



BJ BookLinks®

∴ JOURNEY INTO LITERATURE ∴

Mountain Born

▪ LESSONS AND REPRODUCIBLES ▪



NOTE:

The fact that materials produced by other publishers may be referred to in this volume does not constitute an endorsement of the content or theological position of materials produced by such publishers. Any references and ancillary materials are listed as an aid to the student or the teacher and in an attempt to maintain the accepted academic standards of the publishing industry.

BJ BookLinks®: Journey into Literature for *Mountain Born*

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Introduction

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.

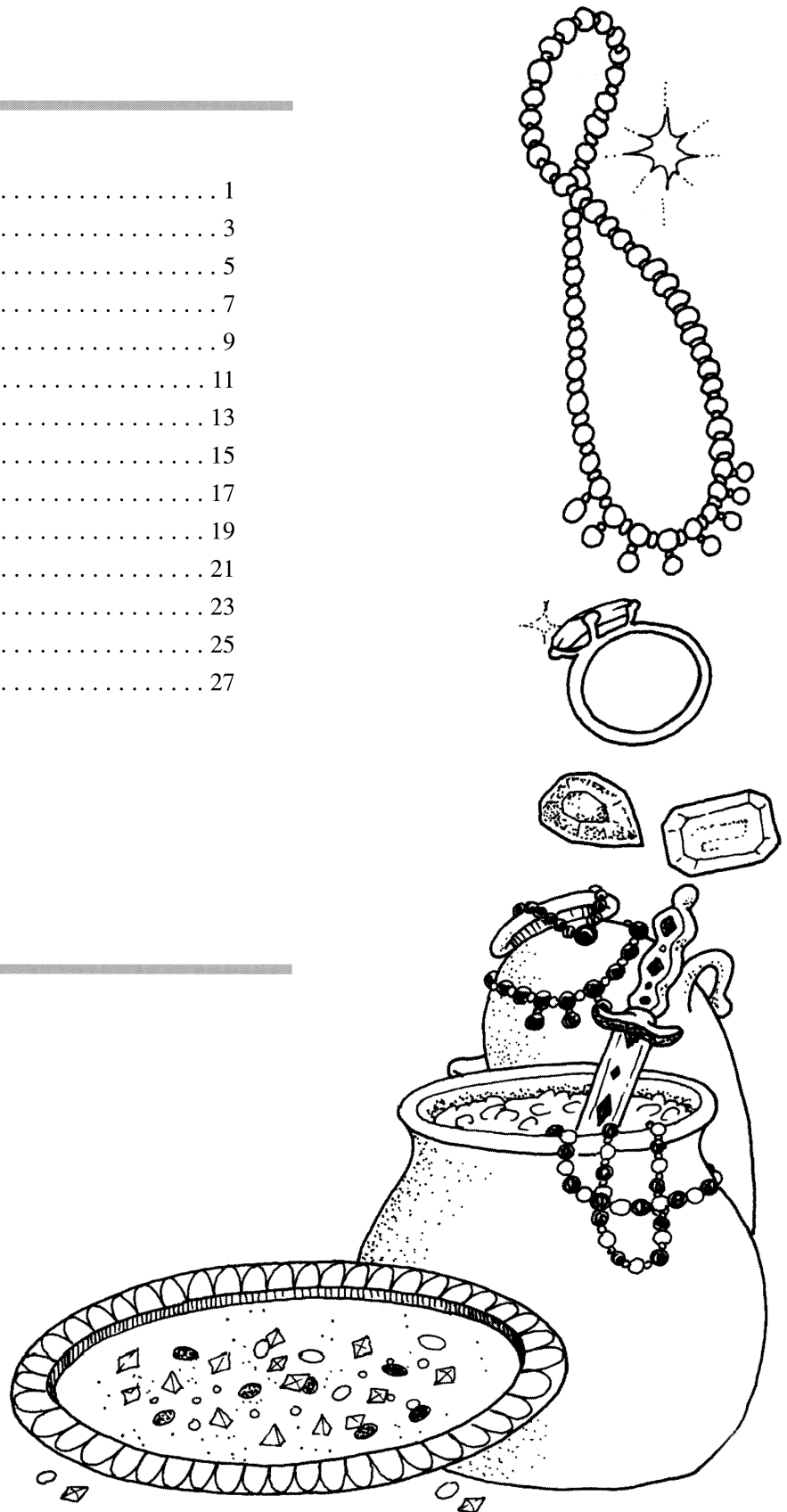


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Reproducibles

Answer Key



Chapter One, pages 1-10

Lesson 1

Objectives

The student will

- Identify the story's author, setting, and major characters.
- Develop vocabulary through the use of contextual clues.
- Recognize the scriptural principle of Christ's concern and prayers for children.
- Develop an awareness of the backgrounds and upbringing of others.

Planning the Trip



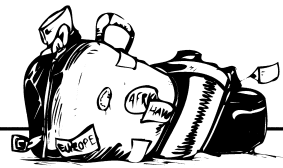
Gather

- A Bible.

Prepare

- Word cards for the following words, using the lamb pattern (Reproducible—Lesson 1A).
cosset
querulous
convulsive
gamboling
- A poster or overhead transparency of Reproducible—Lesson 1B.

Packing Up



Introducing the Story

Introduce the author and the setting. Many of Miss Yates's early experiences on her father's large farm have found their way into *Mountain Born*. She writes about life on a sheep farm more than fifty years ago. Use the poster or overhead transparency (Reproducible 1B) to introduce the characters.

- The characters in *Mountain Born* are a farm family (Peter and his mother and father), their helper (Benj), and Peter's special pet (the cosset). In later chapters you will meet their neighbors and other animal characters. When the story begins, Peter is young; when the story ends, he is much older.

Developing Word Meaning

Display each word card. Then read aloud the following sentences and questions:

Show the word card for *cosset*.

- I took my cosset to the vet for a checkup.

What do you think a cosset is? (*It can be any pet, but it is usually a lamb.*)

Show the word card for *querulous*.

- The baby kept up a querulous crying until her bottle was ready.

What do you think *querulous* means? (*discontented or complaining*)

Show the word card for *convulsive*.

- With a convulsive shake, the lawn mower started.

What do you think *convulsive* means? (*characterized by violent shaking*)

Show the word card for *gamboling*.

- The kitten went gamboling about the yard, chasing a butterfly.

What do you think *gamboling* means? (*leaping about playfully*)
What other kinds of animals might gambol, and what kinds would not? (*Answers will vary.*)

Traveling Along



Setting the Purpose

- Find out how the lamb becomes Peter's cosset.

Reading and Thinking

Direct the silent reading of pages 1-10. Ask the following questions:

- [*literal*] What kind of spring day was it? (*windy, sunny*)
[*interpretive*] How were the clouds like sheep in the author's comparison? (*Clouds are white and fluffy like wool; clouds are being blown by the wind just as sheep are herded by a shepherd.*)
[*appreciative*] Have you ever seen a cloud that reminded you of an animal? Tell us about it.

Ask a student to read aloud the opening paragraph about the clouds.

- *[interpretive]* Why was it a busy day on the farm? *(The sheep were having their lambs, and the men and Peter were looking after them.)*

[literal] Peter's mother is busy too. What are her chores? *(washing, cooking)*

- *[critical]* How does she feel when she sees the lamb? *(Accept any answer.)*

[literal] What does she do for the lamb? *(puts warm cloths on it; gives it warm milk)*

[literal] What does Benj do for the lamb? *(blows air into it; gently slaps its ribs)*

[critical] Why do you think they work so hard to help the lamb live? *(Accept any answer and point out that Martha and Benj do not want Peter to be hurt by its death.)*

Ask a student to read aloud the paragraph on page 4 that lets us know that Martha feels compassion for Peter.

- *[literal]* What does Martha remember as she holds the little lamb by the stove? *(how she felt when Peter was born and she held him for the first time)*

[critical] Why do you think she prayed that Peter might be caring and useful rather than healthy, intelligent, or successful? *(Accept any answer.)*

- *[literal]* What is the first sign that the little lamb is alive? *(Its tail quivers.)*

[interpretive] How does Martha show her happiness when she knows the lamb is alive? *(She sits back in her chair, half-singing, half-sobbing.)*

[interpretive] Why doesn't Martha have dinner ready when the men return? *(She has been too involved with caring for the lamb to get it ready.)*

[critical] Do you think the men are upset that dinner is not ready? Why or why not? *(Accept any answer, but point out that they are too happy about the lamb to mind.)*

Ask a student to read aloud the paragraphs on page 10 that tell what Peter's parents decide to do with the lamb.

Scriptural Application

Point out that Peter's mother prayed for him before and after he was born. Read aloud Matthew 19:13-15. Ask the following questions:

- Why do you think the disciples thought Jesus should not pray for the children? *(Perhaps they thought He was too busy or that the children were not important enough to be prayed for.)*
- How do you know Jesus thought praying for children was important? *(He let the children stay, and He prayed for them.)*



Journey with the Author

Share the information from the folder about Elizabeth Yates.

Journey into Arts and Crafts

"Cloud Pictures"

See directions on the folder.

Chapter Two, pages 11-17

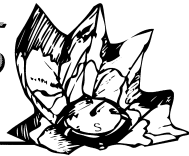
Lesson 2

Objectives

The student will

- Develop an awareness of character change in the course of the story's action.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of doing even unpleasant tasks willingly.
- Identify qualities of each character.

Planning the Trip



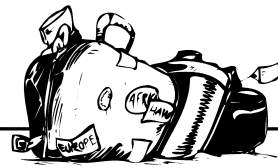
Gather

- A Bible.

Prepare

- Sentence strips for the following:
Just around the corner I could hear the plaintive cry of a lost child.
I went to my room under the pretext of being tired, but I really wasn't.
The acrid smell of burnt toast filled the kitchen.

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Do you have any pets?
- ▶ What are your responsibilities in caring for your pet?
- ▶ Which duties do you like? Which do you dislike?
- ▶ Why do people spend time, money, and attention on pets?

Developing Word Meaning

Display and read aloud the sentence strips. Then ask the following questions:

- ▶ Which word means “an excuse or an effort meant to hide something”? (*pretext*)
- ▶ Which word means “unpleasantly sharp or bitter in smell”? (*acrid*)
- ▶ Which word means “sorrowful”? (*plaintive*)

Traveling Along



Setting the Purpose

- ▶ Discover what unpleasant task Peter must do in caring for his pet in today's lesson.

Reading and Thinking

Direct the silent reading of pages 11-17. Ask the following questions.

- ▶ [*literal*] Why does the farmer take such care about the kind of food given to the ewes? (*The ewes give more and better milk for their lambs if they are fed good hay and grain.*)
[*interpretive*] Why do you think the cosset comes to Peter for milk instead of going to one of the ewes? (*The lamb has learned to trust Peter because he has taken care of it from birth.*)
[*critical*] What do you think the author means when she says that Peter has “the kind of skill that comes not from experience but from something far deeper”? (*Accept any answer, but point out that Peter tries hard to understand the lamb's needs because he loves it.*)
- Ask a student to read aloud sentences on page 13 that show that the lamb was getting strong.
- ▶ [*literal*] What unpleasant chore does Andrew ask the family's help with? (*docking [cutting off] the lambs' tails*)
[*interpretive*] Why is Martha so concerned about having Peter help? (*She is worried that he might be shocked or hurt because the process is painful for the lambs.*)
[*literal*] Why is it good for lambs' tails to be cut off? (*The lambs can grow to be cleaner, stronger sheep and will be worth more in the market.*)
[*critical*] Why do you think Martha feels this experience is the beginning of Peter's growing up? (*Accept any answer; explain that part of growing up is facing difficult things bravely.*)

Ask a student to read aloud what Martha told Peter to do while she washed the dishes (page 14).

- *[interpretive]* Why does Peter's father want the cosset to go first? *(If the other lambs see the cosset go through the docking well, they will follow its example.)*

[interpretive] How does Peter comfort the cosset during the docking? *(He kneels beside it and holds its head in his arms.)*

[literal] What is the pine tar used for? *(to swab the stump after the tail is cut off)*

- *[literal]* How does Peter help during the rest of the docking? *(He holds the lambs while his father cuts off their tails.)*

[literal] How do the lambs act after the docking is over? *(They leap higher than before without the weight of their tails.)*

[interpretive] How badly do they seem to be hurt? *(not very badly)*

[critical] How do you think Peter's father feels about the work Peter has done? *(Accept any answer.)*

[critical] How has Peter changed by the end of this chapter? *(Accept any answer, but point out that doing something hard has helped him become more mature or more like a grown man.)*

Ask a student to read aloud the final conversation between Peter and his father (page 17).

Scriptural Application

Read aloud Ecclesiastes 9:10a. Ask the following questions:

- Does this verse apply even to tasks we think are unpleasant? *(yes)*
- How might thinking about this verse help you get through unpleasant tasks? *(Accept any answer.)*



Journey into Thinking Skills— Divergent Thinking

“Privileges and Responsibilities”
(Reproducible—Lesson 2)

Chapter Three, pages 19-25

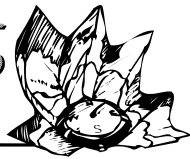
Lesson 3

Objectives

The student will

- Identify with story characters.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of choosing wise friends.
- Interpret figurative language.

Planning the Trip



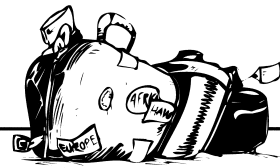
Gather

- ☐ Cheese and crackers for each student.
- ☐ A Bible.

Prepare

- ☐ A display of the following words:
replete
clamber
bluntly
encased
bliss

Packing Up



Introducing the Story

Explain that the group will have an outdoor snack together. Go to a spot outdoors where you can sit in the grass and hand out cheese and crackers to eat. Talk about other times when you have eaten outdoors. Explain that in today's lesson from *Mountain Born*, Peter and Benj eat outdoors for a special reason.

Developing Word Meaning

Read aloud each word from the list. Then read the following sentences and the group of words with each. After each sentence, ask which word in the word group is a synonym for the word on the chalkboard.

- The lake, *replete* with fish, yielded a good supply of trout for our supper. (*filled, salty, dry*)
- Wearing hiking boots, I tried to *clamber* up the steep hillside. (*tip-toe, fly, scramble*)
- "I'm in trouble," the boy said *bluntly*. (*kindly, frankly, quietly*)
- The pillow was *encased* in green silk. (*enclosed, enlarged, engraved*)
- When I saw the A's on my report card, I smiled with pure *bliss*. (*boredom, happiness, humor*)

Traveling Along



Setting the Purpose

- Read to discover the main responsibility of a shepherd's life.

Reading and Thinking

Direct the silent reading of pages 19-25. Ask the following questions:

- [*literal*] Where is the flock going as the chapter begins? (*to the pasture for their first grazing*)
[*interpretive*] Name some details that show that it is a good day to be outdoors. (*a gentle spring day; sunny; blossoms and flowers in the grass; small, frisky clouds in the sky; warm*)
[*literal*] How does Peter express his love for the cosset? (*He throws his arms around it and says he loves it.*)
[*appreciative*] Have you ever had a day when you felt like you "loved all the world"? Tell us about it.
- Ask a student to read aloud the paragraph on page 20 that tells how Benj feels about the day.
- [*critical*] Why do you think Peter asks Benj's advice about what to do when he is alone with the sheep? (*Accept any answer, but explain that Peter values Benj's wisdom and experience.*)
[*literal*] What is Peter afraid of? (*that the sheep might start to run*)
[*literal*] What reasons does Benj give for not being afraid? (*Rollo will help; Peter has already proved his ability to care for the cosset well.*)

Ask a student to read aloud the sentence that sums up a shepherd's responsibilities (page 22).

- *[literal]* What new responsibility is Peter given a few days later? *(to take the flock to pasture alone)*

[interpretive] Why do you think Benj wants to mend fences instead of doing more important work? *(He wants to be close to Peter so he can check on him.)*

[literal] What games does Peter play with the lambs? *(kings-on-the-mountain, chase, hide-and-find)*

[appreciative] Have you ever played any of these games?

[interpretive] What happens to Peter after lunch? *(He falls asleep.)*

Ask a student to read aloud the paragraph that tells how Peter fell asleep (page 25).

Scriptural Application

Read aloud Proverbs 13:20. Discuss the following questions:

- How did Peter obey this passage in today's lesson? *(He spent time with Benj, who is wise; he asked him questions, and he listened to him.)*
- What kinds of qualities do you think a wise friend would have? *(Accept any answer.)*

Going Further

Journey into Higher Order Reading Skills—Figurative Language

“Matching Meanings”

(Reproducible—Lesson 3A)

Journey into Game Fun

Play an indoor version of kings-on-the-mountain.

(Reproducible—Lesson 3B)

Chapter Three, pages 26-31

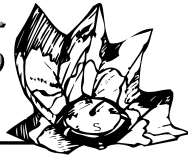
Lesson 4

Objectives

The student will

- Identify emotional responses of characters.
- Use contextual clues to comprehend the meaning of new words.
- Recognize the scriptural principles of human sin and God's provision.
- Apply the principle of encouragement to real life situations.

Planning the Trip



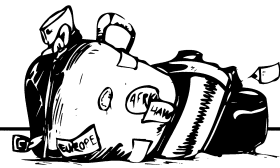
Gather

- A Bible.

Prepare

- A display of the following words:
 - fastidious
 - desolation
 - zenith
 - dispersal
 - fractious

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Did you ever make a mistake that caused trouble for someone else? How did you feel when that happened?
- ▶ What did you learn from your mistake? Do you think you will ever make that same mistake again?
- ▶ Remembering your own feelings about your mistakes will help you understand how Peter feels when he makes a mistake in this chapter.

Developing Word Meaning

Read aloud each word from the list of words, and then read the context sentence that goes along with it. Ask a student to suggest the meaning of each word from its context; provide help if the meaning is unclear.

- ▶ My sister is fastidious about cleaning every last crumb from her plate. (*meticulous; careful; attentive to detail*)
- ▶ I felt overwhelmed with desolation when the ship sailed away and left me alone on the island. (*state of being abandoned, forsaken, or lonely*)
- ▶ When the sun is at its zenith, it will be noon. (*highest point*)
- ▶ I watched the birds carry out the dispersal of seeds to the farthest corners of the field. (*scattering in different directions*)
- ▶ The fractious student was always causing trouble in the classroom. (*inclined to make trouble; unruly*)

Traveling Along



Setting the Purpose

- ▶ Peter learns more about being a good shepherd in this lesson. Notice what he learns and how he learns it.

Reading and Thinking

Direct the silent reading of pages 26-31. Ask the following questions:

- ▶ *[interpretive]* How do we know that it is getting later in the day as Peter sleeps? (*The sun passes its highest point, and shadows of the leaves reach eastward.*)
[literal] What is Rollo doing while the flock drifts over the hillside? (*trying to help a frightened ewe cross the stream*)
[interpretive] Why does Peter feel afraid when he wakes up? (*because he can't see the sheep and he is afraid something has happened to Rollo*)
Ask a student to read aloud the paragraph on page 27 that tells what Peter is thinking about himself as he searches for the sheep.
- ▶ *[critical]* Why do you think the cosset is fearful? (*Accept any answer; explain that the lamb can probably sense Peter's fear.*)
[literal] How does help come for Peter? (*Benj comes up the hillside.*)

[interpretive] Why is Peter so happy to see Benj coming? (*He knows Benj will be able to help him get the sheep back together.*)

[interpretive] How does Benj encourage Peter? (*He says that there is no harm done that can't be undone.*)

Ask a student to read aloud the paragraph on page 28 in which Benj comforts Peter.

- [interpretive] How does Peter show that he feels more confident when Rollo comes? (*He asks Benj to let him down so he can help Rollo.*)

[literal] How did they get the frightened sheep and its lambs to cross the stream? (*Benj gave her a push and then lifted her two lambs across.*)

- [interpretive] What does Benj mean when he says, “We’ll have no telltale marks”? (*He is wiping Peter’s face so no one will be able to tell he was crying.*)
- [literal] At the end of this chapter, what has Peter learned about being a shepherd? (*It doesn’t take much to keep the flock together, but it is a lot of work to bring them back together once they get separated.*)

Ask a student to read aloud the description of how the flock looks as it walks home from the hillside (page 31).

Scriptural Application

Read aloud Isaiah 53:6. Ask the following questions:

- In what way does this verse say we are like sheep? (*We have gone astray; we have turned to our own way.*)
- What help has God provided for people who have gone astray, like the sheep in this story? (*He has laid on His Son Jesus the iniquity of us all; by believing on Him we can have our sins forgiven.*)

Invite anyone who has questions about salvation to talk with you after the lesson is finished.

Going Further



Journey into Character Building

“Building with Words”

(Reproducible—Lesson 4A)

Journey into Science

“Charting the Day”

(Reproducible—Lesson 4B)

Observe the sun together at several different times during the day. Chart the sun’s progress through the sky by drawing its position and noting the time of each observation. Discuss how a person might be able to tell the time of day using only the sun as a guide.

Chapter Four, pages 33-38

Lesson 5

Objectives

The student will

- Relate story events to personal experience.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of the sacrifices involved in following Christ.
- Distinguish between true and false statements about the story.

Planning the Trip



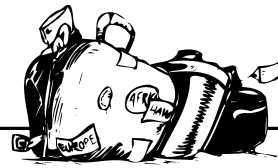
Gather

- ☐ Several items made of wool (such as a sweater, a beret, a blanket, a sock).
- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the lamb pattern (Reproducible—Lesson 1A).
yearling
arrogantly
insatiable
altered
culling

Packing Up



Introducing the Story

Distribute the woolen items and ask for comments on the texture of the wool. Keep a record of the words used in the descriptions.

Explain that this chapter will help us understand how we get wool from sheep.

Developing Word Meaning

Display each word card. Then read aloud the following sentences and questions:

Show the word card for *yearling*.

- The puppy is not yet two years old; he is a yearling.

What do you think a yearling is? (*an animal that is one year old*)

Show the word card for *arrogantly*.

- “I’ll probably be the first one chosen for the basketball team,” said the tall boy arrogantly.

Which word do you think means the opposite of *arrogantly*: *proudly* or *timidly*? (*timidly*)

Show the word card for *insatiable*.

- The girl with the insatiable appetite ate ten pancakes and still wanted more.

What do you think *insatiable* means? (*impossible to satisfy*)

Show the word card for *altered*.

- The pretty new wallpaper has completely altered the look of my room.

Which word would you guess to be a synonym for *altered*: *changed* or *ruined*? (*changed*)

Show the word card for *culling*. Explain that it means “removing rejected members from a herd.” Ask a student to use the word in a sentence of his own.

Traveling Along



Setting the Purpose

- In this chapter, watch for a very important event in the life of the lambs.

Reading and Thinking

Direct the silent reading of pages 33-38. Ask the following questions:

- [*interpretive*] What season of the year marks the time for shearing sheep? (*spring*) How can you tell? (*The sun has shone for days; the trees are blossoming; the seedlings are growing.*)

[*critical*] Why do you think the yearlings seem to be anxious when they are brought to the barn? (*Accept any answer, but explain that the lambs don’t know what to expect and may be afraid of getting hurt.*)

Ask a student to read aloud the paragraph in which Andrew tells what sheep need in order to give good wool (page 34).

► *[literal]* Why are the sheep dipped after they are sheared? *(to keep them free of lice and ticks while their fleeces grow again)*
[literal] What has Benj done to make sure the sheep are safe and well cared for when they return to the pasture? *(carried salt blocks to the pasture; strengthened the fences)*

► *[interpretive]* Why is Peter surprised when Benj tells him to say goodbye to the cosset? *(He thought the cosset would come back home with them as it had before.)*

[interpretive] Why must the cosset stay in the pasture with the other sheep? *(She needs grass to eat.)*

[critical] How does Peter feel about leaving the cosset? *(Accept any answer.)*

[critical] How are Benj's words an attempt to encourage Peter? *(Accept any answer, but explain that Benj wants Peter to focus on the many other things he can care for besides the lamb.)*

Ask two students to read aloud the conversation between Peter and Benj as they walk down the hill together (page 36). A single student could read the passage, using appropriate expression.

► *[literal]* What jobs does Peter find to keep himself busy that summer? *(gardening, working in the fields with the crops, and gathering berries)*

[interpretive] How does the family know when it is time to bring the sheep down from the pasture? *(Snow falls on the mountains.)*

[literal] How have the sheep changed during the summer? *(They have grown fatter, and they have heavy fleeces again.)*

[interpretive] In what way has the cosset stayed the same? *(She still remembers Peter.)*

Ask a student to read aloud the reason Benj gives for the lamb's remembering Peter (page 37).

► *[literal]* What does Benj say makes the cosset worthy of a name? *(She is now a grown sheep.)*

[literal] What name does Peter give her? *(Biddy)*

[appreciative] Do you have a pet with a special name? Share how the name was chosen.

► *[literal]* What will happen to the lambs that are culled from the flock? *(They will go to market.)*

[critical] Why do you think the poor milkers and the weaker sheep are chosen to go to market? *(Accept any answer, but explain that these sheep are more valuable for the money they bring than for their lambs.)* Ask a student to read aloud the paragraph that tells how sheep are chosen for the culling.

Scriptural Application

Explain that Peter learned in this chapter that we often have to leave behind things we love in order to do our duty. Read aloud Luke 9:57-62.

► What kinds of things did the Lord ask these people to leave behind to follow Him? *(homes, families)*

► What might a Christian today have to leave behind to do what God wants him to do? *(Accept any answer.)*

Share God's promise to those who make Him the most important thing in their lives (Matthew 6:31-33).

Going Further



Journey into Higher Order Reading Skills

"Culling the Flock"

(Reproducible—Lesson 5A)

Journey into Information

Share the information from "Wooly Facts." (Reproducible—Lesson 5B)

Journey into Language—Speaking

"Invisible Pets"

See directions on the folder.

Chapter Four, pages 39-43

Lesson 6

Objectives

The student will

- Identify with experiences of story characters.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of integrity in dealing with others.

Planning the Trip



Gather

- ☐ A table.
- ☐ Small items for bartering (such as pieces of candy or chewing gum, pencils, trinkets, etc.).
- ☐ Cotton balls.
- ☐ A Bible.

Prepare

- ☐ A list of the following sentences on sentence strips:

The fat sheep will provide good mutton for someone's supper.

Dad looked jovial when he saw that the Christmas present had his name on it.

It is imperative that you study for your test if you want to do well.

I was indignant when the boys threw rocks at me.

Packing Up



Introducing the Story

Set up the table with small items on it that the students may buy. Give each student a handful of cotton balls to use as "money." Sit behind the table and pretend that you are in need of cotton. Allow the students to make transactions with you, deciding how many cotton balls to give you for the items on the table.

Developing Word Meaning

Display and read aloud the sentence strips. After each one, allow a student to guess the meaning of the word from its context. Offer help if the meaning is not clear.

mutton: the flesh of a sheep

jovial: cheerful

imperative: pressing, urgent

indignant: angry because of something unjust

Traveling Along



Setting the Purpose

- As we read the rest of this chapter, we will discover what happens to Biddy's fleece.

Reading and Thinking

Direct the silent reading of pages 39-43. Ask the following questions:

- *[literal]* What two things do sheep do for people? (*provide them with clothes and food*)
[interpretive] Why do you think Peter's father is always happy when he returns from the trip to market? (*He is glad that he has extra money in the bank and can provide gifts for Martha, Benj, and Peter.*)
[appreciative] How do you feel when you give someone a present that you know they will especially like?
Ask a student to read aloud the conversation between Martha and Peter about the sheep (page 39).
- *[literal]* What special privilege does the family give Biddy? (*She is allowed in the house.*)
[critical] What is the difference between what Martha says and how she feels about Biddy? (*Accept any answer, but explain that although Martha calls Biddy a nuisance, she is fond of her and admires her wool.*)
Ask a student to read aloud the sentence that tells why Martha is looking forward to shearing time (page 40).
- *[literal]* What important event happens in March? (*The lambs are born.*)
[critical] In what way do you think the long winter is good for the sheep's wool? (*Accept any answer; explain that the longer the*

winter, the thicker and heavier the sheep's wool will grow.)

[literal] What is to be done with Biddy's wool? (A coat will be made for Peter from it.)

[literal] To whom does Peter take the wool? (a woman in the village who spins wool and weaves it into cloth)

Ask a student to read aloud the sentence on page 42 that tells how Peter feels as he knocks on the woman's door.

► [literal] How does Peter recognize Mary? (He has seen her at church with her grandmother.)

[interpretive] What might Mary's grandmother be thinking when she hears Peter's request without seeing the wool? (She seems doubtful about the wool, perhaps thinking it will not be good enough or plentiful enough for a coat.)

[interpretive] What does she think after seeing the wool? (that it is good wool; that there is more than enough wool for a coat.)

[literal] Why does she want to make the coat larger than Peter needs? (He is growing quickly; he will be able to wear it longer.)

[literal] What is to be done with the leftover wool? (It will be given to Mary's grandmother as payment, and Mary will have a dress made from it.)

Ask a student to read aloud the paragraph that tells why Peter is happy as he walks home again (page 43).

Scriptural Application

Ask how Peter had learned to make a fair and honest bargain.

(Accept any answer, but point out that he had probably watched his father making bargains at the market.) Read aloud Proverbs 20:7.

Explain that *integrity* has almost the same meaning as *honesty*. Ask for examples of how we could show integrity in our dealings with others.

Going Further



Journey into Language—Writing

“Spin a Simile”

(Reproducible—Lesson 6)

Journey into Heritage Studies

Provide an opportunity for the students to see a person demonstrating the use of a spinning wheel in real life or on video.

Chapter Five, pages 45-50

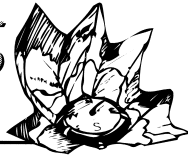
Lesson 7

Objectives

The student will

- Identify with story characters.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of thinking the right kinds of thoughts.
- Draw conclusions from various Scriptures about thoughts.

Planning the Trip



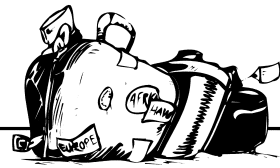
Gather

- ☐ An item of clothing that has a special memory associated with it.
- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the lamb pattern:
(Reproducible—Lesson 1A)
docile
persisted
sagely

Packing Up



Introducing the Story

Show the article of clothing you have brought and share the memory that you associate with it. Then discuss the following questions:

- Do you have a favorite article of clothing? Why is it your favorite?
- Do you have any clothes that make you think of something you did or somewhere you went while you were wearing them? Tell us about these memories.

Explain that in this chapter of *Mountain Born*, Peter and Benj share some memories that Peter's coat brings to mind.

Developing Word Meaning

Display each word card. Then read aloud the following sentences and ask the multiple choice questions.

- The dog was so docile that he didn't even squirm when I set him in the soapy water.

Docile means

- a. yielding
- b. stubborn
- c. fearful

- The teacher persisted with her question until someone answered correctly.

Persisted means

- a. gave up easily
- b. became angry
- c. held firmly to a purpose

- My mother sagely advised me to think before speaking.

Sagely means

- a. rudely
- b. wisely
- c. foolishly

Traveling Along



Setting the Purpose

- Peter remembers many things in this chapter. Look for the one thing all of his memories have in common.

Reading and Thinking

Direct the silent reading of pages 45-50. Ask the following questions:

- *[interpretive]* What is the first clue that time has passed in the story since the end of the previous chapter? (*Peter's wool coat is worn-looking now, and the sleeves are too short.*)

[literal] How much time has passed since the previous chapter ended? (*five years*)

[critical] Why do you think Peter is no longer puzzled about Benj's habit of staring into space? (*Accept any answer.*)

[literal] What does Peter think about while he gazes into space?

(He remembers good times in the past and dreams about the years ahead.)

[critical] What do you think Benj means by his remark about having treasures for company? (Accept any answer, but explain that good thoughts are like treasures.)

Ask a student to read aloud Benj's advice to Peter about thoughts (page 47).

- *[literal] What memories do Peter and Benj have about school? (how Peter looked in his coat on the first day; how Biddy acted when she smelled her wool on him; how the coat had kept him warm on his walks)*

[interpretive] What is meant by the phrase "words no longer looked like sheep tracks on a sandy road"? (Peter has learned to read.)

[literal] What memory makes Peter laugh especially hard? (Biddy's lamb followed Mary around when Mary wore her wool dress.)

[literal] What memory has some sadness in it for Peter? (He tore his coat when it was new.)

[critical] Why do you think Peter's father calls the patch a badge of honor? (Accept any answer, but explain that it was a reminder of Peter's courage in saving a sheep from being cut with the shears.)

- *[interpretive] Why do you think the author includes so many memories in this chapter? (to fill us in on what has happened during the years that the story does not cover)*

[critical] What do all of the memories have in common? (Accept any answer, but explain that all the memories involve the sheep.)

Ask a student to read aloud the paragraph on page 49 that sums up Peter's memories of the past five years.

- *[literal] What is Peter wishing for? (that Biddy would have a black ewe lamb)*

[interpretive] Why does he want the lamb to be a ewe instead of a ram? (If it is a ewe, they will get to keep it instead of sending it to market.)

[appreciative] Benj and Peter are remembering a story about Biddy as the reading ends. What kind of a feeling do you have at the end of page 50? (Possible answers: suspense; a sense that something is wrong)

Ask a student to read aloud sentences from page 50 that give the details of Biddy's unusual behavior.

Scriptural Application

Read aloud Philippians 4:8. Ask for specific examples of the kinds of thoughts that would fit into the categories listed in the verse. *(Accept any answer, but guide the student to Bible-based conclusions.)*



Journey into Scripture

"Treasures for Company"

(Reproducible—Lesson 7)

Journey into Language—Writing

"Memory Pockets"

See directions on the folder.

Chapter Five, pages 51-59

Lesson 8

Objectives

The student will

- Relate story content to personal experience.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of viewing God as our Shepherd.
- Recognize similarities and differences in two characters.

Planning the Trip



Gather

- ☐ A Bible.

Prepare

- ☐ Sentence strips for the following sentences:

When the car door shut on my fingers,
I gave an anguished cry.

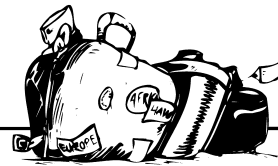
We followed the stream until it
dropped into a deep ravine.

The car ahead of us was barely discernible
through the fog.

I got up early and kept a vigil, waiting
for the sunrise.

Seeing the dentist's chair and shiny instruments
filled me with foreboding.

Packing Up



Introducing the Story

Discuss the following questions:

- Have you ever had a pet warn you or another family member of danger? Tell us about the experience.
- Have you ever known of an animal who saved someone's life? Tell us the story.

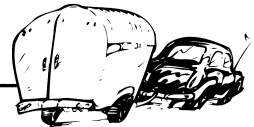
In the next section of *Mountain Born*, Biddy gives a warning that saves the lives of other sheep.

Developing Word Meaning

Read the sentences from the sentence strips. Then ask the following questions:

- Which word means "a deep narrow valley"? (*ravine*)
- Which word means "a sense of bad things to come"? (*foreboding*)
- Which word means "pained"? (*anguished*)
- Which word means "able to be seen"? (*discernible*)
- Which word means "a watch kept during sleeping hours"? (*vigil*)

Traveling Along



Setting the Purpose

- Biddy was acting strangely at the end of our reading last time. As we continue, we will find out what she was trying to tell the family.

Reading and Thinking

Direct the silent reading of pages 51-59. Ask the following questions:

- *[interpretive]* How does Peter's mother know that something is wrong? (*Biddy is strangely still; she has no interest in affection or food.*)

[literal] What happens to prove Martha is right? (*They notice that Biddy is bleeding.*)

[interpretive] What type of animal do the men suspect bit Biddy? (*wolves or wild dogs*)

Ask a student to read aloud the paragraph that tells what the gun is usually used for (page 51).

[literal] What condition is the flock in when they find it? (*The sheep are clustered together in a ravine; six are dead.*)

[interpretive] Why does the presence of the men calm the sheep? (*They trust the men; the men have taken care of the sheep in the past.*)

[appreciative] Who or what comforts you when you are afraid?

Ask a student to read aloud sentences that show how Benj calms the sheep (page 52).

- *[literal]* What do the men decide to do when they don't find the animals who hurt the sheep? (*Benj stays behind with the gun; Peter and Andrew go home.*)

[critical] How do you think Benj knows when the animal is looking at him? (Accept any answer.)

[literal] What finally happens? (The wolf comes out from behind the rocks, and Benj shoots it.)

[critical] Do you think Benj did the right thing in killing the wolf? (Accept any answer, but explain that the wolf had to be killed to save the lives of the sheep.)

Ask a student to read aloud the paragraph on page 55 that tells how Benj feels about killing.

- [interpretive] What book is Benj speaking of when he says there was one “Book” in his childhood home? (the Bible)

[interpretive] Why do you think Benj’s family had only one book? (They were probably poor and could not afford any other books.)

[critical] Why do you think Peter was so interested in the life of David? (Accept any answer, but explain that Peter could relate well to David since they were both shepherds.)

Ask a student to read aloud the sentence on page 57 that tells why Benj has to stop his story about David.

- [literal] Why is there so much similarity between David’s life and the life of a shepherd like Benj? (because sheep and their needs have not changed)

[critical] What does this truth tell you about the Bible? (Accept any answer, but explain that biblical truth still applies to our lives today.)

[critical] Do you know what chapter of the Bible Benj quotes from? (Accept any answer, but point out that he quoted from Psalm 23.)

[critical] Why is this chapter especially appropriate? (Accept any answer, but explain that it describes the Lord as our Shepherd.)

[appreciative] What kind of feeling do you have as the chapter ends?

Ask a student to read aloud the sentence that describes Benj’s prayer (page 59).

Scriptural Application

Read aloud Psalm 23 and point out that this psalm is often called the Shepherd’s Psalm. Ask for ways that this psalm shows that the Lord is like a shepherd. (Makes me lie down in green pastures; leads me beside still waters; leads me in paths of righteousness; comforts me with rod and staff; provides nourishment for me; prepares a home for me)

Going Further

Journey into Higher Order Reading Skills—Comparing and Contrasting

“Alike But Different”

(Reproducible—Lesson 8)

Journey into Music

Sing “Savior, Like a Shepherd Lead Us,” “The Lord is My Shepherd,” and other songs referring to Christ as our Shepherd.

Chapter Six, pages 61-67

Lesson 9

Objectives

The student will

- Develop an understanding of wolves and their behavior.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of dealing with fear.
- Use math skills to decode a message.

Planning the Trip



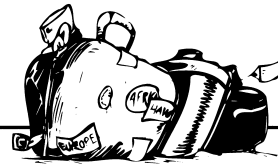
Gather

- ☐ Picture of wolves.
See “Wolves,” Reproducible—Lesson 9A.
- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the lamb pattern.
(Reproducible—Lesson 1A)
tractable
stripling
captivating
heedless

Packing Up



Introducing the Story

Show the pictures of wolves. Ask what facts the student knows or has heard about wolves. Explain that folktales like “Little Red Riding Hood” and “The Three Little Pigs” might lead us to believe wolves are vicious killers. Wolves are not necessarily vicious, and they do not normally attack people. Like most predators (animals that kill other animals), they kill by instinct for food, not for fun or because they are “mean.” Explain that ranchers, shepherds, and others who raise animals need to protect their herds and flocks from becoming prey for wolves.

Developing Word Meaning

Show the word card for *tractable* and explain that it means “easily managed or controlled.”

- How could this word be used in a sentence about sheep?

Show the word card for *stripling* and explain that it means “a young teenage boy.”

- How could this word be used in a sentence about Peter?

Show the word card for *captivating* and explain that it means “attractive because of beauty, charm, or excellence.”

- How could this word be used in a sentence about music?

Show the word card for *heedless* and explain that it means “inattentive or thoughtless.”

- How could this word be used in a sentence about a student?

Traveling Along



Setting the Purpose

- In this chapter Peter will discover something that frightens him.
Read to find out what it is.

Reading and Thinking

Direct the silent reading of pages 61-67. Ask the following questions:

- *[literal]* Why is Peter sad? (*because of the six sheep that were lost*)

[literal] What does Benj say to comfort him? (*We can't grieve over the past; we should be glad no more than six were lost.*)

[critical] What does Benj mean by his statement that “when anyone expects you to do something fine, you can”? (*Accept any answer.*) Share about a time when you found this to be true in your own life.

- *[interpretive]* Why do Benj and Peter think Biddy refuses to start home with the others? (*They think she knows some of the sheep are still missing, but she doesn't know that they are dead.*)

[literal] What is Peter's plan to trick Biddy? (*take six of the sheep, circle around the hill, and lead them to the flock as if he'd just found them*)

[interpretive] Read Benj's statement at the top of page 63. What

does it reveal about his feelings for Biddy? (*He likes her, he respects her judgment, and he doesn't want to trick her.*)

[literal] Why does Benj agree to Peter's plan? (*He knows that if they don't do something, they won't make it home that evening.*)

Ask a student to read aloud the sentence that tells why the six sheep are willing to follow Peter through the fence (page 63).

- [critical] Why do you think the sheep don't like to graze on the hillside? (*Accept any answer.*)

[interpretive] Why does Peter grow impatient with the sheep? (*He knows they need to hurry if they are going to get around the hillside.*)

Ask a student to read what Peter does when the lambs refuse to follow him over the hilltop (page 64).

- [literal] What happens to make Peter afraid? (*He sees a wolf and her four cubs.*)

[interpretive] What is meant by the statement about water having more strength than Peter's legs? (*Peter's legs feel weak.*)

[interpretive] Why don't the wolves realize that Peter is there? (*The wind is blowing Peter's scent in his own direction, away from the wolves.*)

Ask a student to read aloud what Peter says to let us know his opinion of the sheep has changed (page 64).

- [literal] What does Benj plan to do to catch the wolves? (*set a trap, using one of the runty lambs as bait*)

[critical] Why do you think Benj is willing to put the lamb in so much danger? (*Accept any answer, but explain that the shepherd has to put the safety of the whole flock and the farms in the valley ahead of the one lamb's safety.*)

[interpretive] What would Benj like to see happen to the lamb if he had his way? (*He wants the lamb to live.*)

Ask a student to read aloud what Benj says to let Peter know he hopes the lamb will live (page 66).

- [interpretive] What does the author mean when she says that David walked back up the hillside with Benj? (*Benj is thinking of David's words in the Bible as he walks.*)

[critical] How do David's words apply to Benj's situation? (*Accept any answer, but explain that David spoke the words to Goliath; Benj, too, is facing an enemy that he needs God's strength to fight.*)

[critical] How do you think Peter feels about leaving Benj alone in the hills with the wolves? (*Accept any answer.*)

Ask a student to read aloud the paragraph that describes how the flock looked as they came home from the hills (page 67).

Scriptural Application

Read aloud II Timothy 1:7. Discuss what kinds of things make us afraid. Ask the following questions.

- Does God want us to be afraid? (*no*) What kind of attitude does He want us to have instead of fear? (*power, love, and a sound mind*)
- What other verses could we think about in times when we're afraid? (*Accept any answer. Hint: look for a verse in the Shepherd's Psalm.*)

Going Further



Journey into Information

"Wolf Wall"

See directions on the folder and Reproducible—Lesson 9A.

Journey into Math

"Math Is the Key"

(Reproducible—Lesson 9B)

Chapter Six, pages 68-73

Lesson 10

Objectives

The student will

- Recognize the importance of family relationships.
- Use contextual clues and antonyms to comprehend the meaning of new words.
- Recognize the scriptural principle of Christ's sinless atonement for our sin.
- Distinguish between fact and opinion.

Planning the Trip



Gather

- A Bible.

Prepare

- A display of the following sentences:
 - I drank the coffee black, undiluted by cream.
 - The rapidity of the baby's growth is surprising; she already weighs seventeen pounds.
 - I settled placidly into the hammock and closed my eyes.
 - The pastor prefaced his sermon by reading the twenty-third psalm.
 - I have often been succored by reading the psalms when I am afraid.

Packing Up



Introducing the Story

Ask the following questions.

- What does your family like to do together for relaxation?
- What do you and your other family members do to help each other?

Developing Word Meaning

Read aloud the sentences from the chalkboard. Point out that a *synonym* is a word with a similar meaning. Ask the following questions about the underlined words in the sentences.

- Which word would be a synonym for *speed*? (*rapidity*)
- Which word would be a synonym for *began*? (*prefaced*)
- Which word would be a synonym for *not thinned down*? (*undiluted*)
- Which word would be a synonym for *helped*? (*succored*)
- Which word would be a synonym for *calmly*? (*placidly*)

Traveling Along



Setting the Purpose

- Notice some things Peter and his family members do to help each other.

Reading and Thinking

Direct the silent reading of pages 68-73. Ask the following questions:

- *[interpretive]* Why do you think Martha is proud of Peter when she sees him? (*He is growing up; he is taking on responsibilities for the sheep.*)
[literal] What do Martha and Andrew think is unusual about the sight of Peter and the sheep? (*Benj is not with them.*)
[critical] Why do you think Andrew doesn't want to interfere with Benj's plans? (*Accept any answer, but explain that Andrew trusts Benj's wisdom and experience.*)
[interpretive] How do you know Martha is glad to see Biddy? (*She gives her vegetables from the garden; she leaves the door ajar so she can come inside the house.*)
- Ask a student to read aloud the sentence that shows what Biddy does with the vegetables (page 69).
- *[interpretive]* Why does Martha wait until Peter has carried the dish to the table to exclaim over his coat? (*She doesn't want to scare him and make him drop the hot dish.*)
[interpretive] Why is Peter surprised? (*He had forgotten that his coat tore when he crawled through the fence.*)
[literal] What does Martha do to help Peter? (*She mends the tear in the coat.*)
[critical] What kind of mood does the author create in the after-dinner scene in the kitchen? (*Accept any answer, but show that it is a warm, restful, family atmosphere.*)

Ask a student to read aloud sentences on page 70 that help create this impression.

- *[literal]* What anxious moment in his summer does Peter describe for his parents? (*the time that one of the lambs broke its leg*)
[literal] What did Benj do for the injured lamb? (*set the leg; carried the lamb until it could walk again*)
[critical] How do you think Peter feels about going back to school? (*Accept any answer.*)

Ask a student to read aloud the paragraph in which Peter thinks about his return to school.

- *[interpretive]* When Benj returns, what do we learn about the lamb he has used in his trap? (*It has died; he is carrying the hide over his shoulder.*)
[critical] Do you think the loss of the lamb was worthwhile? Why or why not? (*Accept any answer.*)

Ask a student to read aloud what Benj says about David and Goliath (page 73).

Scriptural Application

Read aloud John 1:29 and I Peter 1:18-19. Point out that just as the little lamb in the trap had to die to save the lives of the whole flock, Jesus died for the sins of the whole world. The Bible often compares Him to an innocent lamb because He never sinned. Discuss the following questions:

- Why is it important that Jesus never sinned? (*Only someone who was perfect Himself could take away our sins.*)
- What does Jesus save us from? (*He saves us from the penalty and power of sin.*)
- How can I be saved? (*by believing on Jesus Christ—Acts 16:30-31; Romans 10:9, 10; Ephesians 2:8, 9*)

Invite anyone who has questions about salvation to talk with you further.

Going Further

Journey into Thinking Skills— Critical Thinking

“Is That a Fact?”

(Reproducible—Lesson 10)

Journey into Cooperative Group Activity

Divide the students into groups of four. Instruct each group to imagine what might have happened on the hillside when Benj stayed behind to trap the wolves. Give them several minutes to plan a short pantomime, reenacting the scene that took place. Remind them that they will need to include the following characters: Benj, the lamb, and the wolves. Allow each group to present its drama.

Chapter Seven, pages 75-82

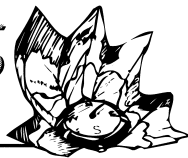
Lesson 11

Objectives

The student will

- Identify emotional responses of characters.
- Use contextual clues and synonyms to comprehend the meaning of new words.
- Apply the scriptural principle of speaking truthfully and lovingly.
- Write from the perspective of a character in the story.

Planning the Trip



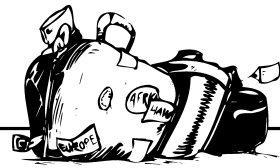
Gather

- A Bible.

Prepare

- A display of the following words:
 - squally
 - prime
 - gnome
 - meridian

Packing Up



Introducing the Story

Discuss the following questions.

- ▶ How do you act when you feel happy? (*Accept any answer.*)
- ▶ How do you act when you feel sad? (*Accept any answer.*)
- ▶ Have you ever felt both happy and sad in one day or at the same time? Tell us about that experience.

Explain that in the reading for today, Peter experiences both happiness and sadness within a short period of time.

Developing Word Meaning

Read each word from the list of words. In another column beside this list, write the following words: *best*, *highest point*, *gusty*, and *dwarf*. Read the following sentences; then choose volunteers to match each word in the first column with its synonym in the second column.

- ▶ The wind on the sea was *squally*, making high waves. (*gusty*)
- ▶ “You are in the *prime* of health,” said the doctor with a happy smile. (*best*)
- ▶ Have you ever read this book about the little *gnome* who buried a treasure? (*dwarf*)
- ▶ The sun reached its *meridian* right at lunchtime. (*highest point*)

Traveling Along



Setting the Purpose

- ▶ Read to discover what makes Peter happy and what makes him sad.

Reading and Thinking

Direct the silent reading of pages 75-82. Ask the following questions:

- ▶ [*interpretive*] Why was Martha so excited that Biddy’s lamb was a ewe? (*They would be able to keep her rather than sell her at market.*)

[*interpretive*] In what way does Peter look like a gnome as he comes up the hill? (*He is bent over because of the wind, so he looks shorter than he is.*)

[*interpretive*] What does the author mean when she says a snowflake flutters off Peter’s eyelash and dissolves “in a pool of blue wonder”? (*It dissolves in Peter’s blue eye, which is full of wonder at Martha’s news.*)

[*literal*] Who else is happy about the lamb? (*Andrew*)

Ask a student to read aloud the paragraph that tells what it is like inside the barn (page 76).

- ▶ [*interpretive*] Why is Peter especially happy when he sees the lamb? (*She is black, like Biddy.*)

[*critical*] How do you think Biddy might have acted if a stranger had tried to touch her newborn lamb? (*Accept any answer.*)

- *[literal]* What makes shearing time better for Peter than lambing time? (*The school shuts its doors during shearing time, so he is able to stay home and help.*)
- [literal]* What does the wool look like after the shearing? (*piles of snow*)
- [literal]* What jobs does Mary help with at shearing time? (*looking after the lambs and tying bales of wool*)
- [interpretive]* How is Biddy's age an advantage to her at shearing time? (*Her many years of experience keep her from being nervous or afraid.*)
- [interpretive]* How is her age a disadvantage? (*She is giving less wool now that she is older.*)

Ask a student to read aloud what Andrew says on page 79 about Biddy's ability to produce wool.

- *[interpretive]* Why does Andrew's remark make Peter feel afraid? (*He is afraid that Biddy will be sent to market, that he will lose the pet he loves.*)
 - [literal]* What does Peter say to defend Biddy? (*that she is only seven years old*)
 - [critical]* What do you think would happen if the sun stayed overhead all the time? (*Accept any answer, but explain that this is not desirable.*)
 - [interpretive]* How is Benj's remark about the sun meant to comfort Peter? (*He is trying to tell Peter that we wouldn't want things to always stay the same; that we would never make any progress.*)
- Ask a student to read aloud what Benj says about the sun (page 80).

- *[critical]* Why do you think the lambs seem to like Mary? (*Accept any answer.*)
- [interpretive]* Why does Peter want the wool to have Biddy's smell? (*so he can remember her*)
- [critical]* Why do you think he feels better after telling Mary that Biddy is getting on in years? (*Accept any answer, but elicit the idea that he is happy with himself for being able to face the truth.*)

Ask a student to read aloud how Mary responds to Peter's news (page 82).

Scriptural Application

Read Ephesians 4:25. Point out that Benj and Andrew didn't hide the fact from Peter that Biddy was getting old; they told him the truth. But Benj helped to comfort and encourage Peter even in the face of sad news. Point out that God wants us to be truthful but also loving in the things we say to others.

Going Further

Journey into Arts and Crafts

"The Coat of Many Stories"
(Reproducible—Lesson 11)

Journey into Language—Writing

"The Hinges of the Year"
See directions on the folder.

Chapter Seven, pages 83-87

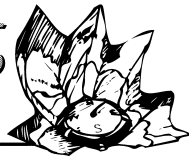
Lesson 12

Objectives

The student will

- Recognize sounds as part of a story's setting.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of thinking of others before ourselves.
- Read a bar graph.

Planning the Trip



Gather

- ☐ A 3" x 5" card for each student.
- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the lamb pattern: (Reproducible—Lesson 1A)
perplexed
choring

Packing Up



Introducing the Story

Give each student a 3" x 5" card. Take the students outdoors or open a window and tell them to write down on the card all the different sounds they hear. Discuss what sounds they heard. Explain that naming sounds is one way an author describes the setting in which the characters live and helps us feel as if we are there with them.

Developing Word Meaning

Show the word card for *perplexed*. Use it orally in the following sentence:

- *Perplexed* by the teacher's question, I frowned at the chalkboard.
What do you think *perplexed* means? (*confused, puzzled*)

Show the word card for *choring*. Use it in the following sentence:

- Milking the cows is all I have left of the *choring* to do.
What do you think *choring* is? (*routine or daily tasks*)

Traveling Along



Setting the Purpose

- Notice all the different sounds Peter hears.

Reading and Thinking

Direct the silent reading of pages 83-87. Ask the following questions:

- *[interpretive]* Where is Peter taking the wool that he is carrying on his back? (*to Mary's grandmother to be spun*)
[literal] What sounds are Peter and Mary hearing as they walk down to the valley? (*the baaing of the flock as the lambs and their mothers are reunited after the shearing*)
[literal] What does Mary think of Bidy's lamb? (*that she is naughty*)
[literal] How is Bidy's lamb like her mother? (*She has courage and likes to explore.*)
[critical] Why are these qualities important in a sheep who is to be a leader of the flock? (*Accept any answer.*)

Ask a student to read aloud the sentences on page 83 that sum up Peter's thoughts about Bidy's lamb.

- *[literal]* What other pleasant sounds do Peter and Mary hear as they come nearer to Mary's cottage? (*birds singing, the spinning wheel whirring*)
[critical] Why do you think Mary likes the sounds of the spinning wheel and the loom? (*Accept any answer.*)
[appreciative] What familiar sounds of your home do you enjoy hearing?

Ask a student to read aloud the conversation between Peter and Mary on page 84.

- *[literal]* What does Mary's grandmother notice about Peter's coat?

(her handiwork and how it has lasted so many years)

[critical] Do you think she is happy with the way the first coat has turned out? *(Accept any answer, but explain that she is.)*

[literal] What things does she notice about the fleece Peter has brought? *(It is strong and soft and smells like a sheep.)*

[literal] How much longer does she think the new coat will last Peter? *(until manhood)*

Ask a student to read aloud what Mary's grandmother is doing as she talks (page 86).

- *[literal]* What is to be done with the leftover wool? *(Mary's granny will make a vest for Peter.)*

[interpretive] Why does Peter want to pay Mary's granny in wool as well as with work? *(He wants Mary to have some wool for a dress.)*

[critical] How do you think Peter feels as he walks back home? *(Accept any answer, but explain that he is happy and peaceful.)*

Ask a student to read aloud the paragraph that tells what Peter used for light on his way home (page 87).

Scriptural Application

- Why did Peter want to share his wool with Mary? *(He cared about Mary's happiness; he appreciated her friendship.)*

Read aloud Philippians 2:3-4. Point out that sharing is one way to show that we are thinking of others ahead of ourselves.

- What are some other examples of how we can obey these verses? *(Accept any answer.)*

Going Further

Journey into Math

Provide practice in reading a bar graph by using "Yes Sir, Yes Sir"

(Reproducible—Lesson 12)

Journey into Arts and Crafts

"Warp and Weft"

See directions on the folder.

Chapter Eight, pages 89-98

Lesson 13

Objectives

The student will

- Infer information not directly stated.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of being a good example.
- Interpret character actions and motives.

Planning the Trip



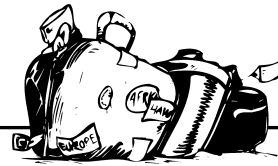
Gather

- ☐ Pictures of different types of clouds.
- ☐ A Bible.

Prepare

- ☐ A display of the following sentences:
 - Lack of sleep is a menace to your health.
 - The baby goat bunted me with his little horns.
 - Mother poked her knitting needle into a hank of yarn.
 - I heard the vexing sound of children crying.
 - We were able to salvage a few photographs from the burning house.

Packing Up



Introducing the Story

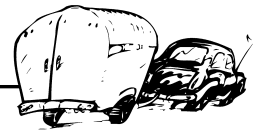
Show pictures of different types of clouds. Name any specific types of clouds. (*cumulus, cirrus, nimbus, stratus*) Ask what the clouds look like right before a storm. (*low and gray*) In the reading for today, we will find many clues that a storm is coming before it actually does. Watch for these weather clues.

Developing Word Meaning

Read the list of sentences. Ask the following questions about the underlined words:

- Which word means “a coil or loop”? (*hank*)
- Which word means “pushed or struck with the head”? (*bunted*)
- Which word means “puzzling or distressing”? (*vexing*)
- Which word means “a danger or threat”? (*menace*)
- Which word means “to save from destruction or waste”? (*salvage*)

Traveling Along



Setting the Purpose

- Peter gets his new coat and vest in this chapter. Find out what he thinks of them.

Reading and Thinking

Direct the silent reading of pages 89-98. Ask the following questions:

- [*interpretive*] Why did Benj and Peter feel that they needed to stay with the flock for a week? (*to make sure the flock was safe and free from fear; to make sure there was no more danger from the wolves*)
- [*literal*] What did they decide after a week? (*that the flock was safe; that they could go home again and help with the crops*)
- [*literal*] What does Bidy's lamb do to Benj? (*bunts him and almost knocks him down*)
- [*interpretive*] How is the lamb's behavior toward Peter different from Bidy's? (*The lamb will not accept food from him or have anything to do with him.*)

Ask a student to read aloud the paragraph that tells how the lamb's behavior perplexes Peter (page 90).

- [*literal*] What are lambs usually afraid of doing? (*going over the crest of a hill*)
- [*literal*] What does the leader of the flock have to do? (*take the first step over the hill so the others will follow*)
- [*critical*] What lesson can leaders of people learn from the way sheep are led? (*Accept any answer, but lead the students to understand that a leader is someone who sets a good example.*)

Ask a student to read aloud the paragraph that describes how the flock looks as Peter and Benj go down the hill (page 91).

- [*literal*] Why does Peter go coatless to Mary's house to do his choring? (*The weather is warm, and he knows he will be wearing*

his new coat on the way home.)

[interpretive] Is Peter glad or disappointed that the coat looks like something of his father's? (*glad; he likes the coat*)

[literal] What does Granny say is the color for a man's coat? (*dark blue*)

Ask a student to read aloud the sentences that describe Peter's coat (page 92).

- *[interpretive]* Why does Granny want Peter to leave early? (*The direction of the wind tells her there is a storm coming, and she doesn't want him to get caught in it.*)

[interpretive] As Peter returns home, what other signs are given that bad weather is coming? (*The wind is blowing hard, the sky is getting dark, Benj is tightening the barn doors.*)

[literal] What is unusual about the storm when it finally comes? (*It is not rain but sleet.*)

[interpretive] Why do you think Benj has left the sheep door open and the pasture bars down? (*so the sheep can get in easily when they come home*)

Ask a student to read aloud the paragraph that tells what might happen if Biddy has already started down the hill with the flock (page 96).

- *[literal]* What does Andrew find when he looks out the window the next morning? (*The ground is covered with snow.*)

[literal] What does he find in the barn? (*the sheep*)

[interpretive] Why are there tears in Benj's eyes? (*He is sad because Biddy's sickness is serious; his heart is touched by what Biddy has done for the flock.*)

[literal] What does Benj remind Andrew that they need to do? (*look for the other ten sheep still in the hills*)

[critical] Why do you think Peter's mother tells him to wear the new coat into the hills to search for the sheep? (*Accept any answer, but explain that she knew the new coat would keep him warmer.*)

Ask a student to read aloud what Peter's mother says about the new coat (page 98).

Scriptural Application

Read aloud I Timothy 4:12. List the six areas in which we are to be an example of the believers. (*NOTE: Explain that conversation in this verse means "lifestyle."*) Then ask for specific applications of these areas to our everyday lives.



Journey into Science

"It's Blowing Up a Storm"

See directions on the folder for making a wind gauge.

Chapter Eight, pages 99-106

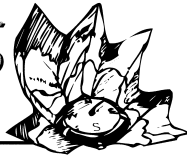
Lesson 14

Objectives

The student will

- Identify with a story character's struggle.
- Use contextual clues to comprehend the meaning of new words.
- Recognize the scriptural principle that Christ gave His life for His lost sheep.
- Realize the importance of keeping one's promises.
- Be able to verify information by re-reading.

Planning the Trip



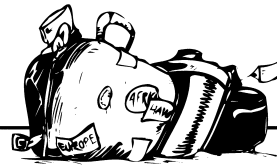
Gather

- ❑ A Bible.

Prepare

- ❑ A list of the following words on the chalkboard:
sodden
dismissed
lee

Packing Up



Introducing the Story

Discuss the following questions:

- Have you ever made a promise that you could not keep? How did you feel about the broken promise?
- Why is it important to keep our promises? (*Possible answers: to be truthful; to be dependable and trustworthy to others*)

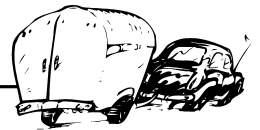
Peter has made some promises that will cost him something to keep. We will find out today whether he is able to keep them.

Developing Word Meaning

Read aloud each word from the list of words. Then read the sentences below. Ask the questions that follow:

- The bowl was filled with sodden cereal that had been covered with milk all morning.
What do you think *sodden* means? (*soggy, soaked*)
- When I heard that the dog had already been sold, I dismissed the idea of buying it for my brother.
What do you think *dismissed* means in this sentence? (*to put something out of one's mind*)
- If we wait out the storm on the lee side of the island, we won't feel the wind.
What does *lee* mean? (*the side sheltered from the wind*)

Traveling Along



Setting the Purpose

- Read the rest of this chapter to discover what has happened to the ten missing lambs.

Reading and Thinking

Direct the silent reading of pages 99-106. Ask the following questions:

[*literal*] Why is it so surprising to Benj that Biddy's lamb is missing? (*He knows the natural instinct of a sheep is to save its own lamb, but Biddy has worked to save the rest of the flock instead.*)

[*interpretive*] Why does Benj give Peter the bits of turnip? (*He knows the sheep, especially Biddy and her lamb, like turnips.*)

Ask a student to read aloud the paragraph that tells how Andrew and Peter find their way into the hills (page 101).

- [*literal*] Where does Andrew think they will find the sheep? (*on the lee side of a hill, taking shelter from the wind*)
- [*literal*] How do they know where to look for the sheep? (*They see thin steam rising from the snow, and Rollo starts pawing at that spot.*)
- [*critical*] How do you think the sheep have kept from being frozen? (*Accept any answer, but explain that they have been sheltered from the wind and that the warmth of their bodies have kept them warm.*)

Ask a student to read aloud the sentences that tell how the sheep act when they are found (pages 101-102).

- *[interpretive]* What is the one sad thing about finding the sheep? *(The black lamb isn't with them.)*

[interpretive] How does Andrew feel about looking for the missing lamb? *(He doesn't want to take the time; he thinks the lamb might come back on her own.)*

[interpretive] How does Peter's feeling differ from his father's? *(He wants to stay and find the lamb because he has made a promise to Biddy.)*

[critical] Why do you think Andrew agrees to Peter's idea? *(Accept any answer, but explain that Andrew feels Peter is old enough to make his own decision about bringing the lamb home.)*

Ask a student to read aloud what Andrew thinks when he looks at Peter (page 102).

- *[literal]* What keeps Peter going in search of the lamb when he is hungry and his legs are numb? *(He has promised Biddy her lamb, he has promised Mary a fleece, and he has promised his father to return before dark.)*

[interpretive] What finally happens to Peter? *(He falls and strikes his head against a rock and loses consciousness.)*

[interpretive] What is the "dark, bunchy form" that finds Peter, and how do you know this from the clues given? *(It is the lamb; we know this because it is attracted to the familiar smell of Peter's coat, and it enjoys finding the turnip.)*

Ask a student to read aloud the paragraph that tells what Peter finds when he regains consciousness (page 104).

- *[literal]* Why is Peter so happy as he walks home? *(He is happy that the lamb has been found and that he can keep his promises to Biddy, Mary, and his father.)*

[interpretive] What does he find in Biddy's pen? *(Biddy is dead.)*

[interpretive] How do you think Peter feels at the end of the story? *(Accept any answer.)*

Scriptural Application

Remind the students that Jesus compared Himself to a shepherd in the Bible. Read aloud John 10:11-17. Highlight the parallels between this Scripture and the story for today about Peter looking for the lost lamb. Point out that while Peter took some risks to bring the lost lamb home, Christ actually gave up His life on the cross to bring salvation to His lost lambs.

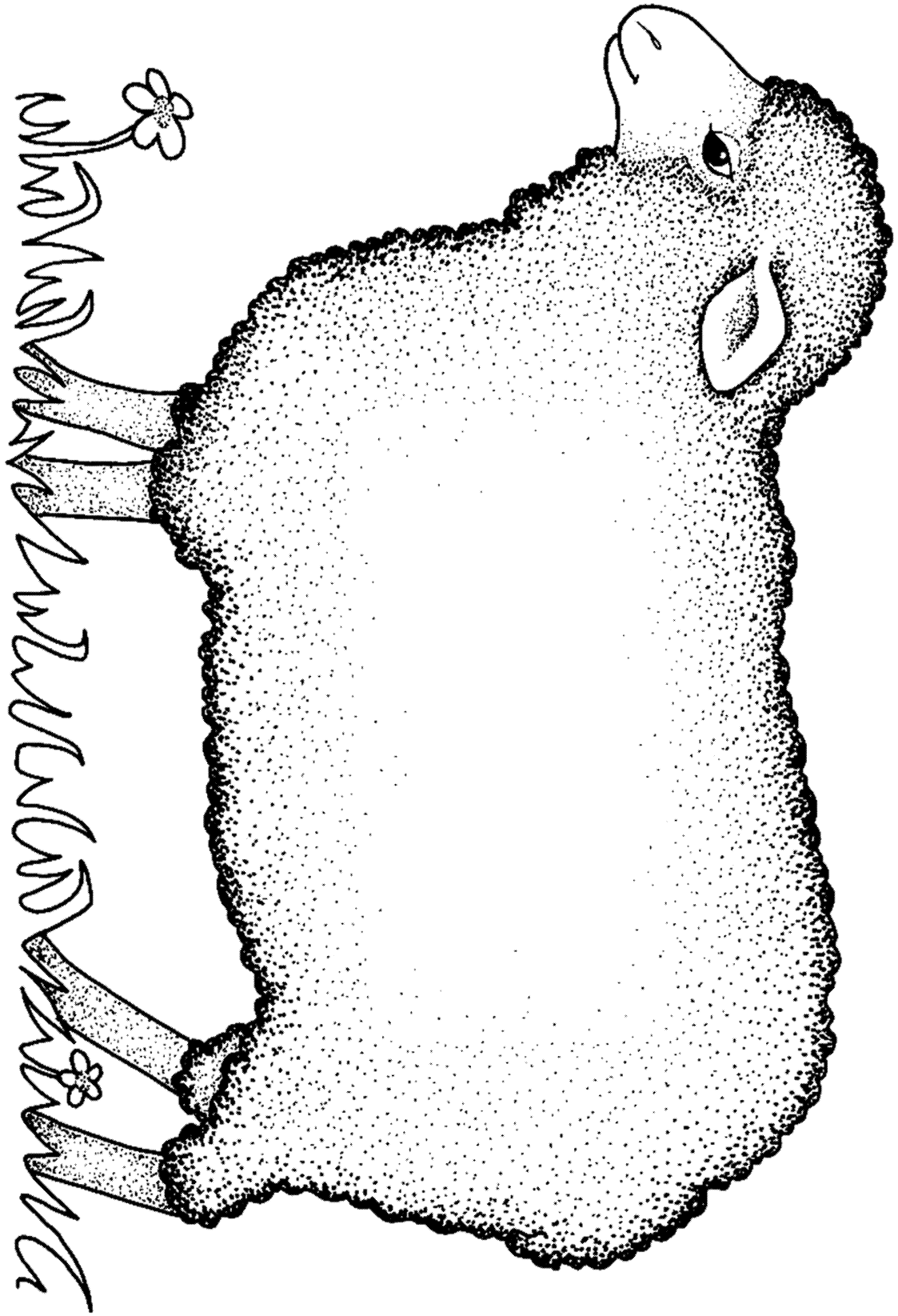
Going Further



Journey into Science

"The Air Trap"

See directions on the folder.





1

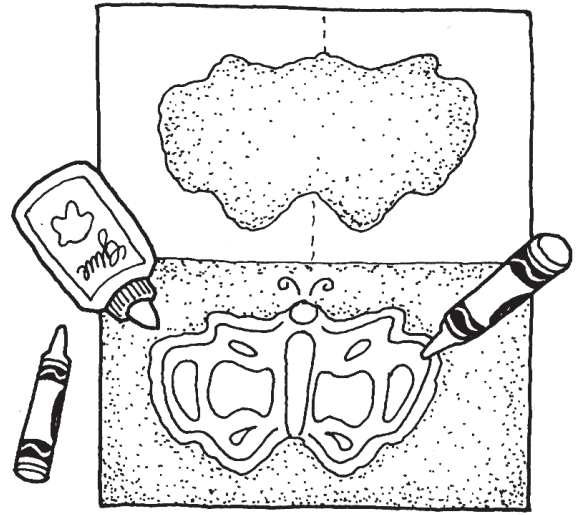
Journey into Arts and Crafts

Cloud Pictures

Materials (for each student):

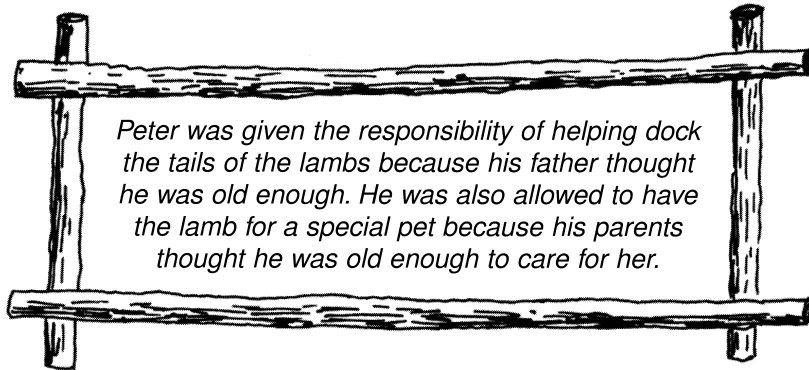
- 1 sheet of blue construction paper
- 1 sheet of white bond or other light paper
- glue
- markers or crayons

- Fold and tear the white paper in half.
- Fold the remaining half sheet in half (horizontally or vertically). Tear out a random shape on the fold.
- Glue the sheet from which the shape was torn on one side of the paper and the shape on the other side
- Decide what the shape looks like, and use crayons or markers to supply details (see illustration).



Name _____

Privileges and Responsibilities



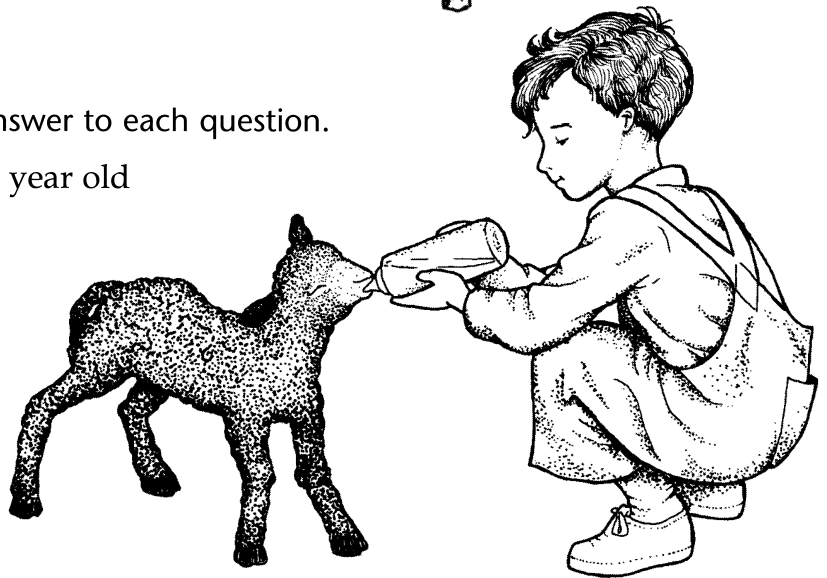
► Fill in the circle beside the correct answer to each question.

1. Which of these tasks would a two year old be able to do without help?

☐ mow the lawn
☐ pick up toys
☐ set the table

2. Which of these tasks would a six year old not be able to do?

☐ mow the lawn
☐ pick up toys
☐ set the table



3. List two home tasks that a fourth grader would be able to do:

A. _____

B. _____

4. List two privileges that you have now that you did not have when you were five years old:

A. _____

B. _____

5. List two privileges for which you will have to wait until you are older:

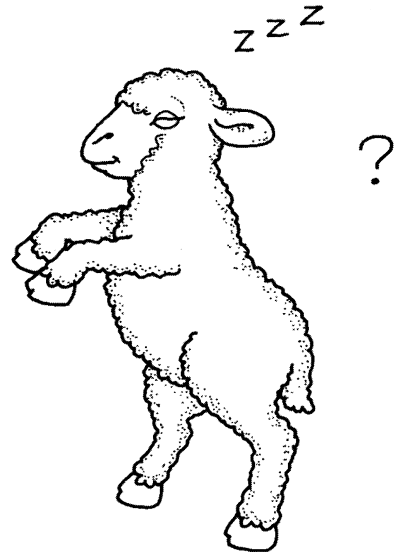
A. _____

B. _____

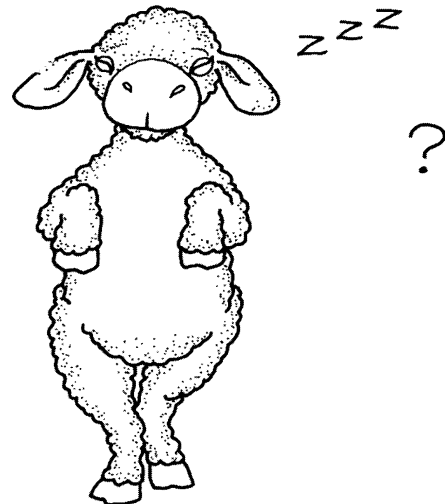
Matching Meanings

► In *Mountain Born*, Elizabeth Yates uses many words and phrases that are figurative; they are not meant to be taken literally. Circle the letter for the true meaning of each figurative sentence.

1. *The leaves on the trees were like tiny coins, flashing in the sunlight.*
 - a. The trees in the pasture were money trees.
 - b. The leaves on the trees were as shiny as coins in the sunlight.
 - c. The leaves on the trees were round and made of metal, like coins.



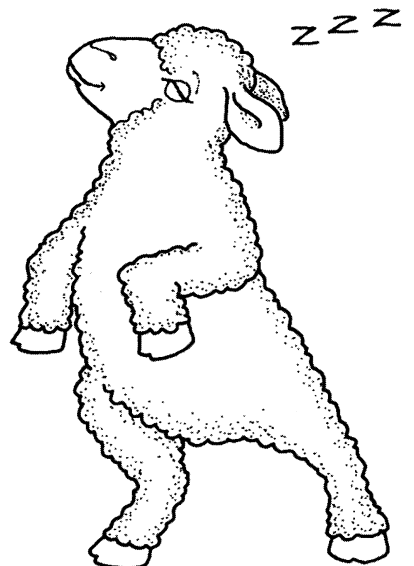
2. *The white clouds in the sky were small and frisky.*
 - a. The clouds were moving quickly across the sky.
 - b. The clouds were leaping up and down.
 - c. The clouds were actually sheep.



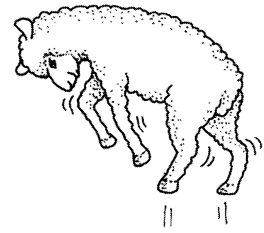
3. *Peter listened to the old wisdom that fell so easily from Benj.*
 - a. Benj was losing his mind.
 - b. Peter could actually hear the thoughts falling from Benj's mind.
 - c. Benj spoke wisely without even seeming to think about it.

4. *Hunger seized the lambs, drawing them to their mothers as if by invisible cords.*
 - a. Peter seized the lambs and put invisible ropes on them.
 - b. Each lamb went to its mother quickly, confident of finding food.
 - c. Each lamb was tied to its mother with a real rope.

5. *Bliss wrote itself across the lambs' faces as they lost themselves in sleep.*
 - a. The lambs walked in their sleep and got lost.
 - b. A pen wrote the word *bliss* across the faces of the lambs.
 - c. The lambs looked happy while they slept.



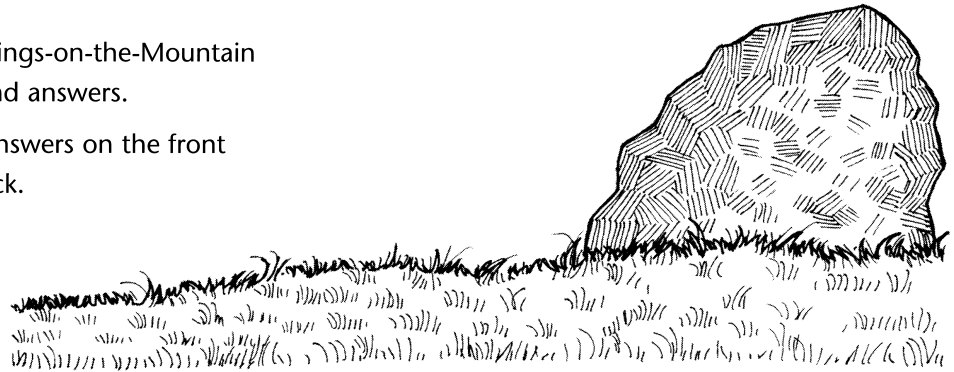
Kings-on-the-Mountain



To the teacher:

Play an indoor version of Kings-on-the-Mountain with reverse questions and answers.

Note: Prepare cards with answers on the front and questions on the back.



Directions: Choose someone to be “King” and have him stand at the front of the room. He gives an answer and chooses someone else to ask a matching question. Use pages 1-25 of *Mountain Born* or a previously read section of the book. If the person chosen succeeds (in about 45 seconds), he becomes “King.” If he does not form a suitable question in time, the reigning “King” continues. Play until all have had a turn at posing questions for an answer.

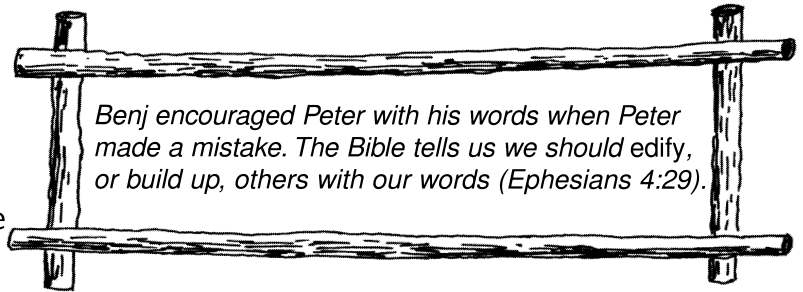
Samples:

Answer	Question
Rollo	Who is the sheep dog? Who is Peter’s dog?
spring	What time of year is it?
cosset	What is a special pet, usually a lamb?
good pasture	What makes good, strong wool?
bread, cheese, and milk	What did Peter and Benj have for lunch?
when the sun begins to drop in the west	When was Peter supposed to start home?
mend fences	What was Benj going to do?
so flies would not be drawn to them	Why did the lambs clean the milk from their lips?

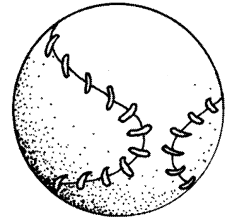
Name _____

Building with Words

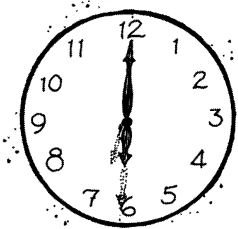
- For each situation below, write down something you could say to encourage the person who has made a mistake.



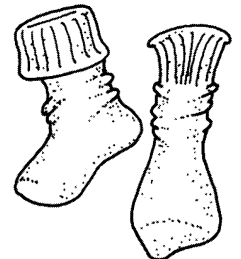
1. Your friend dropped the ball in a baseball game and allowed the other team to score a run.



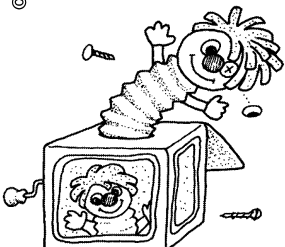
2. Your mom put the pizza into the oven but forgot to turn the oven on, and now supper will be half an hour late.



3. While helping Mom with the laundry, your sister threw your white sweatshirt into the washer with some red socks, and now your shirt is pink.



4. Your little brother accidentally broke one of your toys that you had let him borrow.



Name _____

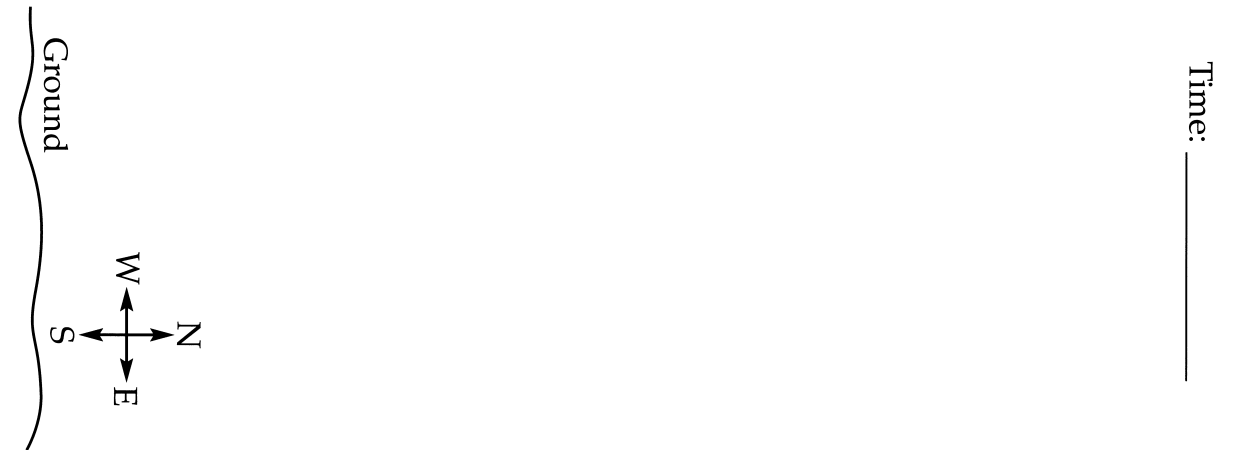
Charting the Day

Time: _____

Time: _____

Time: _____

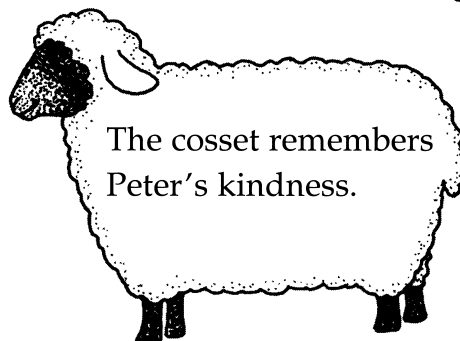
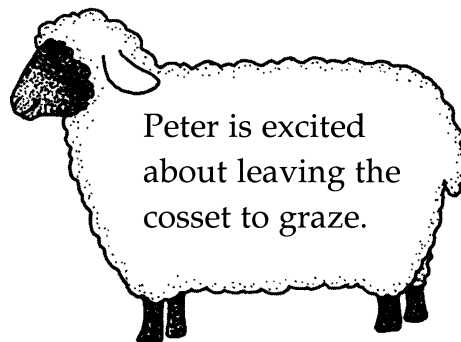
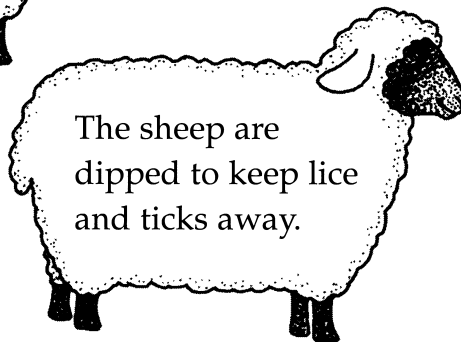
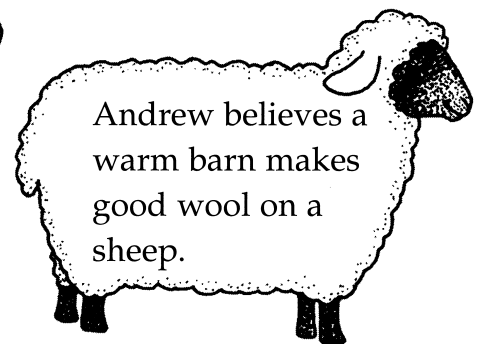
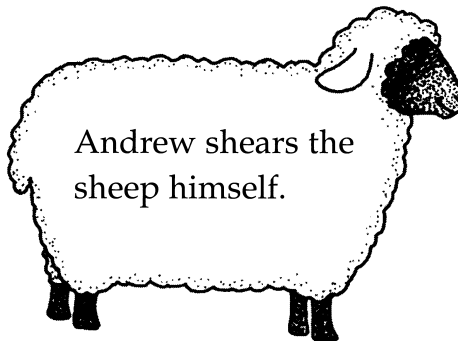
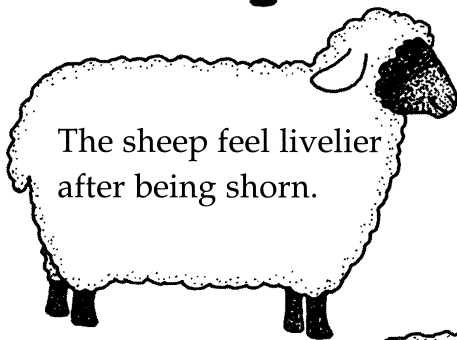
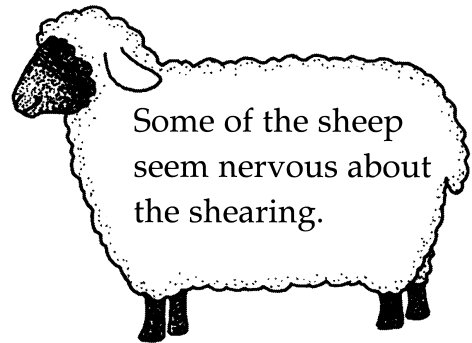
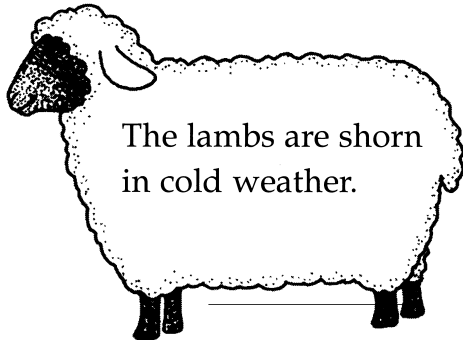
Time: _____



Name _____

Culling the Flock

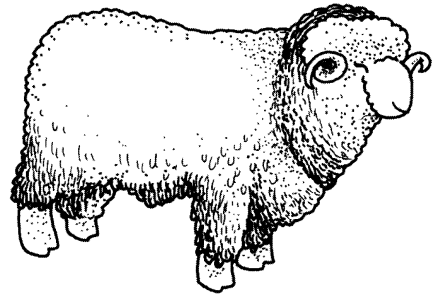
- Some of the sheep have false statements written on their backs. Cull these sheep from the flock by drawing an X through each one.



- Why do you think a flock of sheep is better after it has been culled?

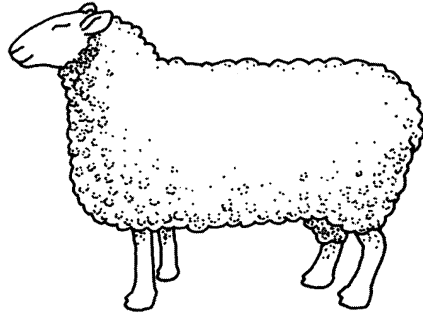
Wooly Facts

High-quality wool is so kinky and thick that dirt cannot get through it. Sheep that look the dirtiest often have the cleanest and best-quality wool underneath.



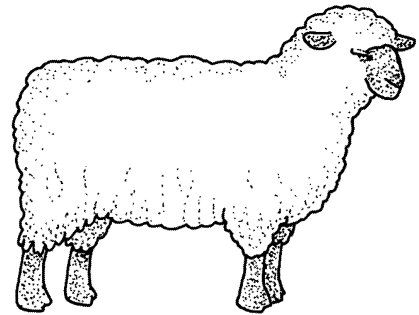
Merino Ram

One fleece weighs anywhere from three pounds to twenty pounds.



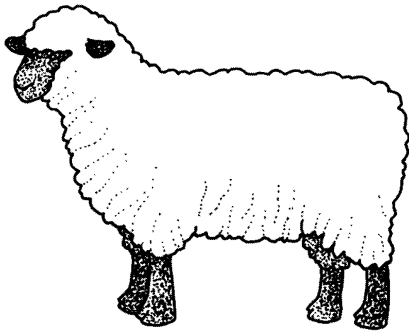
Leicester Ram

Different breeds of sheep have different types of wool. Some wool is fine and kinky. Fine, kinky wool is best for making soft clothing like sweaters. Long, straight wool is used for making coarse materials like carpets.



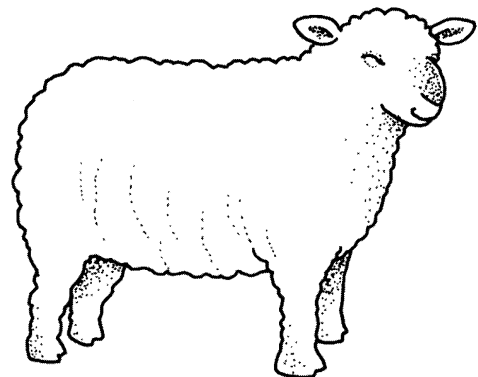
Hampshire Ewe

Some types of wool contain an oil called lanolin which is used to make hand lotion. In an especially oily fleece, there may be several pounds of lanolin.



Suffolk Ewe

Shearers try to cut wool off the sheep in one long piece. Then they roll it, putting the clean side of the wool to the outside.



Southdown Ram

5

Journey into Language: Speaking**Invisisble Pets**

Materials:
A “dogless” leash

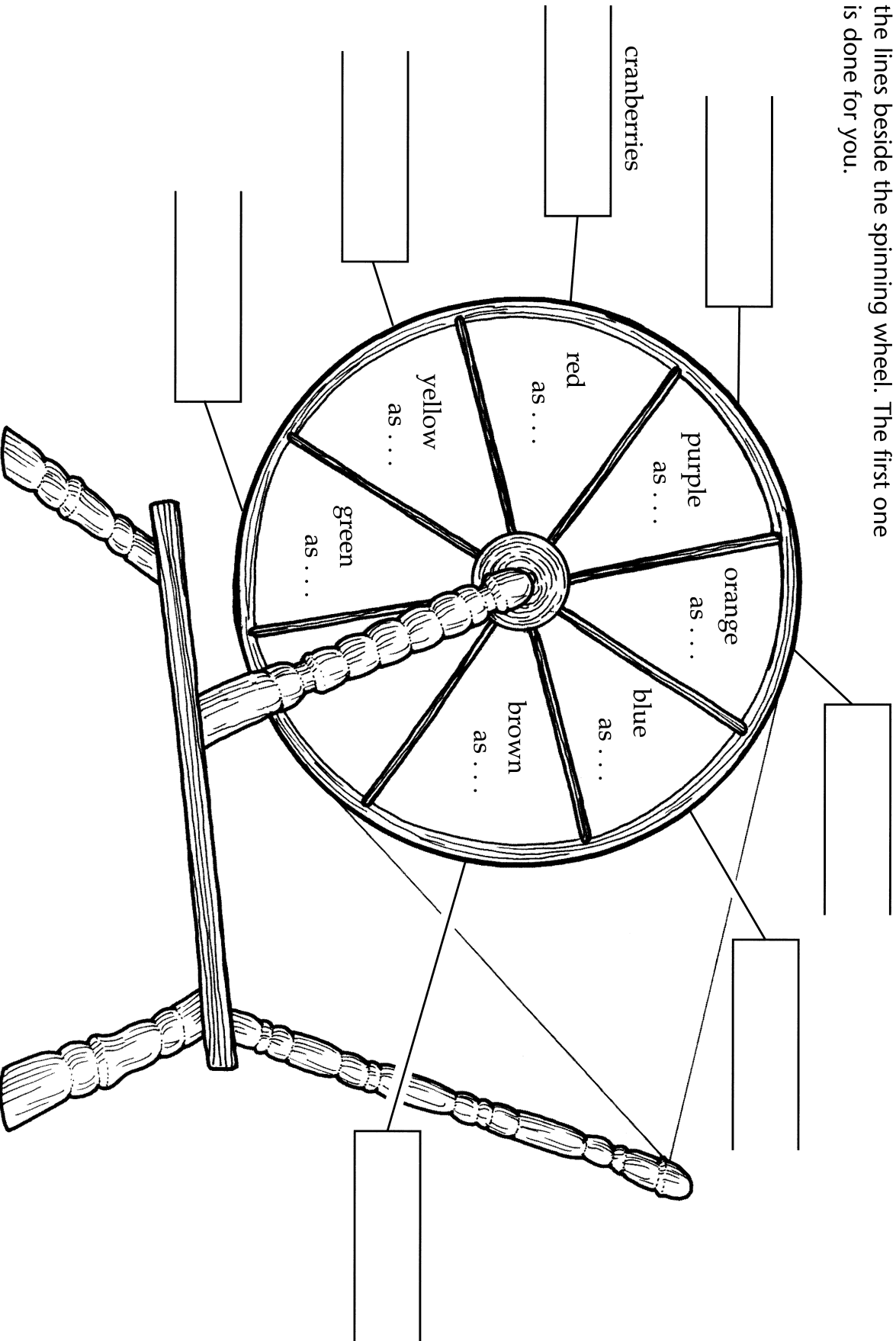
Directions:

Ask each student to plan a complete description of a real animal, including a name that fits—for example, a boa constrictor named “Slithers.” Allow the student to walk his imaginary pet into the room (adjusting for the particular gait of the animal) and describe it without telling what it is. Ask others to guess the identity of the pet. This activity may be extended by having each student write out and illustrate the description of his invisible pet.

Name _____

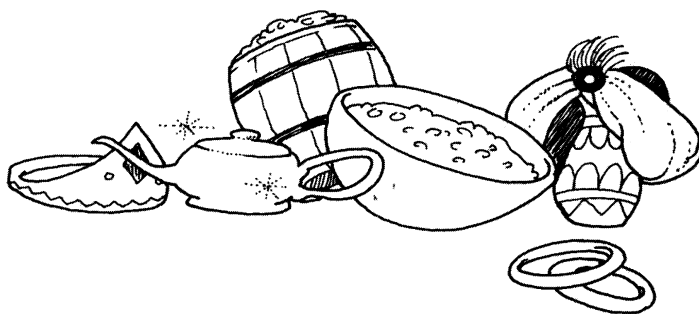
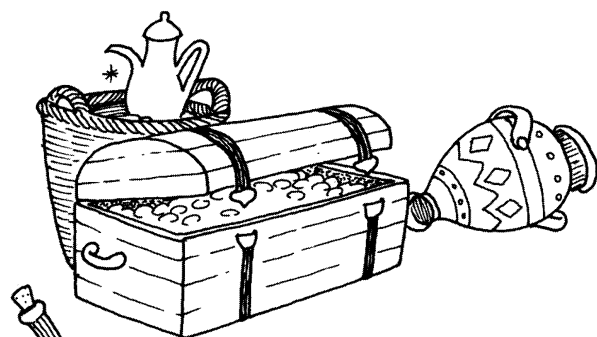
► Mary wanted the buttons on her dress to be as red as cranberries in a bog. Can you think of some comparisons, or *similes*, like this for some other colors? Write two similes for each color on the lines beside the spinning wheel. The first one is done for you.

Spin a Simile



Name _____

Treasures for Company



► Look up each verse and write what it tells us to think about or remember.

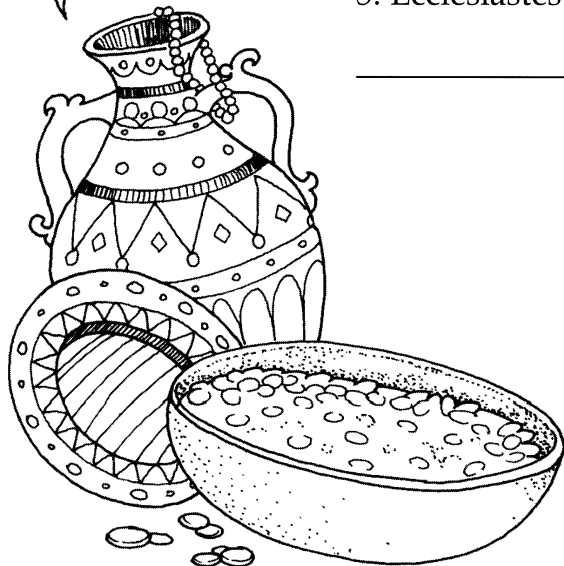
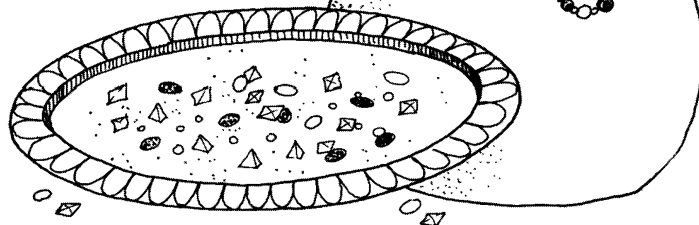
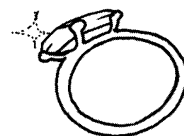
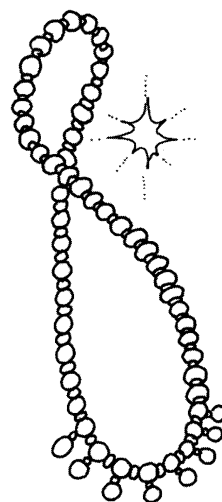
1. Psalm 119:97 _____

2. Psalm 77:12 _____

3. Deuteronomy 8:2 _____

4. Psalm 49:3 _____

5. Ecclesiastes 12:1 _____



7

Journey into Language: Writing

Memory Pockets

Cut out two matching pocket shapes from construction paper for each person. Glue them together, leaving the top open. Each student will write his name on the pocket and decorate it as he likes.

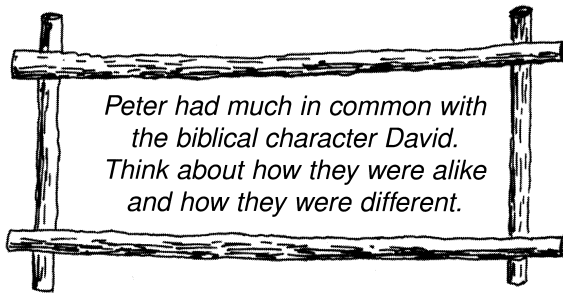
Guide creative writing with an introduction such as the following:

- Peter thought that the pocket of his worn coat held “all the joys and hard work and deep satisfactions of these five years gone by.” Write about something you like to remember and think of over and over. Fold it and place it in the memory pocket.



Name _____

Alike but Different



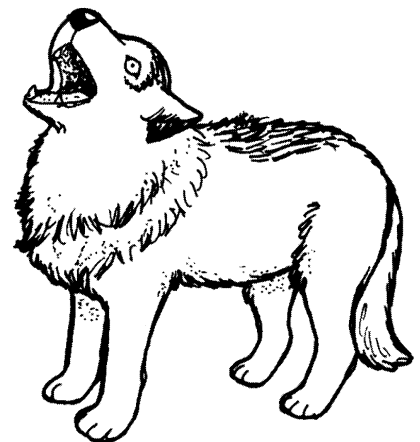
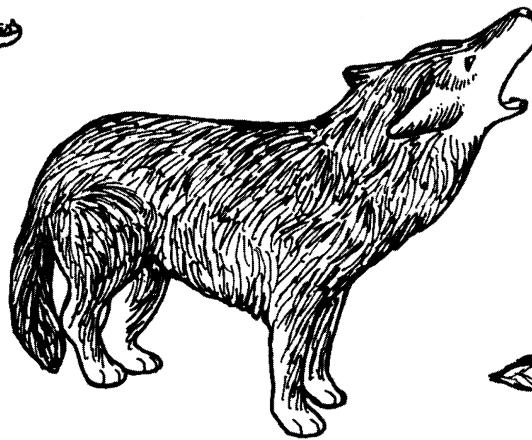
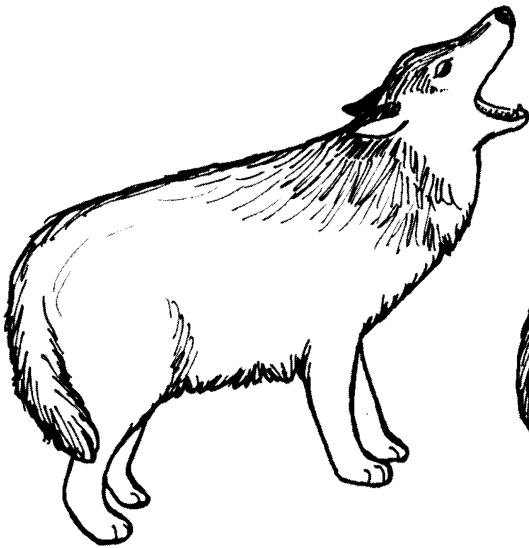
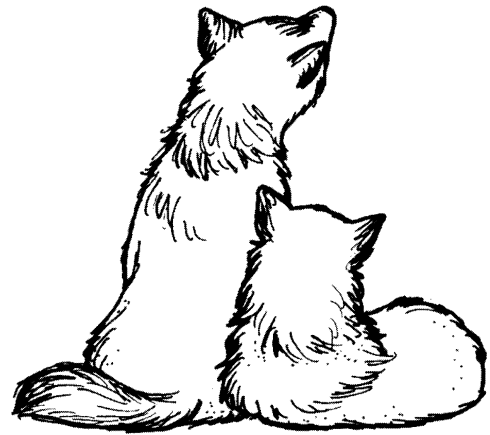
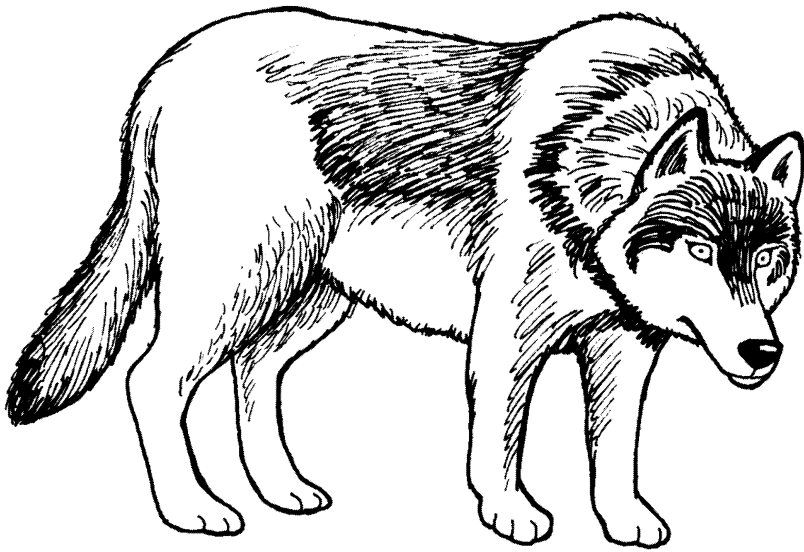
*Peter had much in common with
the biblical character David.
Think about how they were alike
and how they were different.*

- ▶ Place a *D* in the blank if the statement is true of David.
- ▶ Place a *P* in the blank if the statement is true of Peter.
- ▶ Place a *B* in the blank if the statement is true of both.

- _____ 1. Took care of sheep
- _____ 2. Played the harp
- _____ 3. Flock was threatened by wild animals
- _____ 4. Had a friend named Benj
- _____ 5. Lived in a time when guns were used for protection
- _____ 6. Lived in a time when slingshots were used for protection
- _____ 7. Wrote songs and poems to God
- _____ 8. Was young when he began shepherding



Wolves



Name _____

Math Is the Key

- Using the code, work the math problems to decipher the hidden message about handling fears.

1=A	14=N
2=B	15=O
3=C	16=P
4=D	17=Q
5=E	18=R
6=F	19=S
7=G	20=T
8=H	21=U
9=I	22=V
10=J	23=W
11=K	24=X
12=L	25=Y
13=M	26=Z



(18+5) (2x4) (5-4) (40/2) _____
(10+10) (3x3) (11+2) (10-5) _____
(12-3)

(5/5) (16-3) _____
(1x1) (2+4) (9x2) (16-15) (18/2) (3+1), _____
(7+2)

(23/1) (10-1) (6x2) (3x4) _____
(2x10) (20-2) (3x7) (19-0) (10x2)

(6+3) (7x2) _____
(14+6) (6+2) (2+3) (5x1).

(8x2) (17+2) (6-5) (5+7) (7+6) 56:3

9

Journey into Information
Wolf Wall

Cover a blank wall space with butcher paper. Keep a supply of broad-tipped felt pens nearby. Provide encyclopedias and non-fiction books about wolves. Encourage each student to find interesting facts about wolves and write them in concise form on the paper. See Reproducible—Lesson 9A for illustrations that may be traced, cut out, or modified in any way to enhance the presentation.

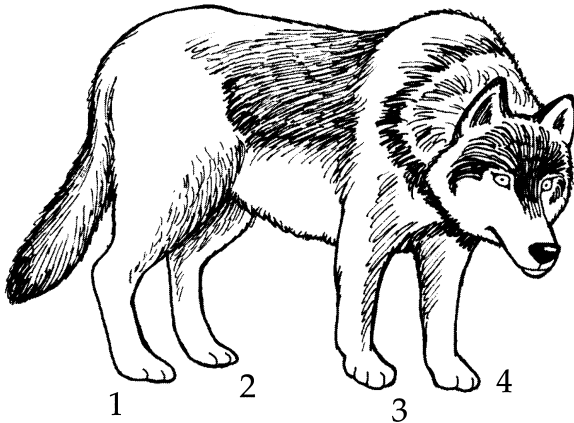
Extend the activity by typing the facts onto sheets of paper that may be illustrated, copied, and stapled into booklets.



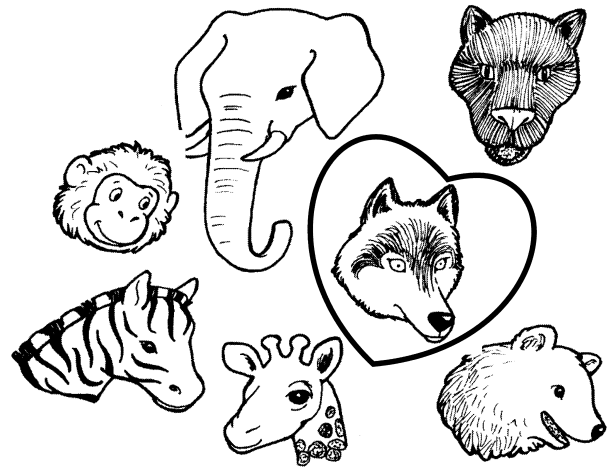
Name _____

Is That a Fact?

A fact is known to be true. An opinion is based on what a person thinks rather than on what is known to be true.



Fact: Wolves are four-legged animals.



Opinion: Wolves are the most beautiful of all wild animals.

► Read each sentence carefully.
Circle FACT or OPINION.

- | | | |
|--|------|---------|
| 1. Trapping wolves is better than shooting them. | FACT | OPINION |
| 2. Wolves have shaggy fur ranging in color from black to gray to white. | FACT | OPINION |
| 3. Wolves usually travel and hunt in packs. | FACT | OPINION |
| 4. Wolves howl because they are lonely and want to make friends with people. | FACT | OPINION |
| 5. Wolves are mentioned at least thirteen times in the Bible. | FACT | OPINION |

► On your own paper, write several fact and opinion statements about another kind of animal. Exchange papers with someone and identify the statements he wrote as FACT or OPINION.

Name _____

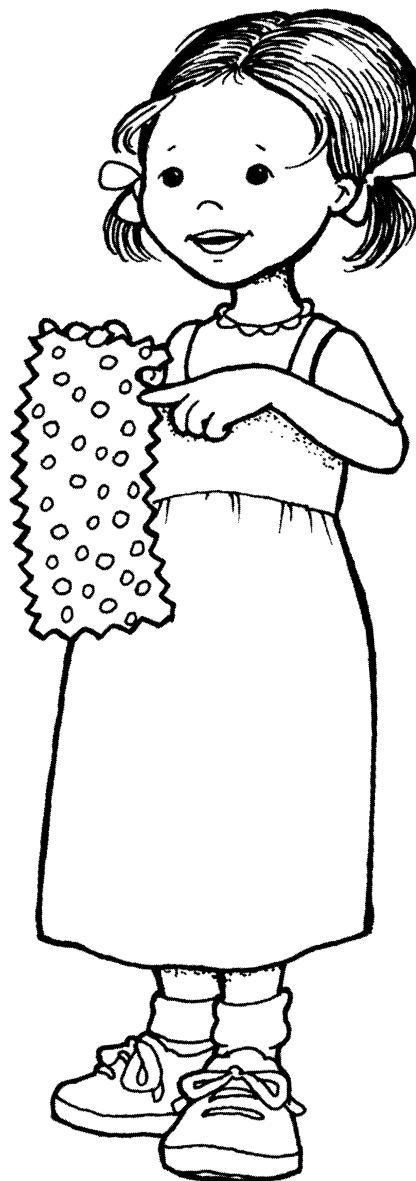
The Coat of Many Stories

To the teacher:

Send a note home asking parents to help students find and bring a fabric swatch from a favorite clothing item (or other source) that is worn out.

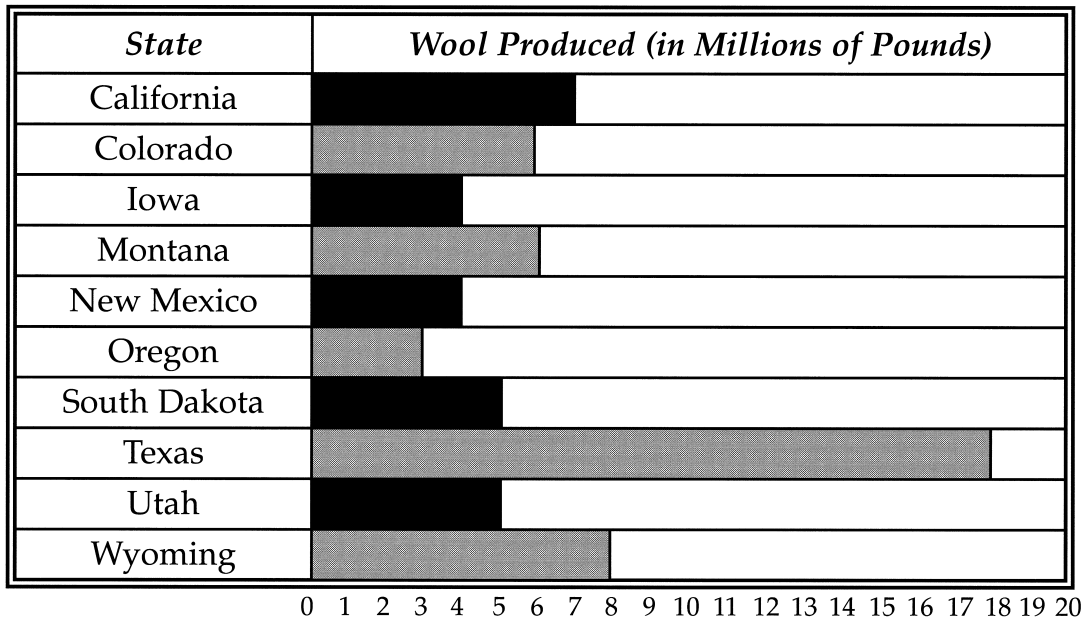
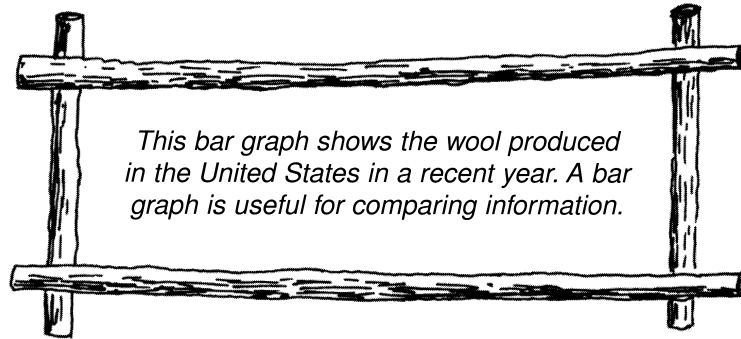
If a child cannot bear to have the item cut, ask him to duplicate it with a paper swatch or another fabric swatch. Have each student share the story of a favorite clothing, pillow, or blanket.

Glue the swatches to a large tagboard coat shape, which may be used as the focal point for a bulletin board. To extend the activity, have students write about the favorite swatch.



Name _____

Yes Sir, Yes Sir, Three [Million] Bags Full



► Use the graph to answer the questions below.

- Put an x beside each thing that this graph does **not** tell.
____ how much wool Oregon produced
____ the price of wool
____ how much wool Idaho produced
____ the state that produced the most wool

- Which state produced the most wool?

- Which state on the graph produced the least?

- How many states produced more than 5 million pounds?

- Did Montana produce more or less wool than California?

12

Journey into Arts and Crafts

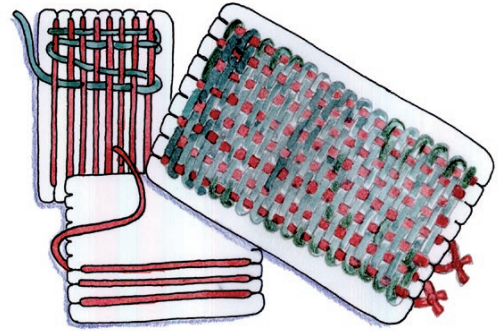
WARP AND WEFT

Weave a bookmark or a small mat.

Materials:

- a small foam tray for each student
 - multicolored yarn
- Cut eight half-inch slits along opposite ends of the tray.
- Wind a four-yard length of yarn around the tray through the slits, beginning at the top left to create **warp** threads.
- Tie the loose yarn ends on the back.
- Weave over and under the warp threads with a three-foot length of contrasting yarn to create the **weft**. Cross the loom again, weaving in opposite direction.

- When the yarn shortens, tie on yarn of a different color.
- When the weaving is complete, cut the warp threads on the back of the loom and tie them off in pairs.



13) Journey into Science

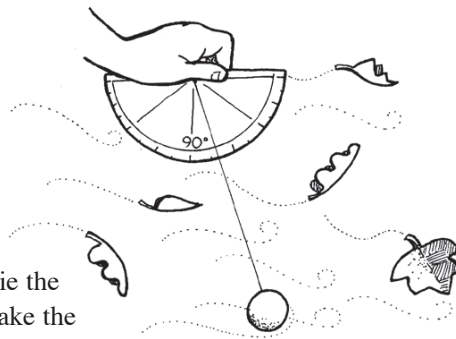
It's Blowing Up a Storm

Making a Wind Gauge

Materials:

- a protractor
- a table-tennis ball
- glue
- a piece of string

Glue the table-tennis ball to the string and tie the string to the protractor so that it hangs at 90° . Take the wind gauge outdoors and hold it parallel to the direction of the wind. Watch the string as the wind blows, and read the angle to which the string blows. Write down this number and subtract it from 90 to determine the speed of the wind in miles per hour.



Wind speed and direction can tell us a great deal about the coming weather. Some of the characters in *Mountain Born* recognized hints about upcoming weather from the wind. A simple activity can be done to calculate the speed of the wind.

14 Journey into Science

THE AIR TRAP

Wool keeps us warmer than other materials because its fibers trap air inside them, providing a layer of insulation. Compare wool and cotton by doing the following experiment.

Materials:

- water
- a candy thermometer
- two small glass jars
- a wool sock
- a cotton sock



Heat water until quite warm to the touch. Take the temperature of the water with the thermometer and record it. Divide the water evenly between the two jars and seal the lids tightly. Place one jar inside the wool sock and the other jar inside the cotton sock. Leave them alone for an hour, then take the temperature of the water in each jar again. Which material has kept the water warmer?

14 Journey into Language: Writing

THE HINGES OF THE YEAR



Create a display of the hinges (events) on which the school year or the family year hangs. Depict these events by means of stories, original artwork, and illustrations cut from magazines or catalogs. Hang the display from the ceiling and add to it as events occur.

Answer Key

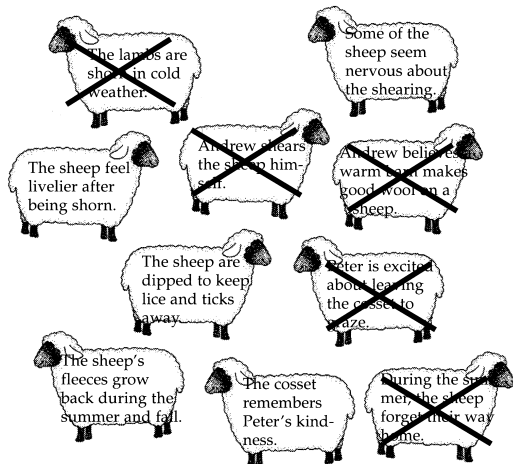
Lesson 2

1. pick up toys
2. mow the lawn
- 3.-5. Answers will vary.

Lesson 3A

1. **b**
2. **a**
3. **c**
4. **b**
5. **c**

Lesson 5A



Lesson 7

Answers will vary, but should include these key concepts:

1. think about God's law or Word
2. think about God's work
3. remember the way God led
4. speak of God's wisdom
5. remember the Creator

Lesson 8

1. **B**
2. **D**
3. **B**
4. **P**
5. **P**
6. **D**
7. **D**
8. **B**

Lesson 9B

WHAT TIME I
AM AFRAID, I
WILL TRUST
IN THEE
PSALM 56:3

Lesson 10

1. opinion
2. fact
3. fact
4. opinion
5. fact

Lesson 12

1. x the price of wool
x how much wool Idaho produced
2. Texas
3. Oregon
4. 5
5. less