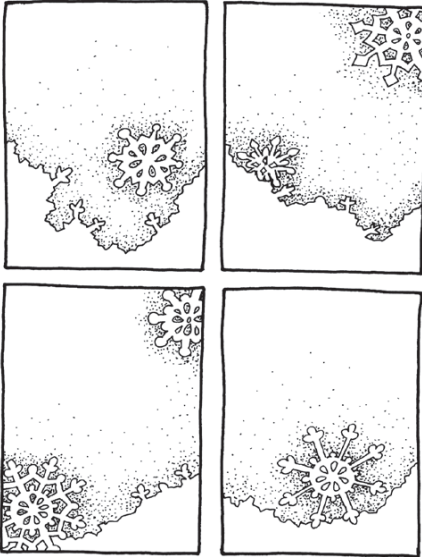
1. Mr. Logan seemed as tall as \_\_\_\_.
2. Jenny hurried to the stove like \_\_\_\_.
3. Lady's fur felt as smooth as \_\_\_\_.
4. The tree branches seemed to swell and drop back like \_\_\_\_.
5. The water sparkled like \_\_\_\_.
6. The stars were sprinkled over the heavens like \_\_\_\_.

- |                         |                            |
|-------------------------|----------------------------|
| A. the waves of the sea | D. one of the forest trees |
| B. silk                 | E. a flash of lightning    |
| C. sugar over a pie     | F. diamonds                |

## 9

## Journey into Science

## Forming Frost

**Materials:**

- strong plastic bag
- ice cubes or chunks
- hammer or mallet
- 1 lb. metal coffee can
- freezer salt

- ▶ Fill the bag with ice, place it on a hard durable surface, and hit it with the hammer until the ice breaks into tiny pieces.
- ▶ Fill the coffee can  $\frac{2}{3}$  full with the crushed ice. Fill it the rest of the way with salt and stir thoroughly. The salt lowers the temperature of the ice to slightly below freezing.

As air comes in contact with the cool surface of the can, water molecules from the air condense, forming dew, and then freeze, forming frost. This duplicates winter weather conditions in which humidity from the air forms frost on the ground, trees, and other surfaces. Frost is white because air is trapped in the frozen crystals.



Name \_\_\_\_\_

## Good News, Bad News

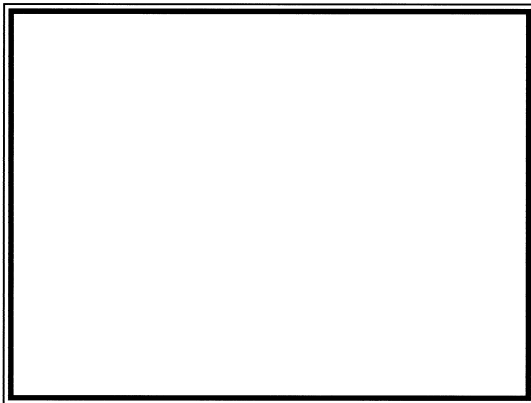
- Write two short newspaper articles. In one, tell Jenny's good news from school. In the other, tell the bad news about Benjamin. Draw a picture for each article. Write your name and the date on the lines.

# The **LOGAN FARM NEWS**

Reporter \_\_\_\_\_

Date \_\_\_\_\_

### ***Good News***



\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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### ***Bad News***

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

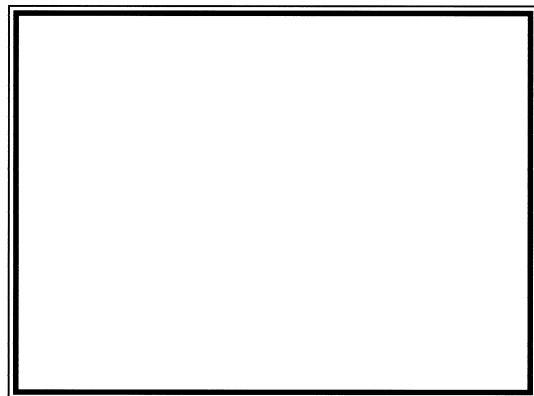
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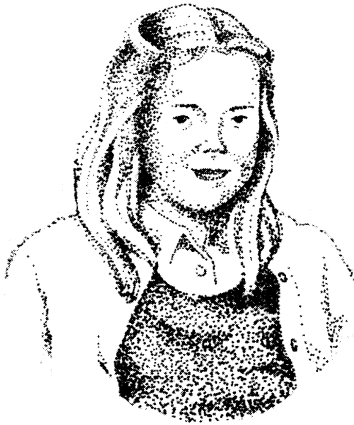
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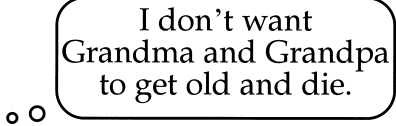
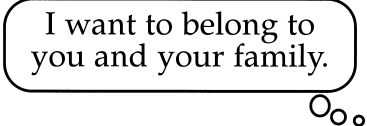
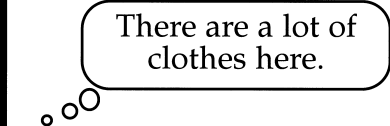
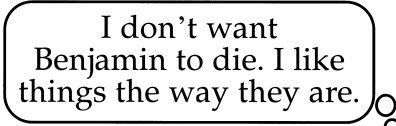
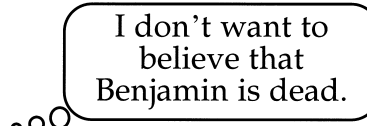
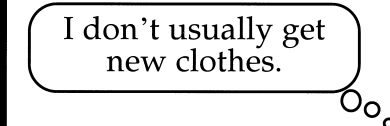
# “I Meant What I Said”



Sometimes an author uses the story character's words to show what that character is thinking and feeling.

► Cut on the dark lines below. Place each thought bubble beside the words Jenny actually said. Glue them in place.

1. “Did your daughter send all these things?”
2. “Is this brand new?”
3. “If we were in a picture together, I would want people to think I was yours.”
4. “I don’t want anything to change!”
5. “The Logans aren’t old.”
6. “No! I don’t believe you!”

 <p>I don't want Grandma and Grandpa to get old and die.</p>	 <p>I want to belong to you and your family.</p>	 <p>There are a lot of clothes here.</p>
 <p>I don't want Benjamin to die. I like things the way they are.</p>	 <p>I don't want to believe that Benjamin is dead.</p>	 <p>I don't usually get new clothes.</p>

# 11

## Journey into Arts & Crafts

### SNOW GLOBE PAPERWEIGHT

**Materials:**

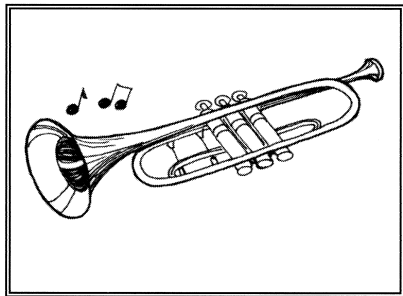
- baby food (or other) small jar
  - small piece of plastic greenery
  - epoxy cement
  - moth flakes
  - water
- Secure the greenery upright in the center of the jar lid with a small dot of cement.
- Fill the jar with water to  $\frac{1}{4}$ " from the rim.
- Add  $\frac{1}{2}$  tsp. moth flakes.
- Put cement around the jar rim and screw the lid on securely.
- When the cement is dry, turn the jar upside down and shake to create a snow storm.



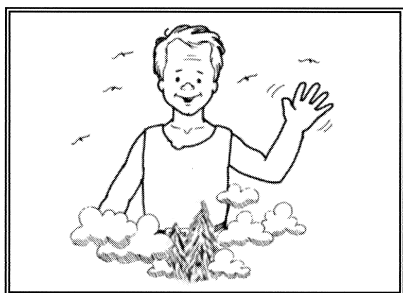
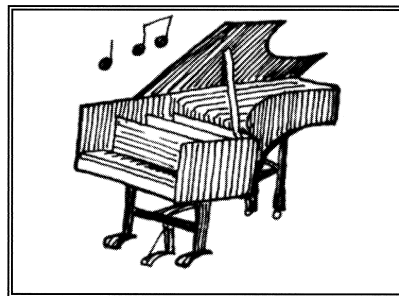
Name \_\_\_\_\_

# How?

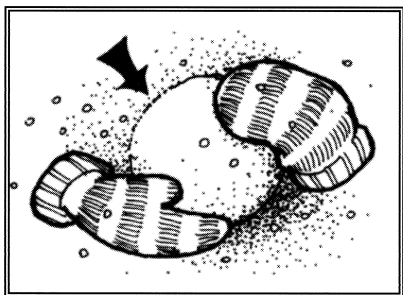
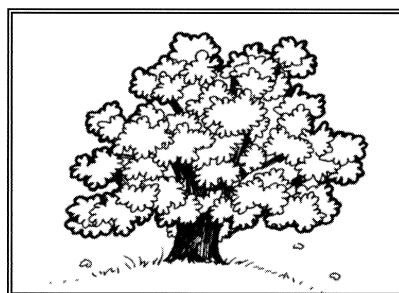
► Tell how each pair of things is alike.



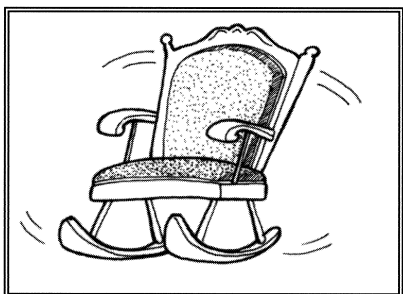
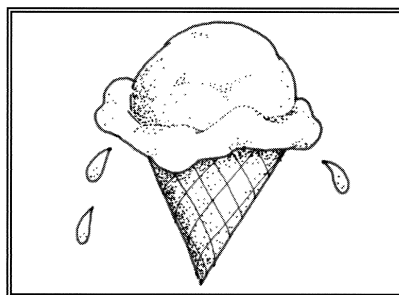
Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



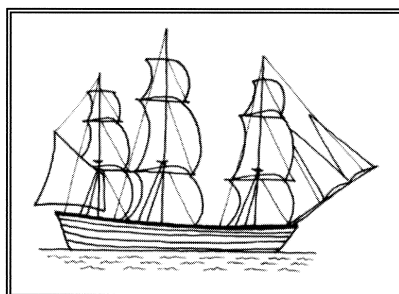
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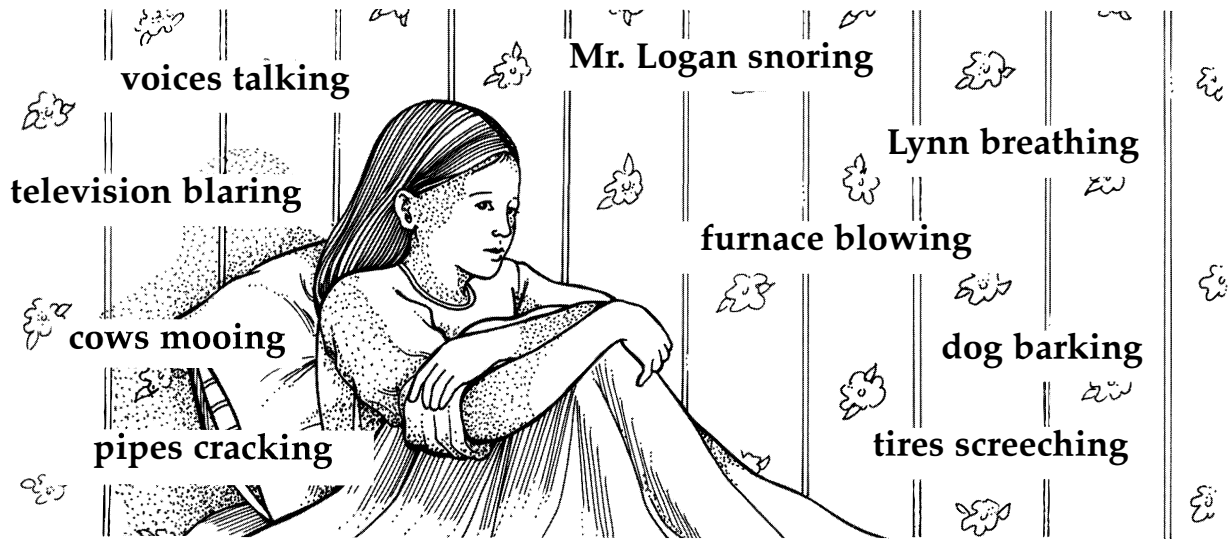
Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Name \_\_\_\_\_

# Silent Night?

► Put an X on each sound that Jenny did *not* hear while she was in bed at the Stebbses' house.



Like Jenny, you might notice sounds more at night because you are using your sense of hearing more than your other senses.

► What sounds do you hear at night when your house is dark?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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► What do you do when you hear a frightening noise?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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# Seeing Stars

## Materials:

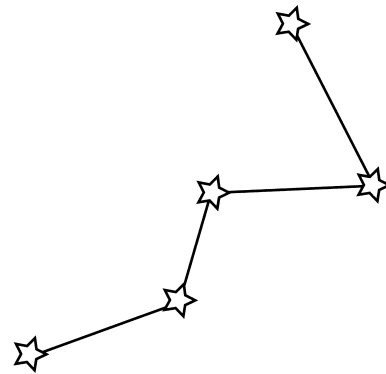
- a cardboard oatmeal container for each student
- a nail for each student

## Preparation:

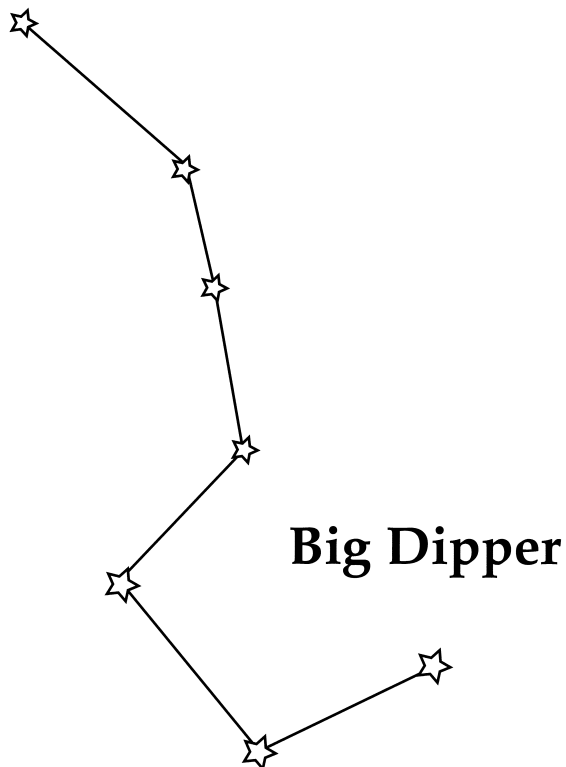
Enlarge the constellation patterns (below) onto a chalkboard or poster or make an overhead transparency.

## Directions:

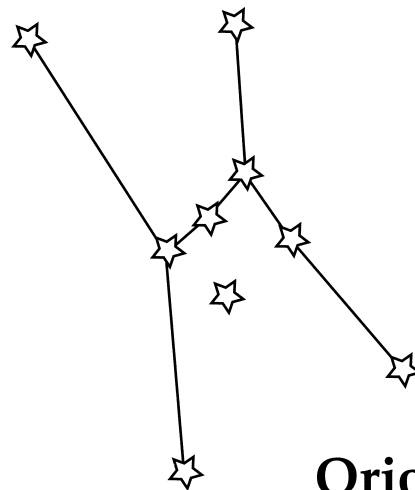
- ▶ Choose a constellation pattern and lay it on the end of the oatmeal container. Hold or tape it in place.
- ▶ Using the nail, punch holes in the bottom of the container to represent each star of your constellation.
- ▶ View the constellation by looking through the open end of the container.



**Cassiopeia**



**Big Dipper**

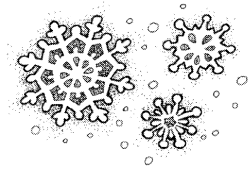


**Orion**



Name \_\_\_\_\_

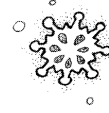
## Read It, See It

- Color the snowflake beside the correct meaning of each word picture.





1. The great white hemlocks . . . stood like white giants against the gray sky.

-  The tall trees were covered with snow.  
 The tall white trees had arms and legs.





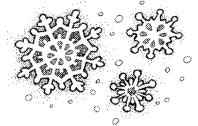
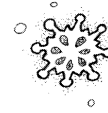
2. The snow came down thickly, like so many weary birds.

-  The snow had thick feathers.  
 The snow came down slowly.





3. The snow iced barns like so many cakes.

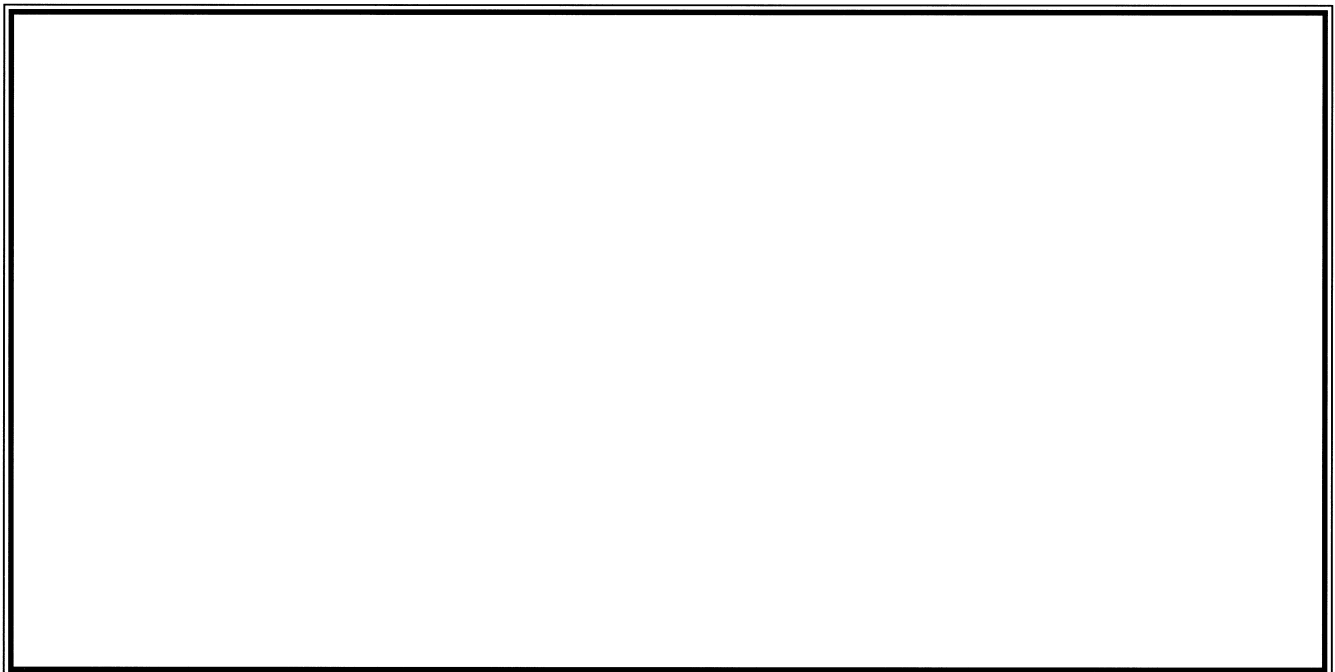
-  The snow tasted sweet and creamy.  
 The snow made fluffy mounds on top of the barns.



4. The snow put peaked caps on pumps and posts.

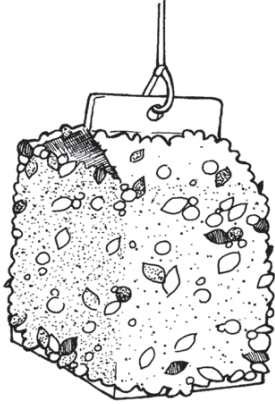
-  The snow drifted into points on top of pumps and posts.  
 The snow gave pumps and posts pointed hats to wear.

- Draw the snow scene that the author describes on page 111 or page 113.



# 14) Journey into Arts & Crafts

## Nutty Bird Feeder



### **Materials:**

- One pint-sized milk carton
- Peanut butter
- Birdseed
- A knife
- String or twine (20 inches)

1. Poke a hole in the top of the milk carton and insert the string or twine.
2. Spread peanut butter over the outside of the milk carton.
3. Roll the milk carton in birdseed until peanut butter is completely covered.
4. Tie the bird feeder onto a branch of a tree and watch the birds come!



Name \_\_\_\_\_

## What Is It?

*This machine might be found in an antique shop. It is an invention that has been redesigned, improved, and renamed many times. You probably have one of the resulting machines in your own home.*

► Write your answers to the questions. Let your imagination go!

1. What do you think it was called?

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2. For what do you think it was used?

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3. How much do you think it cost in 1900?

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4. Pretend that it is 1900 and you are selling this item.  
What would you tell someone that would make him think he needed to buy it?

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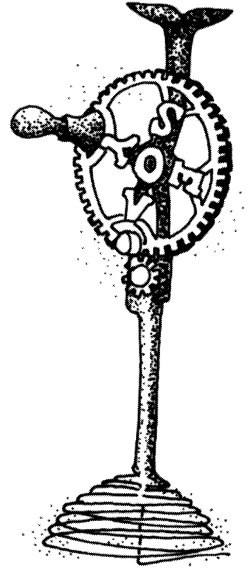
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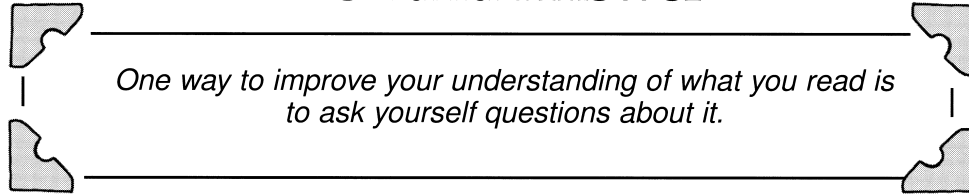
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Name \_\_\_\_\_

## Ask and Answer



► Ask yourself the following questions about Chapter 10 of *Jenny Wren*. Then write your answers on the lines.

► Before you read:

1. What is the decision that will be made?

\_\_\_\_\_

-----

\_\_\_\_\_

2. What does Jenny want the decision to be?

\_\_\_\_\_

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\_\_\_\_\_

► While you read:

1. What did the director decide?

\_\_\_\_\_

-----

\_\_\_\_\_

2. What was surprising about the “antique dealer” the Logans invited to dinner?

\_\_\_\_\_

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\_\_\_\_\_

► After you read:

1. How was Jenny different at the end of the story from what she was like at the beginning?

\_\_\_\_\_

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\_\_\_\_\_

2. What would you change in the story?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



# Answer Key

## Lesson 1

5 4  
3 1  
6

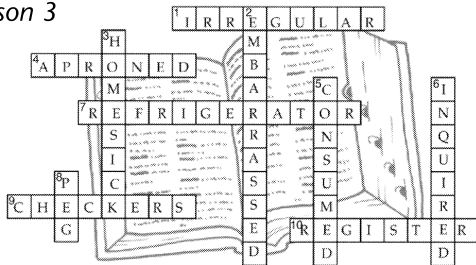
## Lesson 2

Jenny: **T, ?, T, F, ?**

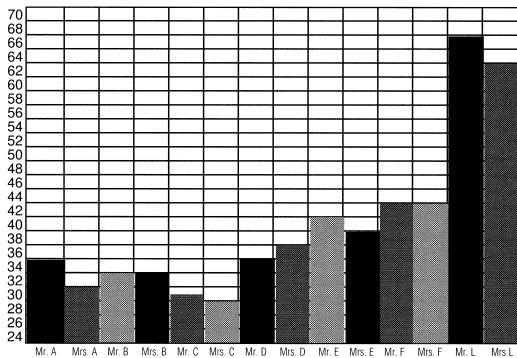
Mr. Logan: **T, F, F, T, ?**

Mrs. Logan: **T, T, F, T, ?**

## Lesson 3

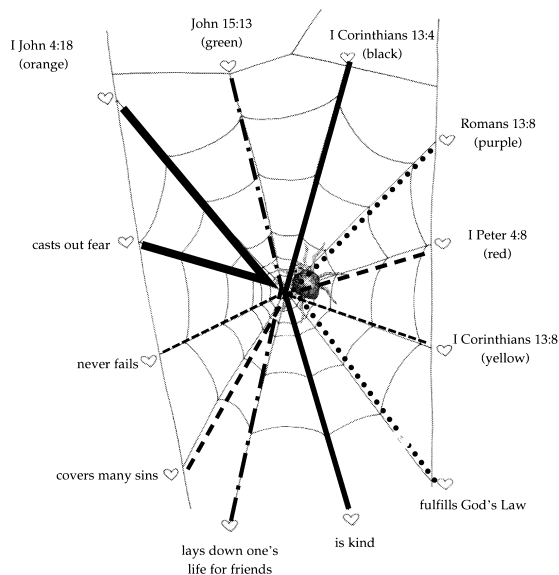


## Lesson 4



- 42
- 66 and 62
- A great deal
- Answers will vary.

## Lesson 5



Jenny Wren, Reproducible

## Lesson 7A

- Mr. Logan thinks that something is wrong.
- Mrs. McAllister thinks the country is good for her.
- Mr. Wright thinks Jenny should live somewhere else.
- she has asked for a six-month trial period.
- Jenny thinks he likes her and wants her to stay.

## Lesson 9

- D**
- E**
- B**
- A**
- F**
- C**

## Lesson 11

- There are a lot of clothes here.
- I don't usually get new clothes.
- I want to belong to you and your family.
- I don't want Benjamin to die. I like things the way they are.
- I don't want Grandma and Grandpa to get old and die.
- I don't want to believe that Benjamin is dead.

## Lesson 12

Possible answers: both are musical instruments; both are big or tall; both are cold and can melt; both have a rocking motion.

## Lesson 13A

Cross out: cows mooing; Mr. Logan snoring; television blaring; dog barking; tires screeching  
Rest of page: answers will vary.

## Lesson 14

- The tall trees were covered with snow.
- The snow came down slowly.
- The snow made fluffy mounds on top of the barns.
- The snow drifted into points on top of pumps and posts.

## Lesson 16

- Whether Jenny may stay with the Logans
- To stay

- The Logans may keep her.
- He was a welfare official.

- Answers will vary.
- Answers will vary.