



**BJ BookLinks<sup>®</sup>**

∴ JOURNEY INTO LITERATURE ∴

# On Yonder Mountain

▪ LESSONS AND REPRODUCIBLES ▪





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:: JOURNEY INTO LITERATURE ::

# On Yonder Mountain



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Greenville, South Carolina

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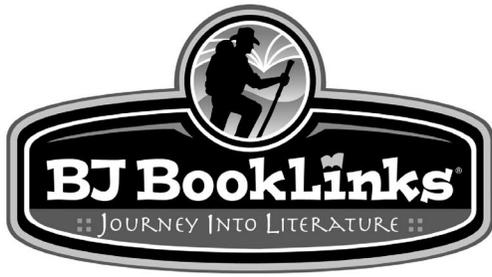
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Greenville, South Carolina 29609

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ISBN 978-1-57924-729-4

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



# Introduction

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

## Contents

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

## Goal

To provide reading instruction and experiences 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 other subject areas.
- Provide enrichment experiences such as games, songs, arts and crafts, cooking projects, science investigations, and creative writing.

*On Yonder Mountain* may be used with first-graders at the end of the school year. It could be read by a small group of advanced readers, or the entire class may read the novel together with extra guidance.

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.



**Lesson Plans**

Lesson 1 ..... 1  
Lesson 2 ..... 3  
Lesson 3 ..... 5  
Lesson 4 ..... 7  
Lesson 5 ..... 9  
Lesson 6 ..... 11  
Lesson 7 ..... 13  
Lesson 8 ..... 15  
Lesson 9 ..... 17  
Lesson 10 ..... 19  
Lesson 11 ..... 21  
Lesson 12 ..... 23

**Reproducibles**

**Answer Key**

Chapter One, pages 1–9  
**Lesson 1**

**Objectives**

**The student will**

- Identify with a character.
- Recognize elements of the story’s setting.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of demonstrating God’s love to others.

**Planning the Trip** 

**Gather**

- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A display of the following sentences:  
Mary wore a pinafore over her new school dress.  
I get to play with my cousin when I visit Aunt Cindy.  
Tom fiddled with the buttons on his coat.  
I get jitters just thinking about the roller coaster.  
Mother told me not to fidget during church.

**Packing Up**



**Introducing the Story**

Direct attention to the cover of *On Yonder Mountain* and lead a discussion using the following questions:

- ▶ What do you think *yonder* means? (*Answers may vary, but lead to the idea that yonder means at a distance but still able to be seen.*)
- ▶ What building is pictured? (*a school*)
- ▶ Who do you think is standing on the steps of the schoolhouse? (*the teacher*)

In a one-room school, just one teacher instructs all of the students in all the grades. They meet in one room. As you begin reading *On Yonder Mountain*, you’ll discover what it was like to attend first grade in a one-room schoolhouse.

**Developing Word Meaning**

Display the sentences. Direct each student to read them silently. Read each sentence aloud. Then read each question, directing the students to choose one of the underlined words from the display for their answer.

- ▶ Which word means “a child of one of your parents’ brothers or sisters”? (*cousin*)
- ▶ Which word means “to wiggle in a nervous manner”? (*fidget*)
- ▶ Which word means “played with something nervously”? (*fiddled*)
- ▶ Which word means “nervous movements”? (*jitters*)
- ▶ Which word means “a large apron with a bib worn over a dress to protect it”? (*pinafore*)

**Traveling Along**



**Setting the Purpose**

Ask the following questions:

- ▶ Are you the only boy or girl in your family?
- ▶ What do you think it would be like to be the only boy or girl?

As you begin to read today, you’ll discover how Sarah feels about being the only girl on Yonder Mountain.

**Reading and Thinking**

Direct the silent reading of pages 1–3. Instruct the students to find out how Sarah feels about starting school. Ask the following questions:

- ▶ [*literal*] How wiggly is Sarah? (*as wiggly as a worm*)  
[*interpretive*] How do you know that Sarah is nervous? (*Possible answers: she’s fidgeting; she’s fiddling with her food; she has a fluttery feeling in her stomach.*)  
[*critical*] Why do you think Sarah is nervous about her first day of school? (*Accept any answer, but suggest that being nervous about new experiences is normal.*)  
[*appreciative*] How do you feel on the first day of a new school year?  
[*literal*] What does Father say to make Sarah feel better? (*He tells her she’ll “be reading circles around everybody else by noontime.”*)

Ask a student to read aloud the paragraph on page 2 that gives Father's encouraging words to Sarah.

- ▶ *[literal]* What is EmmyLou? (*Sarah's doll*)  
*[literal]* Where does Sarah put EmmyLou as she starts to leave the house? (*in the pocket of her pinafore*)  
*[critical]* Why does Sarah take EmmyLou to school with her?  
(*Possible answers: to play with at recess, to have something familiar in a new place, to share with the girl she hopes will be at school.*)

Ask a student to read aloud the paragraph that starts on page 2 where Mother finishes getting Sarah ready for school.

Direct the silent reading of pages 5–9. Instruct the students to find out what Sarah is hoping to find at school. Ask the following questions:

- ▶ *[literal]* What are Sarah's brothers talking about on the way to school? (*their friends they haven't seen all summer*)  
*[interpretive]* What is Sarah thinking about? (*a new girlfriend she'll make at school*)  
*[interpretive]* Why is it so important to Sarah to have a girlfriend?  
(*Since Sarah has only brothers and boy cousins to play with, she has no one to play dolls with or share with.*)  
*[literal]* Describe the friend that Sarah hopes to find. (*one who has blue eyes, black hair, and a happy smile, and will like Sarah right away*)
- ▶ *[literal]* Who does Sarah see as she looks around the schoolyard?  
(*only boys*)  
*[critical]* How do you think Sarah feels as she ties up Clancy and gets water for him? (*Accept any answer, but suggest she is disappointed.*)  
*[interpretive]* How does Sarah show her disappointment that there are no girls at school? (*Possible answers: she drags her feet; she walks slowly back to the schoolhouse; she shakes her head as some of the boys ask her to play with them.*)

Ask three students to each read aloud from page 7 one of the boys' requests for Sarah to come play, or ask one student to read all three requests. Explain that *mumbletypeg* is a game played with a knife.

- ▶ *[interpretive]* Who is the lovely lady who appears on the steps?  
(*Mrs. Walker, the teacher*)  
*[literal]* What is Sarah supposed to do when the bell rings? (*to get in line with the other students*)

Ask a student to read aloud the sentences on page 9 that tell what the schoolroom looks like.

### Scriptural Application

Read Proverbs 17:17a aloud.

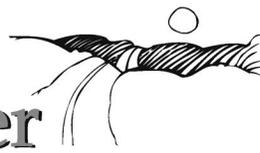
- ▶ When should a friend love? (*at all times*)
- ▶ How did Mother show her love for Sarah? (*She helped Sarah get ready for school.*)
- ▶ How did Father show his love for Sarah? (*He encouraged her.*)
- ▶ How did William and the other boys show their love for Sarah? (*They offered to play with her.*)
- ▶ How can you show your love for your family and friends?

## Pausing to Rest



In the next lesson, we'll find out what Mrs. Walker is like. Use your bookmark to mark your place in the book.

## Going Further



### Journey with the Author

Share the information from the folder about the author.

### Journey into Game Fun

"Marble Game"

See directions on the folder.

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

"As Wiggly As a Worm"

(Reproducible—Lesson 1)

Chapter Two, pages 11–20  
**Lesson 2**

**Objectives**

**The student will**

- Identify the emotional responses of a character.
- Recognize the use of idiomatic expressions.
- Use contextual clues to comprehend the meanings of new words.
- Understand the importance of prayer.

## Planning the Trip



**Gather**

- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A display of the following words:  
towheaded  
spiky  
gingerly  
hooted  
reciting
- A display of the sentences used in the lesson (optional).

## Packing Up



**Introducing the Story**

Lead a discussion using the following questions:

- ▶ What would you be nervous about if you were going to a new school and you didn't know anyone?
- ▶ What could you do to make new friends at school?

Discuss ways Sarah could make new friends at her school.

**Developing Word Meaning**

Read aloud each word from the display of words, followed by the context sentence that corresponds with it. Ask a student for the meaning of each word; provide help if the meaning is unclear. Accept any answers with meanings similar to those shown.

- ▶ Because my sister had blonde hair as a child, her friends called her towheaded. (*having very light blonde hair*)
- ▶ The spiky leaves on the plant are sharp. (*having one or more sharp points*)
- ▶ Mom very gingerly set the sleeping baby in the crib. (*using great care*)
- ▶ My brother hooted when I tripped on my shoelace. (*made fun of by laughing loudly*)
- ▶ Mrs. Jones listened to the reciting children as they practiced their program. (*repeating aloud for others*)

## Traveling Along



**Setting the Purpose**

- ▶ Read to find out how Sarah makes a friend at school.

**Reading and Thinking**

Direct the silent reading of pages 11–15. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ [*literal*] What do the boys do as they enter the schoolroom? (*They find their desks and put away their things.*)  
[*critical*] How do the boys know where to sit? (*Accept any answer, but point out that they have been to school before.*)
- ▶ [*literal*] Who is Jonathan? (*the only other first grader*)  
[*interpretive*] What does Mrs. Walker say to encourage Sarah and Jonathan? (*She tells them that they are special since they are her only first graders.*)  
[*appreciative*] How do you feel when someone tells you that you are special?  
[*interpretive*] How do you know that Jonathan is still nervous about his first day at school even after Mrs. Walker encourages them? (*He doesn't smile, and he sits stiffly with his hands folded.*)

Ask a student to read aloud from page 12 what Mrs. Walker tells Jonathan and Sarah to do until she talks with them.

- ▶ [*literal*] What do Sarah and Jonathan do as Mrs. Walker gets the other students settled in? (*They write on their slates.*)  
[*literal*] Who taught Sarah her ABCs? (*her brothers*)

- ▶ *[literal]* What prayer request does Sarah share, causing a boy in the back to hoot? (*She wants to pray for another girl to come to the school.*)

*[critical]* Should we ever make fun of another person's prayer request? (*Accept any answer, but lead the students to understand that we should have compassion for other people's burdens.*)

Direct the silent reading of pages 15–20. Instruct the students to find out what happens at recess. Ask the following questions:

- ▶ *[literal]* Which tree does Sarah run to climb at recess? (*the tree William and his friend had been climbing earlier*)

*[critical]* Why does Sarah choose to climb that tree? (*Accept any answer, but point out that William asked her earlier to climb the tree.*)

*[literal]* Why doesn't the boy want to share the tree with Sarah? (*because she is a girl*)

Ask two students to read aloud the conversation on page 16 between Sarah and the boy or ask one student to read both parts.

- ▶ *[literal]* What happens to Jonathan as he watches the older boys play marbles? (*He falls into their game.*)

*[interpretive]* What does the author mean when she says that "Sarah was out of the tree in a flash"? (*Sarah got out of the tree very quickly.*)

*[critical]* Why does Sarah come to Jonathan's rescue? (*Possible answers: she is protective of him because he seems so shy; she is used to standing up to her brothers.*)

*[appreciative]* If you were Sarah, how could you have handled this problem other than by hitting the older boys?

Ask a student to read aloud the paragraph on page 17 that describes Sarah's rescue of Jonathan.

- ▶ *[interpretive]* Why does Sarah apologize to Jonathan? (*because she went off to play alone with her doll*)

*[interpretive]* What does Sarah mean by saying that her doll "looks like she has been dragged through the brush backwards"? (*The doll's pinafore is falling off and the stuffing is falling out.*)

*[literal]* What causes Jonathan to start laughing? (*the way EmmyLou looks*)

Ask a student to read aloud the paragraph on pages 19–20 that describes EmmyLou.

- ▶ *[interpretive]* How do you know that Sarah is happy with her new friend even though Jonathan is not a girl? (*She is giggling with Jonathan.*)

## Scriptural Application

Read aloud I John 5:13–14.

- ▶ What does *confidence* mean? (*to be sure of something*)
- ▶ Who should we place our confidence in? (*the Lord*)
- ▶ Will the Lord hear and answer our prayers? (*Accept any answer, but guide students to understand that the Lord promises to answer the prayers of those who have accepted Jesus Christ as Savior. However, the answer may not be what was wanted or expected.*)

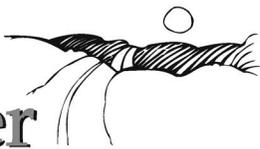
Lead in singing "What a Friend We Have in Jesus."

## Pausing to Rest



We'll read about more of Sarah's adventures at school in the next lesson. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Thinking Skills—Critical Thinking

"Tell the Truth, Please"  
(Reproducible—Lesson 2)

### Journey into Arts and Crafts

"Paint with Marbles"  
See directions on the folder.

Chapter Three, pages 21–29  
**Lesson 3**

**Objectives**

**The student will**

- Recognize a character’s response to mood.
- Enjoy the dialect and idiomatic expressions of a historic time period.
- Generalize about characters from specific actions.
- Use contextual clues to identify the meanings of new words.
- Apply the scriptural principle of obeying authority.

**Planning the Trip** 

**Gather**

- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A word card for each of the following words:  
lively  
acorn  
harvest  
larnin’  
trouble brewing

**Packing Up**



**Introducing the Story**

Lead a discussion by asking the following questions:

- ▶ Have you ever been really excited about going somewhere or getting to do something? Tell us about it.
- ▶ Have you ever been so excited that you did something that got you into trouble?

**Developing Word Meaning**

Read the following definitions aloud one at a time. Ask a student to choose the word card that matches the definition and to use the word in a sentence. Give help as needed.

- ▶ gathering the crops from the field and storing them (*harvest*)
- ▶ the seed of an oak tree (*acorn*)
- ▶ a local pronunciation of *learning* (*larnin’*)
- ▶ very active (*lively*)
- ▶ a phrase that means something bad is going to happen (*trouble brewing*)

**Traveling Along**



**Setting the Purpose**

- ▶ Look at the title of this chapter. Read to find out why Sarah is “most lively.”

**Reading and Thinking**

Direct the silent reading of pages 21–25. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ *[literal]* Why does Sarah get her lessons mixed up? (*She listens to the other lessons.*)  
*[literal]* What does Sarah not know how to do because she doesn’t pay enough attention to her own lessons? (*Her first grade sums. Explain that these are her math lessons—addition facts.*)  
*[interpretive]* Is it wrong for Sarah to be curious about the other lessons? Explain your answer. (*Accept any answer, but point out that Sarah needs to do her own lessons first.*)

Read aloud on page 22 what Mrs. Walker tells Sarah about doing her own schoolwork.

- ▶ *[interpretive]* Why does Sarah spend the afternoon sitting in the corner? (*After several other incidents, Sarah scrambles the fourth-grade leaf collection.*)  
*[interpretive]* How do you know that Sarah is sorry for what she has done? (*Possible answers: she sits very still; she doesn’t want to look at anyone; she cries; she promises Mrs. Walker that she won’t be lively again.*)  
*[critical]* Do you think Sarah will be able to keep that promise? Why or why not? (*Accept any answer, but point out that it will be hard for Sarah to not ever be lively again and that being lively can be good as well as bad.*)  
*[literal]* What does Mrs. Walker tell Sarah about being lively? (*She should be lively doing the right things.*)

Read aloud on page 25 what Mrs. Walker tells Sarah about being lively.

Direct the silent reading of pages 25–29. Instruct the students to find out why the classroom doesn't feel safe anymore. Ask the following questions:

- ▶ *[literal]* When does Sarah really understand what Mrs. Walker means by being “too lively”? (*when the Clanton boys come to school*)

*[interpretive]* Why are the Clanton boys finally able to come to school? (*They are finished harvesting their crops.*)

*[interpretive]* How do you know that Mrs. Walker knew that they would be coming to school? (*She says she has been expecting them and she has two seats ready for them.*)

*[literal]* What is different about Mrs. Walker's voice as she talks to the Clanton boys? (*It is stronger.*)

Ask two students to read aloud the conversation on page 26 between Mrs. Walker and one of the Clanton boys or ask one student to read both parts with varied voice expressions.

- ▶ *[critical]* Why do you think the classroom doesn't feel safe anymore? (*Answers will vary, but lead to the idea that although the Clanton boys obey, they don't obey with the right attitude.*)
- ▶ *[literal]* What does Sarah pray for at family prayer time? (*for Mrs. Walker and the Clanton boys*)

*[appreciative]* Have you ever prayed for someone before? What did you pray about?

*[interpretive]* If Lijah and Trace have not actually disobeyed Mrs. Walker, why is Sarah so concerned? (*Though they have not actually disobeyed, they do not obey in the way that Sarah thinks they should.*)

- ▶ *[interpretive]* Why does Pa decide to ride over to the school the next day? (*to talk with Mrs. Walker and explain that he and other fathers will drop by the school to keep an eye on the boys*)

*[interpretive]* What does it mean to “keep an eye on” someone or something? (*Accept any answer, but explain that it means to watch.*)

*[critical]* What does Thomas mean when he says that there is “trouble brewing”? (*Accept any answer, but lead to the understanding that there are going to be problems.*)

Ask a student to read aloud Thomas's explanation on page 29 about the fathers coming to school each day.

### Scriptural Application

Read aloud Ephesians 6:1 and Colossians 3:20.

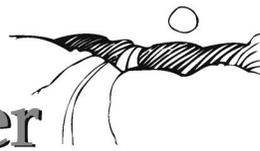
- ▶ According to these verses, who should we obey? (*our parents*)
- ▶ Who else should we obey? (*those who are in authority, such as police officers, teachers, and so on*)
- ▶ How should we obey? (*Accept any answer, but point out that we should obey respectfully, completely, immediately, and cheerfully.*)

## Pausing to Rest



You'll have to wait until next time to find out what trouble is brewing. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Science

“All Mixed Up”  
(Reproducible—Lesson 3A)

### Journey into Math

“Buckets of Sums”  
(Reproducible—Lesson 3B)

Chapter Four, pages 31–40  
**Lesson**<sub>4</sub>

**Objectives**

**The student will**

- Predict outcomes.
- Recognize the motives of a character.
- Use contextual clues to comprehend the meanings of new words.
- Appreciate an act of friendship.
- Understand the importance of discipline in our lives.

**Planning the Trip** 

**Gather**

- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A display of the following sentences:  
The taste of the cookies mingled with the smell of the oranges.  
An owl lives in the hollow of the old tree.  
The boys were snickering about the mess the baby made.  
Jim’s scuffling walk and sad face showed that it had not been a good day at school.  
The peacefulness of the night was splintered by the howl of a wolf.

**Packing Up**



**Introducing the Story**

Lead a discussion using the following questions:

- ▶ Have you ever been in a room where the only heat was from a wood stove or fireplace?
- ▶ Do you think it would be hard to keep a room warm using only a wood stove?
- ▶ Why is it important to be careful of what is put in a wood stove? (*Accept any answer, but explain that some things such as rocks or sealed cans explode when they get very hot.*)

**Developing Word Meaning**

Display the sentences. Direct each student to read them silently. Read each sentence aloud. Then read each question, directing the students to choose one of the underlined words from the display for their answer.

- ▶ Which word means “giggling or laughing”? (*snickering*)
- ▶ Which word means “walking slowly, dragging your feet”? (*scuffling*)
- ▶ Which word means “mixed together”? (*mingled*)
- ▶ Which word means “broken or interrupted”? (*splintered*)
- ▶ Which word means “a hole or space”? (*hollow*)

**Traveling Along**



**Setting the Purpose**

- ▶ As you read, find out how Sarah shows her friendship to Jonathan.

**Reading and Thinking**

Direct the silent reading of pages 31–35. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ *[interpretive]* Why do Sarah and Jonathan wait until the Clanton boys rest to pick up wood chips? (*Possible answer: it’s dangerous to be near the boys while they chop wood.*)  
*[literal]* Why does Sarah want the wood chips? (*so she can stuff her doll with them*)
- ▶ *[literal]* What interests Jonathan more than stuffing EmmyLou? (*the foot race*)  
*[interpretive]* Why does Jonathan stand by the starting line? (*Possible answers: he wants a closer look; he hopes he will be invited to race.*)

Ask a student to read aloud the paragraph on page 32 that describes Jonathan running the race.

- ▶ *[interpretive]* How do you know that Jonathan really enjoys running? (*His facial expression shows his happiness.*)  
*[critical]* Why does Jonathan come back to Sarah when the race is finished? (*Accept any answer, but point out that Jonathan is a good friend and doesn’t want to leave Sarah by herself.*)

[interpretive] How does Sarah's telling Jonathan to go run show that she is unselfish? (Answers will vary, but lead to the idea that Sarah wants Jonathan to have fun even though it means he won't be playing with her.)

[literal] What does Sarah do to help herself feel better? (She climbs the tree and shakes the branches so the colored leaves fall.)

[appreciative] Would watching the colored leaves fall make you feel better? Explain your answer.

- ▶ [literal] After Sarah gathers more wood chips, who does she see coming out of the schoolhouse? (Trace and Lijah)

[interpretive] Why does Sarah think Trace and Lijah are up to something? (because of the way they are laughing)

Direct the silent reading of pages 35–40. Tell the students to find out who causes the trouble in the classroom. Ask the following questions:

- ▶ [interpretive] How do you know that it is cold outside? (Possible answers: there is frost on the grass; the children are wearing thick jackets and mittens; they can see cloudlike puffs of air as they breathe; they warm themselves by the large fire burning in the stove.)

- ▶ [literal] What happens after Lijah adds more wood to the stove? (Something explodes.)

[interpretive] How do you know that the explosion frightens Sarah? (She sits frozen in her seat, her heart pounding.)

[appreciative] Have you ever been frightened by a loud noise? Tell us about it.

Read aloud the description of events on page 37 just after the explosion.

- ▶ [literal] What causes the explosion? (Lijah threw a few rocks in the stove.)

[interpretive] Why do the Clanton boys frown when they see Mrs. Walker's face? (They know they are in trouble.)

[interpretive] Why does Mrs. Walker discipline both of the boys? (They both planned the act.)

[critical] Why do you think Trace and Lijah come back in quietly and begin their lessons after being disciplined? (Accept any answer, but lead to the idea that they are sorry for the trouble they caused.)

[appreciative] How do you respond when you are corrected for doing something wrong?

Ask a student to read aloud the sentences on page 39 that describe Lijah's and Trace's actions as they return to the classroom.

## Scriptural Application

Read aloud Hebrews 12:6.

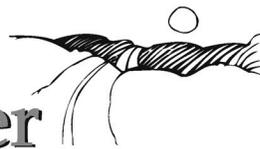
- ▶ Who does the Lord discipline (or chasten)? (those He loves)
- ▶ Who does the Lord send into our lives to help discipline us? (Possible answers: parents, teachers, grandparents.)
- ▶ When we have done something wrong, how should we respond to discipline? (We should accept punishment with the proper attitude.)
- ▶ Do you think Mrs. Walker cares about the Clanton boys? How do you know? (Yes, she wants to help them to behave the way they ought. She disciplines them to show that she cares about how they behave.)

## Pausing to Rest



Do you think everything will be all right now? You'll have to wait until next time to find out. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Game Fun

Conduct a sprint race during recess.

### Journey into Thinking Skills

"When Did It Happen?"

(Reproducible—Lesson 4A)

### Journey into Arts and Crafts

"Fabulous Fall"

See directions on the back of the folder and "Leaf Pattern"

(Reproducible—Lesson 4B).

Chapter Five, pages 41–49  
**Lesson 5**

**Objectives**

**The student will**

- Evaluate the emotional response of a character.
- Use contextual clues to comprehend the meanings of new words.
- Understand the scriptural principle of God’s forgiveness.

**Planning the Trip** 

**Gather**

- A small box and lid that have been covered separately with Christmas wrapping paper.
- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- Each student’s name written on its own slip of paper.
- The following words and definitions on slips of paper:
  - icicles—spikes of ice formed from dripping water
  - tattered—torn
  - drawled—talked slowly
  - woodenly—stiffly
- A display of the following sentences:
  - The \_\_\_\_\_ hung from the roof of the house.
  - The dress was \_\_\_\_\_ where the thorny bush had caught it.
  - Tommy \_\_\_\_\_ his words when he spoke.
  - Amy was tired and sat \_\_\_\_\_ while the other children played.

**Packing Up**



**Introducing the Story**

Place the slips of paper with students’ names into the covered box. Allow each student to draw a name from the box. If a child draws his own name, let him choose again. Lead a discussion using the following questions:

- ▶ Have you ever drawn names for a gift exchange before?
- ▶ If you were going to make a gift for the person whose name you drew, what would you make?

Instruct each student to save his slip of paper to use with Reproducible—Lesson 5B.

**Developing Word Meaning**

Place the prepared vocabulary slips of paper in the covered box. Read the displayed sentences aloud. Allow a student to select a word from the box, read it aloud, and choose the appropriate sentence that it completes.

**Traveling Along**



**Setting the Purpose**

- ▶ As you read, find out what happens to Sarah.

**Reading and Thinking**

Direct the silent reading of pages 41–45. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ *[interpretive]* Why does Sarah hurry to get inside? (*It’s very cold outside.*)
  - [literal]* What does Sarah remember when she sees the hot stove? (*her potato*)
  - [interpretive]* What will Sarah do with her potato? (*cook it for lunch*)
- ▶ *[literal]* What does Trace do as he stops by Sarah’s desk? (*picks up EmmyLou, tosses her into the air, and throws her to Lijah*)
  - [interpretive]* Why doesn’t Lijah catch EmmyLou? (*He is busy putting firewood into the stove.*)
  - [literal]* What happens to EmmyLou? (*She lands in the stove and burns up quickly.*)
  - [critical]* Why do you think the doll burst into flames and burned so quickly? (*Accept any answer, but point out that she was stuffed with wood chips.*)

Ask two students to read aloud the conversation on page 42 between Sarah and Trace or have one student read aloud both parts using varied voice expressions.

- ▶ *[interpretive]* Why does Sarah run to the stove? (*She wants to save EmmyLou.*)
  - [interpretive]* Why does Lijah pull her back? (*so Sarah won’t get hurt*)
  - [literal]* How does Sarah react to the accident? (*She hits and kicks at Lijah.*)

*[interpretive]* What does Mrs. Walker mean by saying, “I’ll take care of you later”? (*She will discipline the boys later for their actions.*)

*[interpretive]* What does Sarah say that causes Mrs. Walker to mistakenly believe that Sarah has forgiven the boys? (*Sarah admits that it was an accident.*)

*[appreciative]* Have you ever had difficulty forgiving someone who hurt you in some way?

Ask a student to read aloud on page 45 what Sarah says to herself.

Direct the silent reading of pages 45–49. Tell the students to find out how Sarah responds to her loss. Ask the following questions:

► *[literal]* What does Sarah do to try to keep her mind off EmmyLou? (*plays with the boys*)

*[literal]* How does Sarah act towards Trace and Lijah? (*She ignores them.*)

*[critical]* Do you think it is right for Sarah to ignore Trace and Lijah? (*Accept any answer, but lead to the idea that she does not have the right attitude.*)

► *[literal]* What do the children do on the first day of December? (*draw names for Christmas gifts*)

*[literal]* What does Sarah do with the name she has drawn? (*She crumples up the slip of paper and lets it fall to the floor.*)

Ask a student to read aloud the paragraph on page 46 that lets you know that Sarah is upset with the name she has selected.

► *[literal]* What passage does Mrs. Walker read? (*Luke 23*)

*[interpretive]* Why does she read this passage? (*She wants Sarah in particular to think about what it means to forgive others.*)

*[critical]* Why do you think Christ was willing to forgive us for all of our sins? (*Accept any answer, but point out that He was willing to go through great suffering and death on the cross because He loves us.*)

Ask a student to read aloud on page 48 what Mrs. Walker says about Jesus forgiving our sins.

► *[literal]* What happens when it’s Sarah’s turn to pray at family devotions that night? (*She begins to cry.*)

*[interpretive]* Why does Sarah cry? (*She finally recognizes her sins and isn’t sure if God will forgive her.*)

Ask a student to read aloud the conversation on page 49 between Sarah and Pa when Sarah asks Pa if God will forgive her.

## Scriptural Application

Read aloud I John 1:8–9.

► Who sins? (*everyone*)

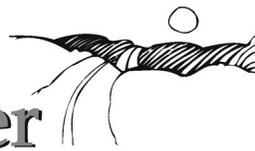
► When will God forgive our sins? (*when we confess that we have sinned and ask His forgiveness*)

# Pausing to Rest



You’ll have to wait until next time to find out what Sarah does for a gift for Trace. Use your bookmark to mark your place in the book.

# Going Further



## Journey into Math

“Time for Christmas”  
(Reproducible—Lesson 5A)

## Journey into Arts and Crafts

“What Can I Give?”  
(Reproducible—Lesson 5B)  
Remind the students of the name they each drew at the beginning of the lesson. Encourage them to draw something they could make that would be appropriate for that person.

Chapter Six, pages 51–59  
**Lesson 6**

**Objectives**

**The student will**

- Note specific actions that imply mood.
- Identify the motives of a character.
- Recognize character growth and change.
- Use pictures to comprehend the meanings of new words.
- Understand the scriptural principles of kindness and forgiveness toward others.

**Planning the Trip**



**Gather**

- Skeins of yarn.
- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- Word cards from Reproducible—Lesson 6A.
- A display of the sentences used in the lesson (optional).

**Packing Up**



**Introducing the Story**

Display the skeins of yarn. Lead a discussion using the following questions:

- ▶ What kinds of things can be made from yarn?
- ▶ How would you make hats and scarves from yarn? (*by knitting or crocheting*)
- ▶ Have you ever helped make something out of yarn?

**Developing Word Meaning**

Display the word cards. Read the following sentences aloud. Ask a student to choose the word card that pictures the vocabulary word that would complete the sentence.

- ▶ Mom piled the \_\_\_\_\_ of yarn in the basket. (*skeins*)
- ▶ With his \_\_\_\_\_, Brandon shot a rock at the snake. (*slingshot*)
- ▶ The propeller on the \_\_\_\_\_ went round and round. (*whimmy-diddle*)
- ▶ Tim's \_\_\_\_\_ kept his neck warm in the cold weather. (*muffler*)
- ▶ Mother put a \_\_\_\_\_ on the edge of the scarf. (*fringe*)

**Traveling Along**



**Setting the Purpose**

- ▶ Read to find out what Sarah does about a gift for Trace.

**Reading and Thinking**

Direct the silent reading of pages 51–55. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ [*literal*] What is Sarah concerned about? (*She doesn't have time to make a gift for Trace.*)

[*literal*] How does Sarah get a gift for Trace in time? (*Ma has already made mittens, socks, and a muffler for Trace.*)

[*literal*] How does Ma know that Trace needs a present? (*Mrs. Walker told her.*)

[*critical*] Why do you think Mrs. Walker talked to Ma about the presents? (*Accept any answer, but lead to the idea that Mrs. Walker was concerned that Trace would not get a gift because Sarah was responsible for his gift.*)

[*interpretive*] Why does Sarah think Trace will like his gift? (*The mittens, socks, and muffler will help keep him warm. She remembers that he carries the wood in with his bare hands.*)

- ▶ [*literal*] How does Sarah help make the present for Trace? (*She puts the fringe on the muffler.*)

[*literal*] What happens as Sarah works on the fringe? (*It begins to snow.*)

[*appreciative*] Have you ever had snow at Christmastime? How did you feel about seeing the snow?

- ▶ [*literal*] What does Mrs. Walker do when Sarah places her gift with the others? (*Mrs. Walker thanks Sarah and tells her she has been praying for her.*)

[critical] What do you think Mrs. Walker prayed about for Sarah? (Accept any answer, but lead to the idea that Mrs. Walker prayed for Sarah to have a forgiving spirit.)

[critical] What does Jonathan mean when he says he is glad Sarah is back? (Accept any answer, but lead to the idea that he is telling Sarah that she hasn't been her usually cheerful self.)

Ask a student to read aloud the paragraph on page 53 that shows how Sarah acts when Mrs. Walker says she has been praying for her.

Direct the silent reading of pages 55–59. Tell the students to find out if Sarah likes her gift. Ask the following questions:

- ▶ [literal] What do the students do at recess? (build snowforts and have snowball fights)
- [interpretive] What does a tie mean in relation to a game? (Neither side won or lost.)
- ▶ [literal] Why does Mrs. Walker let Sarah pass out the first gift? (She's the only girl.)
- [literal] What does Sarah say to Trace when she gives him the gift? (She says she is sorry for being so mad at him.)
- [critical] Is apologizing to Trace the right thing to do? Why or why not? (Answers will vary, but lead to the conclusion that Sarah is following a biblical way to solve problems.)
- [appreciative] How do you feel when you apologize for something you have done wrong?

Read aloud the paragraph on page 56 where Sarah apologizes to Trace.

- ▶ [literal] Who drew Sarah's name for the gift exchange? (Lijah)
- [critical] Why do you think Trace was willing to help pay for the gift for Sarah? (Answers will vary, but lead to the idea that he is sorry for what happened to EmmyLou.)
- [interpretive] How do you know that Trace and Lijah's mother enjoyed making the doll for Sarah? (Mrs. Clanton says she always wanted a girl to make pretties for.)
- [interpretive] What does the word pretties mean? (Answers will vary, but suggest that it is the pretty things that girls usually like.)
- [interpretive] What did Trace and Lijah's mother do to make the doll especially for Sarah? (She gave the doll brown hair and brown eyes like Sarah's and dressed the doll with a big pinafore like Sarah wears.)
- [literal] What does Sarah name her new doll? (Lizzie)

Read aloud the paragraph on page 57 that describes the doll.

### Scriptural Application

Read aloud Ephesians 4:32.

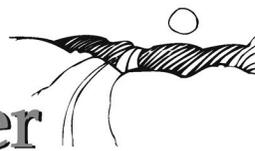
- ▶ Who should we be kind to? (others)
- ▶ Why should we be kind and forgiving to others? (Because God is kind and willing to forgive us so much, we should be willing to forgive others.)
- ▶ How can we show kindness? (Answers will vary.)
- ▶ How do Sarah and the Clanton boys show kindness and forgiveness to each other? (by making something special to give to the other person)

## Pausing to Rest



What will winter be like for Sarah and her family? Wait till next time to find out what activities they do during the winter. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Thinking Skills—Following Directions

“Making a Snowflake”  
(Reproducible—Lesson 6B)

### Journey into Arts and Crafts

“Snowflake Mobile”  
See directions on the folder.

### Journey into Food Fun

Serve baked potatoes and warm hot chocolate to get a feel for the festivities in the one-room schoolhouse.

Chapter Seven, pages 61–70  
**Lesson 7**

**Objectives**

**The student will**

- Use descriptive language to make comparisons.
- Recognize the importance of proper behavior during prayer.
- Recognize the author’s use of onomatopoeia.
- Use contextual clues to identify the meanings of new words.
- Apply the scriptural principle of pleasing God when serving others.

**Planning the Trip** 

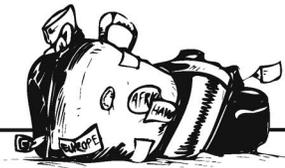
**Gather**

- Pictures of snowy landscapes.
- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A display of the following definitions:  
rows of hills or mountains  
piles or heaps  
red-faced from strong feeling or work  
the shelf over a fireplace  
using a wire-toothed brush to untangle  
fibers, such as wool, before spinning
- A word card for each of the following words: (Optional: put each word on a snowflake pattern.)  
ridges  
drifts  
flushed  
mantel  
carding
- A display of the sentences used in the lesson (optional).

**Packing Up**



**Introducing the Story**

Display the pictures of the snowy landscapes and discuss the following questions:

- ▶ What do you think snow looks like?
- ▶ What does snow remind you of?
- ▶ What is your favorite thing to do when it snows?

**Developing Word Meaning**

Read aloud the displayed definitions. Read the following sentences aloud as you display the word card for the italicized word. After you read each sentence, choose a student to match a definition from the display with the word card.

- ▶ The girls were \_\_\_\_\_ the wool so Mother could make socks. (*carding*)
- ▶ The \_\_\_\_\_ of snow were taller than Ashley. (*drifts*)
- ▶ The \_\_\_\_\_ was made of solid oak wood. (*mantel*)
- ▶ The trees on the \_\_\_\_\_ were brightly colored. (*ridges*)
- ▶ Brady was \_\_\_\_\_ after playing outside. (*flushed*)

**Traveling Along**



**Setting the Purpose**

- ▶ As you read, find out how Sarah and her brothers describe the snow they see around them.

**Reading and Thinking**

Direct the silent reading of pages 61–65. Explain that *hollows* is a term used in some mountain areas that refers to the low areas between the hills and mountains. Ask the following questions:

- ▶ [*literal*] How do Sarah, William, and Thomas get to school in the snow? (*Pa takes them in the sled.*)  
*[interpretive]* Why does Ma put the warmed bricks in the sled? (*to help keep the children warm*)  
*[appreciative]* Would you like to ride to school all wrapped up in a bearskin rug? Explain your answer.
- ▶ [*literal*] What does Sarah compare their ride in the sled to? (*being in a cocoon*)  
*[literal]* What does William compare it to? (*the inside of a bear’s belly*)  
*[appreciative]* How would you describe being wrapped up so warmly?

Ask two students to read aloud the conversation on page 63 between Sarah and William or have one student read aloud both parts using varied voice expressions.

- ▶ [*literal*] What does Pa ask William to describe? (*what the snow looks like*)  
*[appreciative]* Which description of the snow do you like best?

Ask a student to read aloud from page 64 several descriptions of the snow.

- ▶ *[literal]* Who had the book that Sarah is reading before she had it? (*William and Thomas*)

*[interpretive]* How is the book like a friend to Sarah? (*She knows the pictures as well as she knows her own name. She is delighted that she can read it by herself now, making it more like an old friend.*)

Direct the silent reading of pages 66–70. Tell the students to find out what Sarah and her family do during the winter months. Ask the following questions:

- ▶ *[literal]* What does Sarah’s family do after dinner? (*They read the Bible and pray.*)

*[literal]* What does Sarah pray for? (*Mrs. Walker, Trace, and Lijah; a girl to come to Yonder Mountain*)

*[critical]* Does Sarah behave the right way when others pray? How do you know? (*Yes, she sits still and listens.*)

*[critical]* Why should we follow Sarah’s example and listen when others pray? (*Answers will vary; lead a discussion about respecting others while they are praying.*)

- ▶ *[literal]* How does Sarah help around the house? (*She sets the table, helps with the dishes, and helps card the wool.*)

*[critical]* How do you think they will use the wool? (*Accept any answer, but remind the students of the wool scarf, muffler, and socks Ma had made for Trace.*)

*[literal]* Why does Sarah like carding the wool? (*It’s a job she can do while still watching everything else that is going on.*)

*[appreciative]* What job do you like doing to help around your house?

Ask a student to read aloud the paragraph on page 67 that explains why Sarah likes to card the wool.

- ▶ *[literal]* What other activities is Sarah’s family busy with while she cards the wool? (*William and Thomas do their homework, and Pa rubs wax on the leather straps of the harness.*)

*[literal]* What word is William trying to spell? (*patience*)

*[interpretive]* Why does William say Sarah is bothering him? (*Sarah tells William he didn’t spell the word correctly.*)

- ▶ *[interpretive]* What words does the author use to help you to hear the sounds in Sarah’s house? (*whish, whish; thump, thump; swish, swish*)

- ▶ *[literal]* What does Sarah do to keep herself awake? (*She tries to sort out the smells of home.*)

Read aloud the paragraph on page 69 that describes the smells of Sarah’s home.

### Scriptural Application

Read aloud Ephesians 6:7.

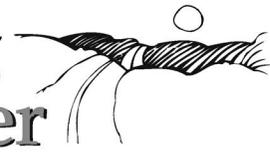
- ▶ According to this verse, how are we to serve others? (*as serving the Lord and not men*)
- ▶ Does serving others include completing household chores and responsibilities? (*yes*)
- ▶ Do you think Sarah helps with the chores with an attitude of serving God? Why or why not? (*Answers will vary, but she appears to do them with the right attitude.*)
- ▶ Do you complete your chores with an attitude of serving God?

## Pausing to Rest



What could be extra special about snow? Well, you’ll have to wait till next time to find out why snow can sometimes be quite special. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Language— Descriptive Language

“Like a Picture”

(Reproducible—Lesson 7)

# Chapter Eight, pages 71–79

## Lesson 8

### Objectives

#### The student will

- Draw conclusions based on the text.
- Identify the emotions of characters based on their actions.
- Make judgments about the characters' actions.
- Use contextual clues to comprehend the meanings of new words.
- Recognize the scriptural principle that God wants to give good things to those that love and obey Him.

## Planning the Trip



### Gather

- A bottle of maple syrup.
- A copy of *On Yonder Mountain* for each student.
- A Bible.

### Prepare

- A display of the following sentences:  
Mom took the batch of cookies out of the oven.  
The cold water flowed from the spout.  
My wool socks are prickly and itch my feet.  
The painter used a ladder to paint the eaves of the roof.  
The boys slept in the loft over the barn.

## Packing Up



### Introducing the Story

Direct attention to the title of the chapter. Show the bottle of maple syrup and lead a discussion using the following questions:

- ▶ Have you ever tasted maple syrup?
- ▶ Do you put syrup on your pancakes?
- ▶ Do you like the way maple syrup tastes? Why?

### Developing Word Meaning

Display the sentences. Direct each student to read them silently. Read each sentence aloud. Then read each question, directing the students to choose one of the underlined words from the display for their answer.

- ▶ Which word means “sharp and irritating”? (*prickly*)
- ▶ Which word means “an open area over a room”? (*loft*)
- ▶ Which word means “a group of things”? (*batch*)
- ▶ Which word means “the overhang at the lower edge of a roof”? (*eaves*)
- ▶ Which word means “a tube that allows liquids to flow out”? (*spout*)

## Traveling Along



### Setting the Purpose

- ▶ As you read, find out why a new snowfall is so special.

### Reading and Thinking

Direct the silent reading of pages 71–75. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ *[interpretive]* What time of year is coming? (*spring*)  
*[interpretive]* Why does Ma call this time of year *Wet Wool*? (*The melting snow makes their mittens, coats, and stockings wet.*)  
*[critical]* Do you think wet wool smells good? Why or why not? (*Answers will vary, but point out that it must not smell good since Ma jokingly threatens to throw everyone in the barn because of it.*)
- ▶ *[interpretive]* Why do the children stare out the windows when they are at school? (*Answers may vary but should express the fact that the children are excited for spring to come.*)  
*[appreciative]* Do you get excited when spring comes? Why or why not?  
*[interpretive]* How do you know that Sarah is excited about spring coming? (*Possible answers: she can't find her reader; she spills her ink; she trips over her own feet; she tells anyone that will listen that spring is coming.*)

Ask a student to read aloud on page 73 what Mrs. Walker tells Sarah about being too lively. Tell him to read it with a kind but firm voice.

- ▶ *[interpretive]* What happens to make Sarah sad instead of excited? (*It snows.*)  
*[interpretive]* Why is Sarah not happy about the snow? (*Answers will vary, but lead to the conclusion that Sarah thinks the snow means spring will not come as quickly as she had hoped.*)

- ▶ *[literal]* What does Pa say is special about this snow? (*He says it is sugar snow, which will make the maple sap sweeter.*)

*[critical]* What do you think Pa is referring to when he mentions a “sugaring off”? (*Accept any answer, but explain that “sugaring off” refers to people getting together with friends to make maple sugar candy.*)

*[interpretive]* How do you know that Sarah likes the idea of making maple sugar? (*Her mouth waters when she thinks of the brown sugar.*)

*[appreciative]* Do you get excited when your mom or dad makes cookies or other sweet treats? Why or why not?

- ▶ *[interpretive]* When is Sarah finally allowed to be lively? (*when Pa tells her to go wake up her brothers*)

Read aloud Pa’s instruction on page 75 for Sarah to be lively. Read it with a lively voice.

Direct the silent reading of pages 75–79. Tell the students to find out how Sarah helps Pa with the maple trees. Ask the following questions:

- ▶ *[critical]* Why do you think Sarah is excused from doing her chore this morning? (*Answers will vary, but lead to the idea that Ma is letting Sarah help with preparations for the maple sugar.*)

*[appreciative]* Is there a chore that you normally help your mom or dad do? What is it?

- ▶ *[interpretive]* Why do Sarah and her brothers hang buckets on the bamboo spouts? (*to catch the sap as it flows out of the maple trees*)

*[literal]* How many buckets do they hang? (*fifty*)

*[literal]* How had Pa and the boys made the trees with spouts easy to find? (*They placed the spouts on trees that they could see from the previous tree, making a circle.*)

*[interpretive]* Why are Thomas and William grinning when they tell Sarah they marked the trees? (*They already knew where the next spout was and didn’t tell Sarah. They are teasing Sarah for being proud of herself for finding the spout.*)

*[appreciative]* Do you like to have fun with your brothers and sisters?

Read aloud the conversation on page 79 between the boys and Sarah. Read the boys’ lines with mischief in your voice and read Sarah’s lines as if you’re not really laughing at their little joke.

## Scriptural Application

Read aloud Psalm 84:11.

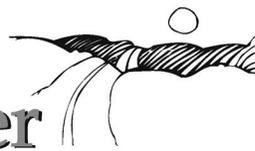
- ▶ What kind of thing is this verse talking about? (*a good thing*)
- ▶ What is a “good thing”? (*Answers will vary, but make sure the students understand that a “good thing” is what God knows is good for us, which is not always what we think is good.*)
- ▶ Who will God give good things to? (*“them that walk uprightly”*)
- ▶ Who are the people that “walk uprightly”? (*Answers will vary, but lead to the idea that these are people who love and obey God.*)
- ▶ Does God enjoy giving us good things? (*yes*)
- ▶ Do you think Sarah enjoyed hanging the buckets? (*Accept any answer, but point out that the maple sap is one of God’s good gifts to Sarah.*)

## Pausing to Rest



Sarah and her brothers work hard to help their family. Maple sugar time is a fun time for their family and provides a pleasant treat. You’ll have to wait until the next chapter to find out who Sarah and her family share their maple sugar with. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Science

“Leaf Drawing”  
(Reproducible—Lesson 8A)

### Journey into Math

“Maple Sugar Math”  
(Reproducible—Lesson 8B)

# Chapter Nine, pages 81–89

## Lesson 9

### Objectives

#### The student will

- Generalize about characters from specific actions.
- Draw conclusions.
- Recognize the emotional responses of characters.
- Use contextual clues to comprehend the meanings of new words.
- Understand the biblical teaching of showing hospitality to others.

## Planning the Trip



### Gather

- A copy of *On Yonder Mountain* for each student.
- A Bible.

### Prepare

- A display of the following sentences:  
She had an aching arm from playing softball.  
His mom thought that the slightly burned pie was a mite overbaked.  
Bob had the burden of planning the games for the party.  
When he looked at his feet, he realized that his socks were mismatched.  
After running through the neatly raked leaves, he saw that his mom was not happy he had scuffled the pile.

## Packing Up



### Introducing the Story

Lead a discussion using the following questions:

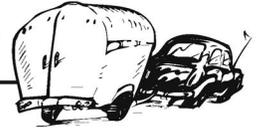
- ▶ Have you ever been excited about a special event? What was it and why were you so excited?
- ▶ Is there a party that you have only once a year?
- ▶ Do you think having it only once a year makes it even more special? Why or why not?

### Developing Word Meaning

Display the sentences. Direct each student to read them silently. Read each sentence aloud. Then read each question, directing the students to choose one of the underlined words from the display for their answer.

- ▶ Which word means “a little bit”? (*mite*)
- ▶ Which word means “messed up, jumbled”? (*scuffled*)
- ▶ Which word means “responsibility”? (*burden*)
- ▶ Which word means “not alike”? (*mismatched*)
- ▶ Which word means “hurting”? (*aching*)

## Traveling Along



### Setting the Purpose

- ▶ Read to find out what Sarah and her brothers are so excited about.

### Reading and Thinking

Direct the silent reading of pages 81–85. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ [*literal*] What do Sarah and her brothers tell everyone about? (*the maple sugar and sugaring off*)  
[*critical*] Do you remember from Chapter 8 what “sugaring off” is? (*Answers will vary, but review the idea that it is a party where friends gather to make maple sugar candy.*)
- ▶ [*interpretive*] How do Sarah and her mother prepare for the big event? (*They clean the house and the barn.*)  
[*appreciative*] How do you help your parents prepare for company?
- ▶ [*literal*] How many times does Sarah ask Mrs. Walker if she is coming to the sugaring off? (*three times*)
- ▶ [*critical*] Why do you think Trace is surprised that Sarah wants him to come to the party? (*Answers will vary, but suggest that perhaps Trace hasn’t been invited to very many parties.*)  
[*critical*] Do you think Trace wants to come to the party? Why or why not? (*Answers will vary, but suggest that he probably wants to come but yet may also be scared to come.*)

Ask two students to read aloud on page 83 the conversation between Sarah and Trace or ask one student to read aloud both parts using varied voice expressions.

- ▶ [*literal*] What kinds of food has Ma fixed for the sugaring-off party? (*venison, potatoes, gravy, beans, fresh baked bread*)  
[*appreciative*] What kinds of food do you eat at parties?

*[interpretive]* How do you know that Pa thinks Ma has cooked more than enough food? (*He teases her about having cooked enough for an army.*)

Direct the silent reading of pages 85–89. Tell the students to find out how Sarah treats her guests. Ask the following questions:

- ▶ *[literal]* Who are the first guests to arrive at the party? (*Mrs. Walker and her husband*)

*[interpretive]* How do you know that Mrs. Walker has told her husband about Sarah? (*He says he's heard a lot about her and calls her "Sarah-most-lively."*)

- ▶ *[literal]* Do Trace and Lijah come to the party? (*yes*)

*[literal]* Why does Sarah thank Mrs. Clanton? (*because she made a doll for her*)

*[interpretive]* What sad thing has happened to the Clanton family? (*The boys' pa has died.*)

*[literal]* What have Lijah and Trace had to do since their pa died? (*take care of their ma*)

*[appreciative]* Does learning about Trace and Lijah's family make you think differently about them? Why or why not?

Ask a student to read aloud the paragraph on page 86 where Mrs. Clanton tells Sarah the doll was fun to make.

- ▶ *[interpretive]* How does Sarah show good manners towards her guests? (*She greets them politely.*)
- ▶ *[literal]* What does everyone bring to the party so that the supper will not be a burden on Ma and Pa? (*their own plates and glasses*)  
*[literal]* What does Sarah compare the brightly colored and mismatched sets of dishes on the table to? (*Ma's flower border in full bloom*)
- ▶ *[interpretive]* Why do the children put snow on their plates of maple syrup? (*to harden it, turning the syrup into maple sugar candy*)  
*[interpretive]* How does Trace show kindness to Sarah? (*He helps her get clean snow for her plate of syrup.*)

Choose two students to read aloud on page 89 the conversation between Trace and Sarah that shows Trace's kindness, or have one student read it using varied voice expressions.

### Scriptural Application

Read aloud I Peter 4:9.

- ▶ How do you show hospitality to people? (*Possible answer: by providing food and shelter and making your guests feel at home.*)
- ▶ Can you think of anyone in the Bible who entertained people? (*Possible answers: Abraham cooked a meal for angels; the Shunammite woman provided a room for Elisha.*)

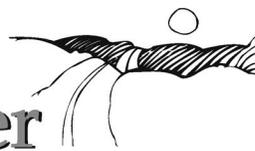
Sarah was kind to her guests and made them feel welcome. You can be kind to others too.

## Pausing to Rest



Will all the different activities make Sarah forget her prayer request? In the next chapter, we will read about another exciting event taking place on Yonder Mountain. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Food Fun

"Yonder Mountain Ice Cream"  
See directions on the folder.

### Journey into Listening Skills—Following Directions

"Mapping the Maples"

Materials:

Reproducible—Lesson 9

Crayons

Directions:

Give the students Reproducible—Lesson 9. Read the following directions aloud. Give the students adequate time between the activities to complete them.

1. Connect the Xs that mark the tapped maple trees.
2. Circle the schoolhouse.
3. Draw a line to mark the path Sarah and her brothers take to school.
4. Color the river blue.
5. Draw trees around the schoolhouse.
6. Color the roof of Sarah's house red.
7. Put a box around the bridge.
8. Put an X on the crossroads near the school.

Chapter Ten, pages 91–99  
**Lesson 10**

**Objectives**

**The student will**

- Interpret characters' actions.
- Make judgments about characters based on their actions.
- Draw conclusions.
- Use contextual clues to comprehend the meanings of words.
- Apply the scriptural principle of doing all things heartily, as unto the Lord.

**Planning the Trip** 

**Gather**

- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A photocopy of Reproducible—Lesson 10 for each student.
- An overhead transparency of Reproducible—Lesson 10 (optional).

**Packing Up**



**Introducing the Story**

Use the following questions to lead a discussion about spelling bees:

- ▶ Have you ever had to perform in front of people?
- ▶ Have you ever watched or participated in a spelling bee?

Explain what a spelling bee is for those who may not know.

- ▶ Would you like to be in one?

**Developing Word Meaning**

Use “Spelling Bee Crossword Puzzle” (Reproducible—Lesson 10) to develop an understanding of new words. Work together with the students to complete an overhead transparency of the puzzle, or allow each student to complete a copy of the puzzle independently.

**Traveling Along** 

**Setting the Purpose**

- ▶ Read to find out who is nervous about the Spelling Bee and why.

**Reading and Thinking**

Direct the silent reading of pages 91–95. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ *[literal]* Who is coming to Yonder Mountain? (*Brother Parks*)  
*[interpretive]* Why does Sarah clap when she knows that Brother Parks is coming? (*She likes the circuit-riding preacher and the meetings. She knows that William will have another opportunity to win the Spelling Bee.*)
- ▶ *[literal]* What does Brother Parks give each year to the winner of the Spelling Bee? (*a new Bible*)  
*[interpretive]* How do you know that William thinks this is a good prize? (*Every year he tries to win the Bible.*)  
*[literal]* Has William ever won the Spelling Bee? (*no*)  
*[interpretive]* What does William say that lets you know he's serious about doing his best in the Spelling Bee? (*He has to work hard in order to beat Joshua and Willie because they are so good.*)
- ▶ *[interpretive]* Why does Sarah want to help William win? (*She loves him, and she knows that William wants a Bible of his own to read and study.*)  
*[interpretive]* How does Sarah help William? (*She finds words for him to spell and reads them out loud to him so he can practice spelling them.*)  
*[critical]* What do Sarah's actions show you about her? (*Possible answers: she is unselfish; she really cares about her brother.*)  
*[appreciative]* Have you ever helped someone do something that was very important to him?  
*[literal]* Where do Sarah and William decide to find new words to spell? (*from the Bible*)

Ask a student to read aloud on page 94 what William says when he finds a good place in the Bible to find words. Remind him to read it enthusiastically.

Direct the silent reading of pages 95–99. Tell the students to find out what word finally determines the winner of the Spelling Bee. Ask the following questions:

- ▶ *[literal]* What does Brother Parks do before he starts the Spelling Bee? (*He prays.*)  
*[literal]* What does Sarah do after Brother Parks is finished praying? (*says a prayer of her own for William*)  
*[critical]* Why does Sarah pray for William? (*Answers will vary, but lead to the idea that she knows God hears and answers prayers. She loves her brother and wants him to do his best.*)
- ▶ *[literal]* What special assignments do Sarah and Jonathan have since they cannot participate in the Spelling Bee? (*recite poems*)  
*[appreciative]* Would you rather participate in a spelling bee or recite a poem by yourself? Why?
- ▶ *[interpretive]* How do you know that Sarah is nervous when it is William's turn? (*She holds her breath every time Mrs. Walker calls on him.*)

Ask a student to read aloud the paragraph on page 96 that tells what Sarah does each time William is asked a word.

- ▶ *[interpretive]* Why does William look at Sarah and smile when he has to spell *Mephibosheth*? (*Sarah had helped him with that word the previous night.*)  
*[literal]* What word does Henry spell wrong? (*“prudent”*)
- ▶ *[critical]* How do you think William feels when he wins the Spelling Bee? (*Answers will vary, but conclude that he's probably happy.*)  
*[critical]* Do you think he is glad that he studied hard? Why or why not? (*Yes, his studying hard helped him win.*)
- ▶ *[literal]* What does William add to the page in the new Bible where his name is written? (*Sarah's name*)  
*[interpretive]* Why does William add Sarah's name to the Bible? (*Answers may vary, but lead the students to understand that he is grateful for her help and wants to show how appreciative he is. He also knows she worked hard to help him earn the Bible.*)

Ask a student to read aloud the paragraph on page 99 that tells about William writing Sarah's name in the new Bible.

### Scriptural Application

Read Colossians 3:23.

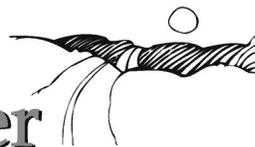
- ▶ What do you think *heartily* means? (*Answers may vary, but lead to the idea that it includes trying your hardest.*)
- ▶ How did William work heartily to prepare for the Spelling Bee? (*He studied a lot.*)
- ▶ How did Sarah work heartily? (*She found words and helped William learn them.*)
- ▶ How did William's hard work benefit him? (*He won the contest and received a new Bible.*)

## Pausing to Rest



What else will happen while Brother Parks is in town? Use your bookmark to mark your place in the book.

## Going Further



### Journey into Game Fun

Hold a spelling bee. Select words from *On Yonder Mountain* or from a current spelling list.

### Journey into Writing

Direct each student to write about a time when he worked very hard to achieve a goal.

Chapter Eleven, pages 101–9  
**Lesson 11**

**Objectives**

**The student will**

- Recognize the importance of good manners.
- Interpret idiomatic sayings.
- Recognize and appreciate the author’s choice of words to create images.
- Use contextual clues to comprehend the meanings of new words.
- Recognize the scriptural principle that God wants us to pray to Him.

**Planning the Trip** 

**Gather**

- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A display of the following words and definitions:  
shushed—told to be quiet  
blurted—spoke quickly  
plowed—turned the ground for planting  
doubt—a feeling of not believing  
brisk—quick and strong
- A display of the sentences used in the lesson (optional).

**Packing Up**



**Introducing the Story**

Lead a discussion using the following questions:

- ▶ What is Sarah’s special prayer request throughout this story? (*that a girl will come to Yonder Mountain*)
- ▶ Do you have a special prayer request?
- ▶ Do you pray often for this request?

**Developing Word Meaning**

Read aloud the following sentences. Choose a student to complete each one with the correct word from the list.

- ▶ His dad told him to make sure the soil was \_\_\_\_\_ so that they could plant the seeds. (*plowed*)
- ▶ Andy \_\_\_\_\_ his little brother during the sermon. (*shushed*)
- ▶ His \_\_\_\_\_ that he could win made John nervous. (*doubt*)
- ▶ The \_\_\_\_\_, cool wind was blowing around my ankles and my ears. (*brisk*)
- ▶ Dan \_\_\_\_\_ out the answer without raising his hand. (*blurted*)

**Traveling Along**



**Setting the Purpose**

- ▶ Will Sarah’s prayer request ever be answered? Read to find out what type of meeting is taking place and why the meeting affects Sarah’s prayer request.

**Reading and Thinking**

Direct the silent reading of pages 101–5. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ [*literal*] How long does Brother Parks stay in town? (*a week*)  
[*literal*] Why is school out during this week? (*It is time for spring planting.*)  
[*appreciative*] Is there a time when your family works together to get a project done?
- ▶ [*literal*] Why is Sarah glad that Brother Parks is staying with her family on the first night of his visit? (*She wants to ask him a question.*)  
[*interpretive*] Why isn’t Sarah happy with how his visit is going at first? (*He is busy speaking to other people, so Sarah doesn’t have a chance to ask him her question.*)  
[*critical*] Do you think Sarah is doing the right thing by waiting patiently for a moment to speak with Brother Parks? Why or why not? (*Yes. Answers will vary, but lead to the idea that she is being polite to wait for a turn to speak.*)

Ask a student to read aloud the question on page 102 that Sarah asks Brother Parks.

- ▶ [*literal*] What answer does Brother Parks give Sarah? (*Yes, because sometimes we ask for selfish reasons or God knows that what we are asking for is not good for us.*)

[*literal*] What other reason does Brother Parks give that may be why Sarah's prayer has not been answered yet? (*Perhaps it isn't time yet.*)

[*appreciative*] Do you think it's hard to wait patiently for something?

- ▶ [*interpretive*] What does it mean to "keep a sharp eye out"? (*Possible answers: to be watching, to be alert.*)

[*interpretive*] Why do you think Brother Parks tells Sarah to "keep a sharp eye out tonight"? (*Answers will vary, but lead to the idea that perhaps he knows something that she doesn't know yet.*)

Ask a student to read aloud the paragraph from the top of page 105 where Brother Parks tells Sarah to "keep a sharp eye out."

Direct the silent reading of pages 105–9. Tell the students to find out what Brother Parks meant when he talked to Sarah. Ask the following questions:

- ▶ [*interpretive*] Why does Sarah take great care in getting ready that night? (*Answers will vary, but lead to the idea that she may be expecting her prayer to be answered.*)

- ▶ [*interpretive*] What is it like outside that night? (*Possible answers: cold air, dark blue sky, twinkling stars.*)

[*appreciative*] Does the author's description help you picture in your mind what it looked like that night? Why or why not?

- ▶ [*literal*] What causes a stir in the crowd right before the meeting starts? (*A new family enters the schoolhouse.*)

[*interpretive*] Why is Sarah excited about the new family? (*She sees a bonnet and knows that the family includes a girl.*)

Ask a student to read aloud the paragraph on page 107 where Sarah prays about the girl.

- ▶ [*interpretive*] Why does Brother Parks have a twinkle in his eye? (*He already knows that Sarah's prayer is going to be answered.*)

[*interpretive*] Does Sarah listen to Brother Parks's preaching even though she is excited? (*yes*)

- ▶ [*literal*] What is Sarah afraid of when she goes to meet the new girl? (*that the girl may not like her*)

[*literal*] What does Sarah compare the color of the new girl's hair to? (*the golden color of summer corn*)

Ask a student to read aloud the paragraph on page 109 that describes what the new girl looks like.

- ▶ [*literal*] Does Sarah feel that her prayer has finally been answered? (*yes*)

[*appreciative*] Have you ever had a prayer answered? What was it?

### Scriptural Application

Read aloud Philippians 4:6.

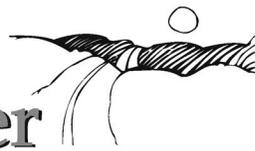
- ▶ How do you let your parents know when you need something? (*by telling them*)
- ▶ How do we make our requests known to God? (*by telling Him through prayer*)
- ▶ Who tells us to pray? (*God*)
- ▶ Are you obeying God when you pray? (*yes*)

## Pausing to Rest



Do you think Sarah and the new girl will become good friends? Wait until next time to find out. Use your bookmark to mark your place in the book.

## Going Further



### Journey into Writing

Pass out a note card to each student.

Instruct the students to write their prayer requests on the note cards and to place the current date next to each one. Make a prayer chain as each request is answered. Using 2" x 6" strips of construction paper, write the request on a strip of paper and staple the ends of the paper together to make a link. As more requests are answered, add the links of answered requests to the chain. Remind the students of God's goodness and faithfulness in keeping His promises to take care of us. Also remind the students that not all requests will be answered the way we want or when we want.

### Journey into Higher-Order Reading Skills—Listening for Information

"Circuit-Riding Preachers"

(Reproducible—Lesson 11)

Read aloud the article about the circuit-riding preachers. Guide the students as they answer the questions.

Chapter Twelve, pages 111–19  
**Lesson 12**

**Objectives**

**The student will**

- Discern the motives of characters.
- Identify problems and solutions.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of giving thanks to God for all things.

**Planning the Trip** 

**Gather**

- A copy of *On Yonder Mountain* for each student.
- A Bible.

**Prepare**

- A display of the following sentences:  
The boy needed to inspect his wooden toy for scrapes or dents after he dropped it.  
Gary did not want to admit to Kelly that he was wrong.  
Susan decided to release the butterfly instead of keeping it.  
The children were very eager for the end of the year of school.

**Packing Up**



**Introducing the Story**

Lead a discussion by asking the following questions:

- ▶ How do you feel when you have something new?
- ▶ If you had a new friend, what is the first thing you would do with him?

When we have new friends, we must remember not to forget our old ones.

- ▶ How can you include all your friends so that no one feels left out?

**Developing Word Meaning**

Display the sentences. Direct each student to read them silently. Read each sentence aloud. Then read each question, directing the students to choose one of the underlined words from the display for their answer.

- ▶ Which word means “having a strong desire”? (*eager*)
- ▶ Which word means “to confess something to be true”? (*admit*)
- ▶ Which word means “to let go”? (*release*)
- ▶ Which word means “to look at carefully”? (*inspect*)

**Traveling Along**



**Setting the Purpose**

- ▶ Read to find out if Sarah and Jenny will get along and what they will do and say together.

**Reading and Thinking**

Direct the silent reading of pages 111–15. Instruct the students to stop reading at the row of trees. Ask the following questions:

- ▶ *[literal]* What is the new girl’s name? (*Jenny*)  
*[interpretive]* What do Sarah and Jenny have in common? (*liking books, spelling, dolls, climbing trees, and maple sugar*)
- ▶ *[literal]* What does Brother Parks ask Sarah? (*if she now knows that God answers prayers*)  
*[critical]* Why do you think Brother Parks asks Sarah if she thinks God answers prayers? (*Answers will vary, but lead to the idea that he wants to remind Sarah that God is the One who answers prayers.*)  
*[literal]* How long has Sarah prayed for a girl to come to Yonder Mountain? (*over a year*)
- ▶ *[literal]* What does Sarah say that she and Jenny should now pray for? (*a little girl for Mrs. Taylor’s baby girl so that she won’t have to grow up without a girlfriend*)  
*[interpretive]* Why is Sarah so serious about praying for a girlfriend for Mrs. Taylor’s baby girl? (*Accept any answer, but point out that Sarah understands how it feels to not have a girlfriend.*)
- ▶ *[literal]* What things do Sarah and Jenny do together? (*play with their dolls, climb trees, wade in the water, and talk*)  
*[appreciative]* Do you have a friend that you spend a lot of time with?

*[appreciative]* What special activities do you and your friend enjoy doing the most?

Ask a student to read aloud the paragraph on page 114 that tells what Sarah and Jenny do together.

- ▶ *[literal]* What does William ask that makes Sarah stop suddenly? *(Now that there are three in first grade, where will they all sit?)*  
*[literal]* Has Sarah forgotten Jonathan? *(yes)*  
*[interpretive]* Although Sarah wants to sit next to Jenny, how do you know that she is concerned about Jonathan's feelings? *(She says she couldn't get Jonathan moved just so she can sit with Jenny.)*  
*[critical]* Now that Sarah has a girlfriend, would it be right for her to neglect her friendship with Jonathan? Why or why not? *(No, Sarah would not be showing kindness if she forgot about her friendship with Jonathan.)*  
*[appreciative]* If you meet a new person, should you stop playing with your old friends? What should you do?

Ask a student to read aloud the paragraph on page 114 that tells why Sarah stops suddenly when she realizes that now there are three students in first grade.

Direct the silent reading of pages 115–19. Tell the students to find out how Sarah's problem is solved. Ask the following questions:

- ▶ *[literal]* What does Sarah decide to do about the seating problem when she gets back to school? *(let God take care of it)*  
*[literal]* Who is in the schoolyard playing kickball when Sarah and Jenny arrive? *(Jonathan)*  
*[interpretive]* Why does Sarah almost walk past Jonathan? *(Accept any answer, but point out that he has grown a lot and looks different.)*  
*[interpretive]* What does Sarah do to help Jenny feel comfortable at school? *(She introduces her to Jonathan and Matthew.)*
- ▶ *[interpretive]* What do you think Jonathan speaks with Mrs. Walker about? *(He is asking if he can sit beside Matthew so that Jenny can sit with Sarah.)*  
*[critical]* What does Jonathan's action show about him? *(Answers will vary, but lead to the idea that Jonathan has shown himself to be a true friend.)*
- ▶ *[literal]* What does Sarah say to herself when she opens her eyes and sees Jenny sitting next to her? *(“There's another girl on Yonder Mountain.”)*  
*[interpretive]* How do you think Sarah feels when she says that? *(Possible answers: excited, happy, thankful, relieved.)*

Ask a student to read aloud Sarah's statement on page 119 about another girl being on Yonder Mountain. Remind the students that Sarah has been praying for an entire year and her request has finally been answered.

### Scriptural Application

Read aloud Ephesians 5:20.

- ▶ Do you think Sarah is thankful for her new friend? *(Accept any answer, but remind the students that while at the meeting, Sarah thanked God for sending a girl.)*
- ▶ Who should we give thanks to “for all things”? *(God)*
- ▶ What are some examples of things that we should thank God for? *(Answers will vary.)*

# Going Further

## Journey into Story Elements—Characterization

“Thank You Very Much”  
(Reproducible—Lesson 12A)

## Journey into Thinking Skills—Creative Thinking

Draw a picture of you and a friend doing something together.

## Journey into Thinking Skills

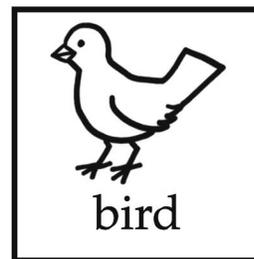
“Reading Quilt”  
See directions on the back of the folder and “Reading Quilt Square”  
(Reproducible—Lesson 12B).

Name \_\_\_\_\_

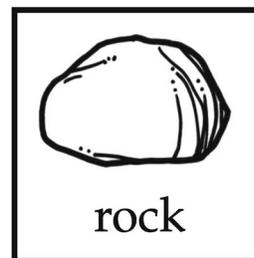
# As Wiggly As a Worm

► Choose a word from one of the boxes to complete each sentence.

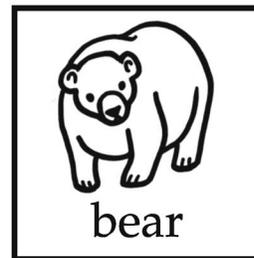
1. Tim is as fast as a \_\_\_\_\_ .



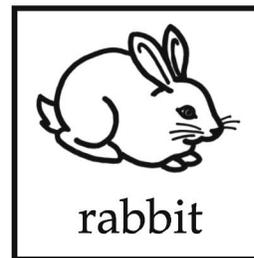
2. This bed is as hard as a \_\_\_\_\_ .



3. Sue sings like a \_\_\_\_\_ .



4. I am as strong as a \_\_\_\_\_ .



► Circle the sentence that best helps you make a picture in your mind.

5. How wiggly is Sarah?

Sarah is very wiggly.

Sarah is as wiggly as a worm.

6. How tall is Dan?

Dan is very tall.

Dan is as tall as a flagpole.

7. How high can Bill jump?

Bill jumps very high.

Bill can jump like a kangaroo.

# 1 ) Journey into Game Fun

## Marble Game

### **Materials:**

- two marbles for each student

### **Directions:**

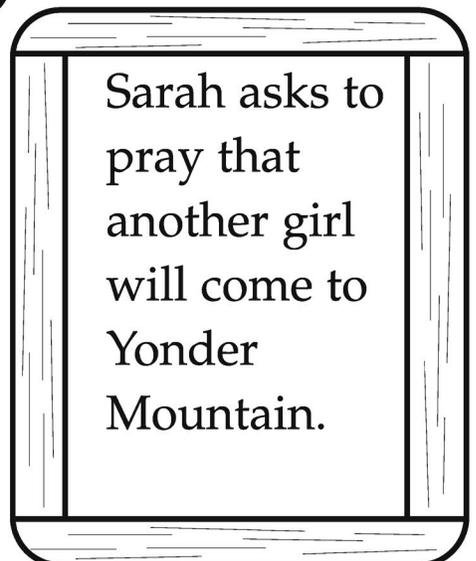
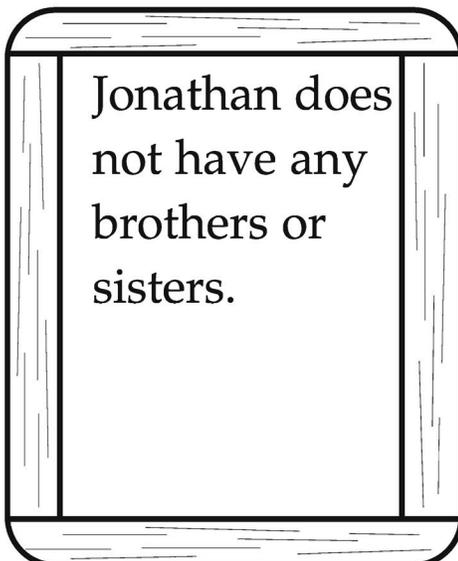
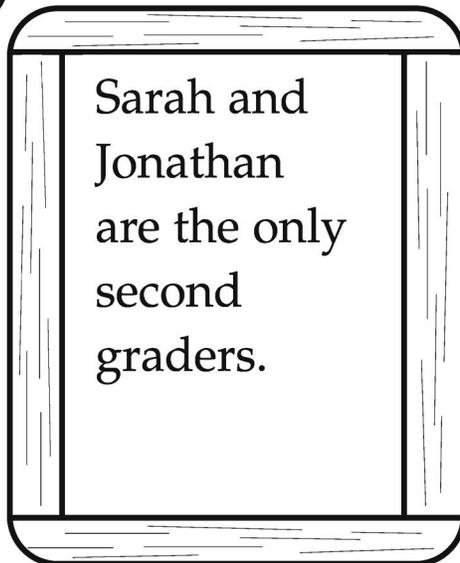
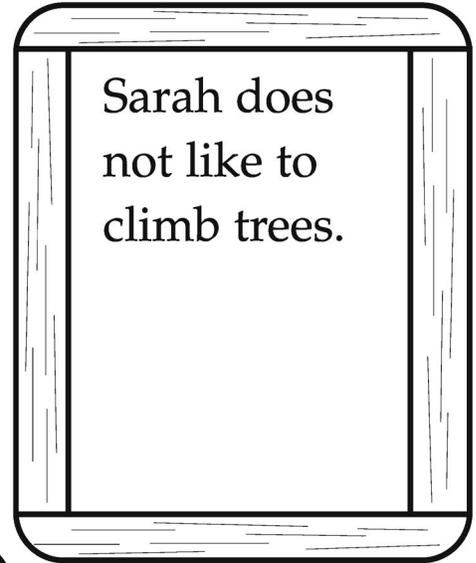
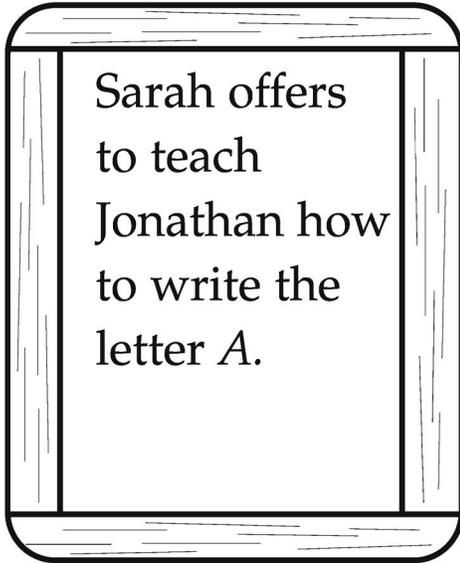
Mark a small circle on the ground. Each player puts one marble in the center of the circle. A player takes his turn by standing over the circle and dropping a marble from eye level into the center of the circle. The player keeps any marbles that are knocked or roll out of the circle. If a player fails to capture any marbles with a drop, the marble he has dropped remains inside the circle. The next player then takes his turn. The game continues until the circle is empty. The player with the most marbles wins the game.



Name \_\_\_\_\_

# Tell the Truth, Please

► Color the frame of the slate if the sentence is a true statement.



## 2) Journey into Arts and Crafts

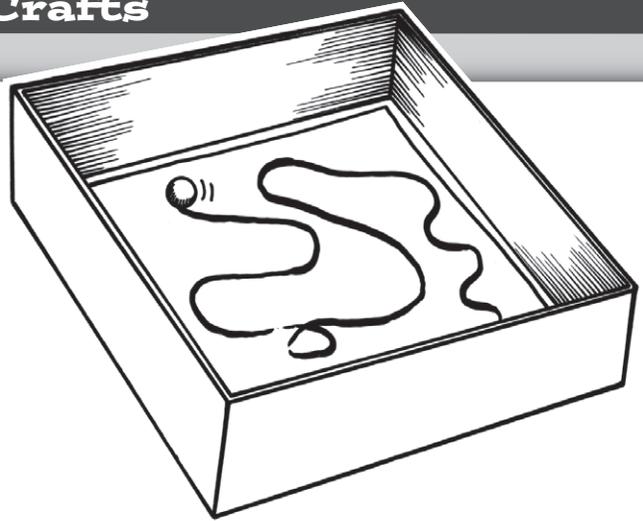
### Paint with Marbles

#### **Materials:**

- several containers partially filled with different colors of tempera paint
- plastic spoons for each container
- marbles for each container
- a large sheet of paper for each student
- several large box lids to be shared by students

#### **Directions:**

- Place a marble in each color of tempera paint.
- Lay a piece of paper inside the box lid.
- Use a spoon to remove the marble from the paint and place it on the paper.
- Tilt the box lid to make trails of paint.



- Repeat with the other colors.
- Display your design.

# All Mixed Up

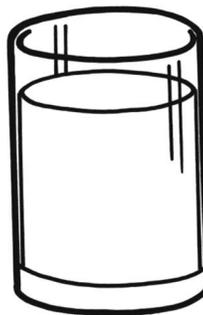
► Sarah got in trouble because she put ink in the water bucket. She wanted to watch it spread as it had done in the sixth-grade science lesson. Try it yourself to see what Sarah discovered.

## Materials:

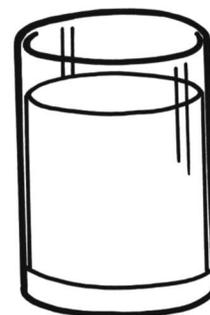
- A large, clear plastic container filled with water
- Blue food coloring in a bottle with a dropper
- A small, clear plastic cup or jar filled with water

## Directions:

1. Draw on this picture what you think will happen to the water after the food coloring is put in the large container of water.



2. After one drop of food coloring is placed in the large container of water, draw on this picture what you see.



3. Did what you thought would happen really happen?

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4. Do you think the water will turn blue faster if we use a smaller container?

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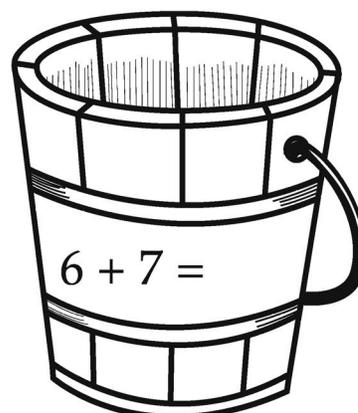
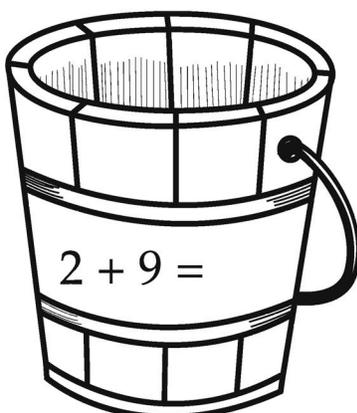
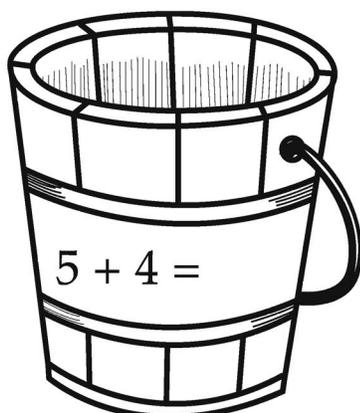
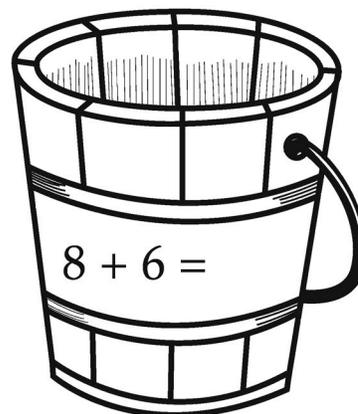
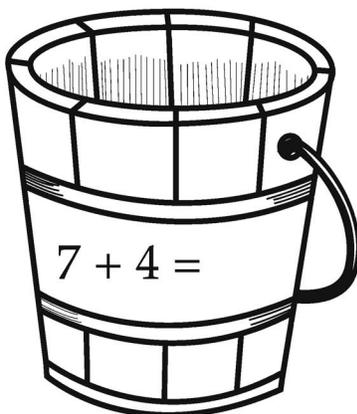
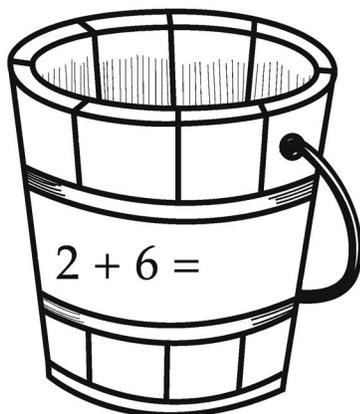
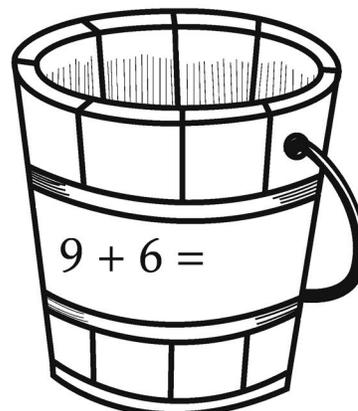
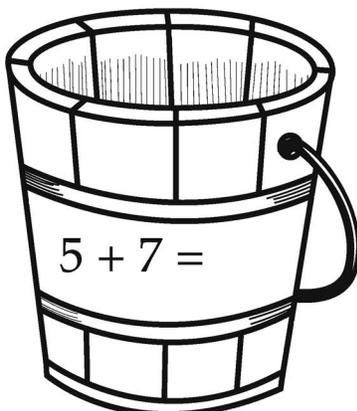
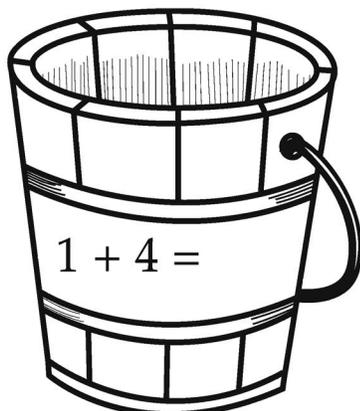
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5. Try the experiment again using the small cup or jar.

Name \_\_\_\_\_

# Buckets of Sums

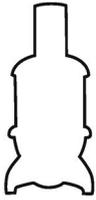
► Complete the addition problems on the buckets.



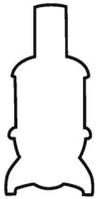
Name \_\_\_\_\_

# When Did It Happen?

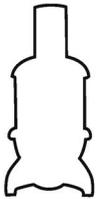
► Read each statement. Put the statements in the order that they occurred in the book. Write the number in the stove shape beside each statement.



Sarah sees Lijah and Trace coming out of the schoolhouse.



The Clanton boys sit quietly and do their lessons.



An explosion in the stove scares the students.

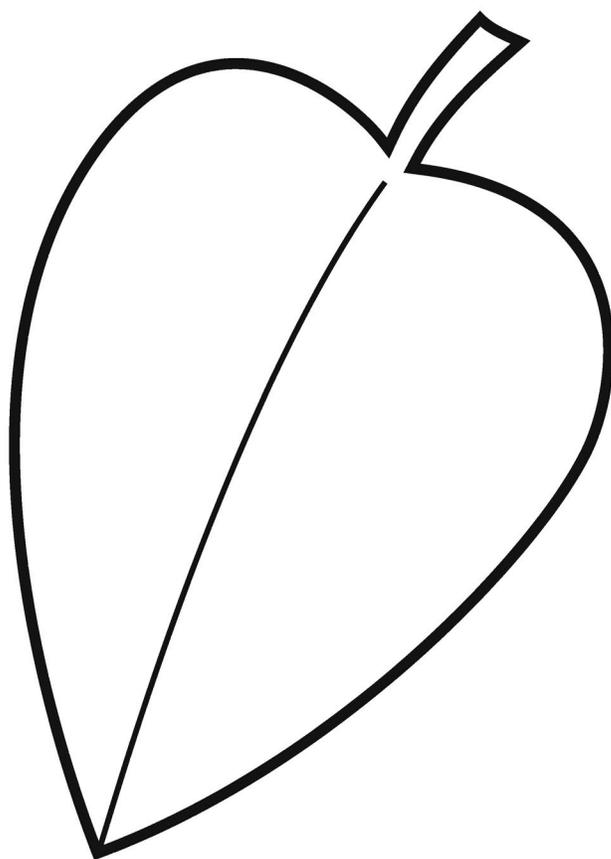


Jonathan races with the second graders.



Name \_\_\_\_\_

# Leaf Pattern



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**Materials:**

- butcher paper

Have available for each student:

- small scraps of fabric or patterned paper with red, yellow, green, and brown backgrounds
- construction paper cut into 4" × 6" pieces
- glue stick or glue
- Reproducible—Lesson 4B
- scissors

**Directions:**

- Glue fabric or paper scraps on the 4" × 6" piece of construction paper.
- Cut out the leaf pattern on Reproducible—Lesson 4B.
- Use the pattern to cut out leaves from the construction paper collages.

Draw a trunk and branches on the butcher paper. Attach the students' leaves to form a colorful fall tree.



Name \_\_\_\_\_

# Time for Christmas

1. On what day of the week did Mrs. Walker have the children draw names for Christmas gifts?

\_\_\_\_\_

-----

\_\_\_\_\_

2. What date is the Christmas party?

-----

\_\_\_\_\_

3. After the children draw names, how many days are there before the Christmas party?

\_\_\_\_\_

-----

\_\_\_\_\_

4. On what day of the week is the last day in December?

\_\_\_\_\_

-----

\_\_\_\_\_

5. What is the special event on December 25?

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

# What Can I Give?

► Sarah was supposed to make a gift in time for the Christmas party. Draw a picture of something that you could make if you had to make a gift for a Christmas party.

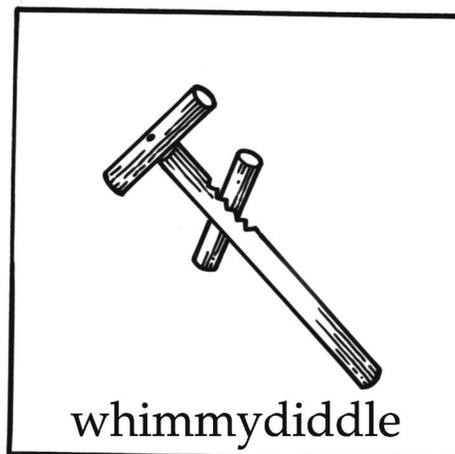
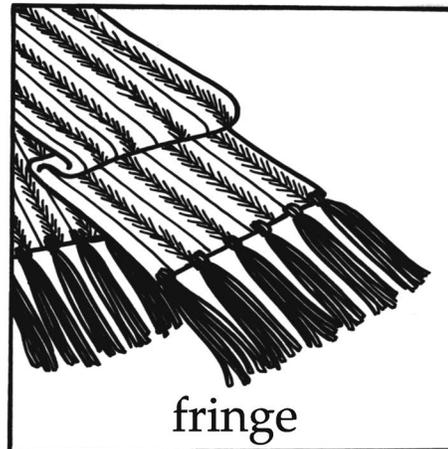
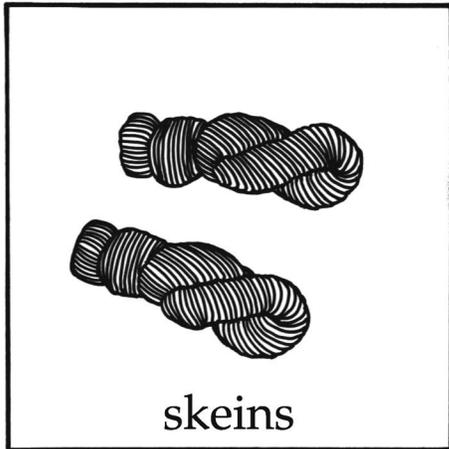
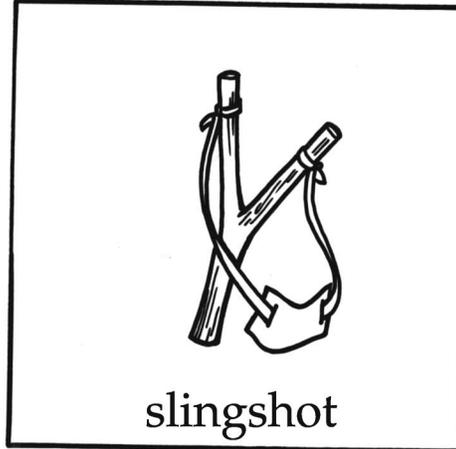


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I could make \_\_\_\_\_

Name \_\_\_\_\_

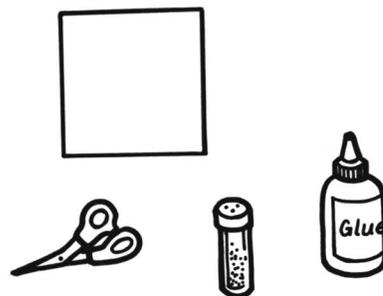
# Word Cards



# Making a Snowflake

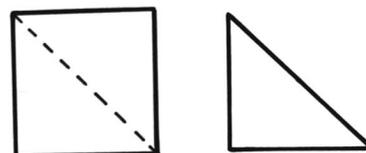
## Materials:

- An 8½" × 8½" square piece of white construction paper
- A pair of scissors
- Glue, glitter, or glitter glue (optional)

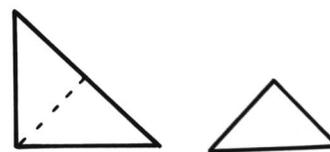


## Directions:

1. Fold the top right corner diagonally to match with the bottom left corner.



2. Fold the triangle in half again.



3. Cut out small holes on the edges.  
(Be careful not to cut too much or the snowflake will fall apart.)



4. When the cutting is finished, open up the folded triangle to find your very own snowflake design.



5. Use the glitter and glue to add sparkle to the design.

## 6) Journey into Arts and Crafts

### Snowflake Mobile

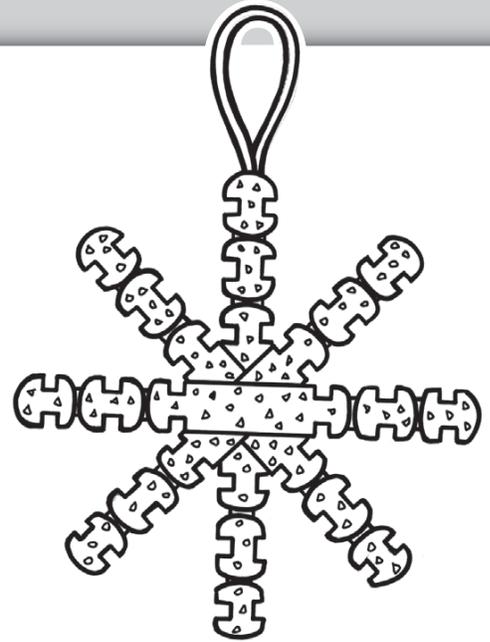
#### **Materials:**

- 4 snap-apart craft sticks for each snowflake
- white tempera paint
- paintbrush
- craft glue
- diluted glue
- clear glitter
- 5" cord for each snowflake

#### **Directions:**

Day 1: Paint the craft sticks white and allow them to dry.

Day 2: Stack and glue the craft sticks together to form a snowflake. Paint each end with diluted glue and sprinkle glitter on it. Let it dry and then shake off the excess glitter. Loop the cord and glue it to the back of one of the craft sticks.

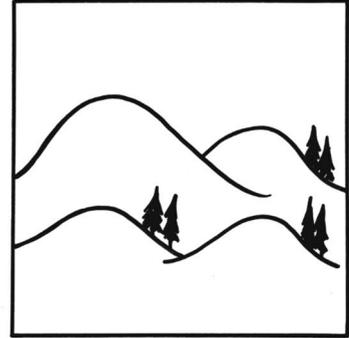


Name \_\_\_\_\_

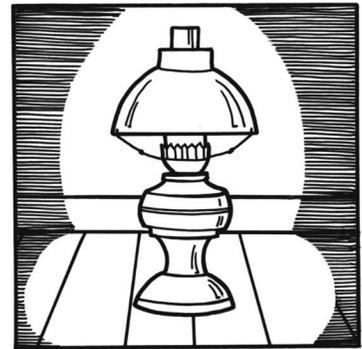
# Like a Picture

► Draw a line to match the description with the correct picture.

1. The children were wrapped in a cocoon of blankets.



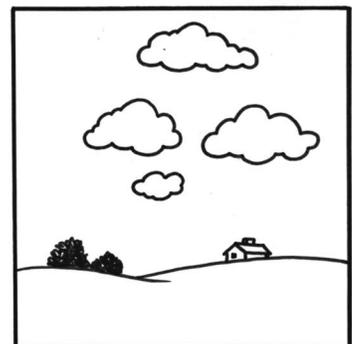
2. The snow looks like polar bears taking naps.



3. The clouds look like cotton balls floating through the air.



4. The oil lamp made puddles of light in the dark room.



How would you describe snow?

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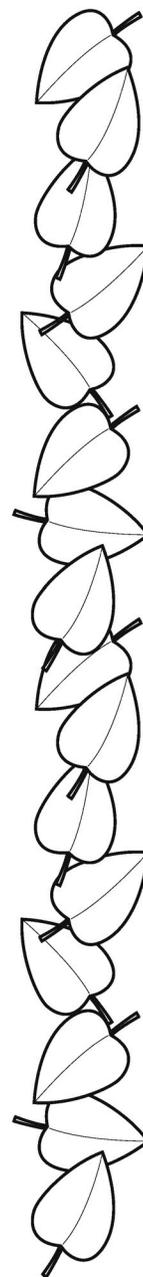
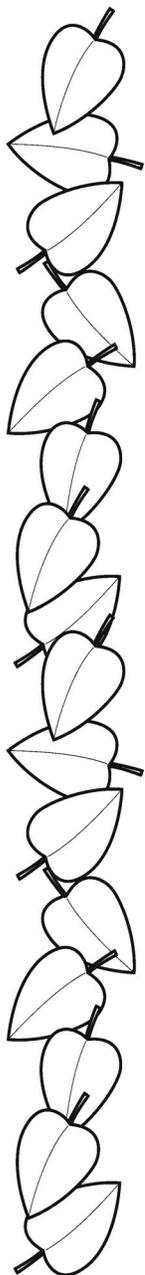
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Name \_\_\_\_\_

# Leaf Drawing

- ▶ Take a nature walk. Choose a leaf from a tree. Trace the leaf on the page. Then draw in veins, copying those on your leaf. Have an adult help you use a tree guide to identify your leaf.



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My leaf is from a(n) \_\_\_\_\_ tree.

# Maple Sugar Math

► Write an equation for each problem.

1. William hung 10 buckets.

Sarah hung 11 buckets.

How many buckets did they hang in all?

$$\square + \square = \square$$

2. Sarah saw 11 hemlock trees and 6 pine trees. How many trees did she see in all?

$$\square + \square = \square$$

3. Pa made 6 buckets on Monday and 8 more buckets on Wednesday. How many buckets did he make in all?

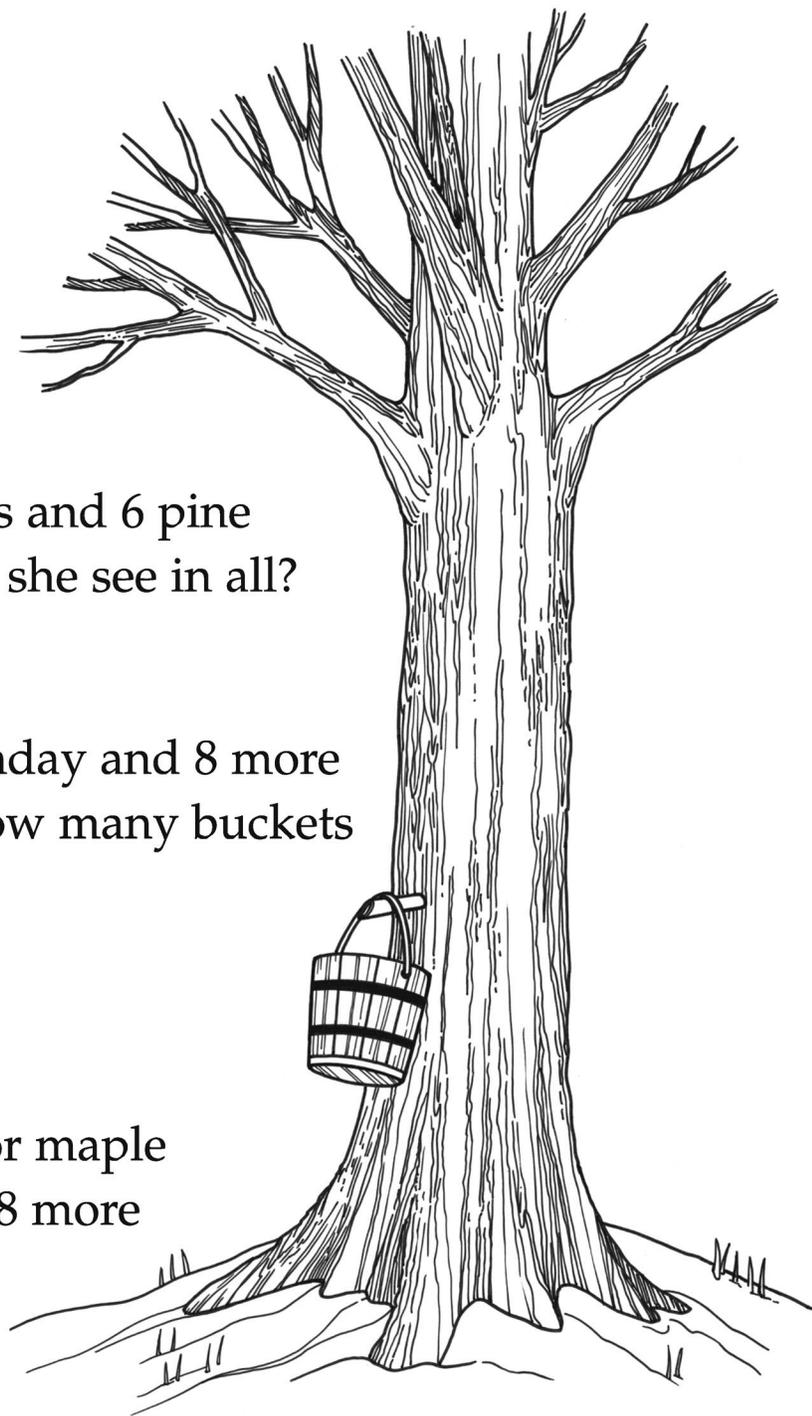
$$\square + \square = \square$$

Bonus:

William checked 4 buckets for maple sap on Tuesday. He checked 8 more buckets on Wednesday and 3 buckets on Thursday.

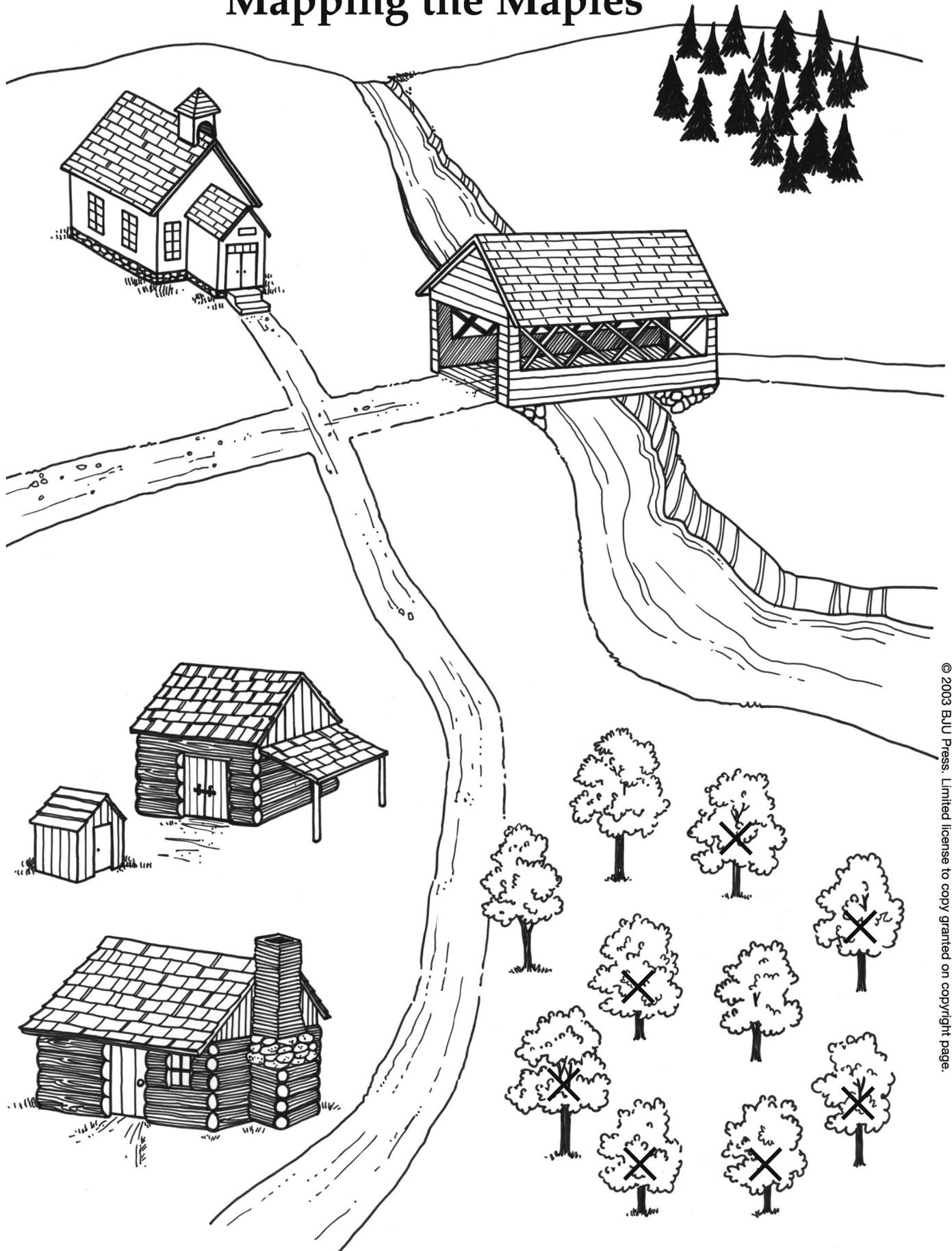
How many buckets in all did he check?

$$\square + \square + \square = \square$$



Name \_\_\_\_\_

# Mapping the Maples



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## 9) Journey into Food Fun

### Yonder Mountain Ice Cream

#### **Materials:**

Have available for each student:

- $\frac{1}{2}$  cup whole milk
- 1 tablespoon sugar
- $\frac{1}{2}$  teaspoon vanilla
- quart-sized resealable bag
- gallon-sized resealable bag
- ice
- 6 tablespoons salt
- towel



#### **Directions:**

- Put the milk, sugar, and vanilla into the quart-sized bag and make sure it is sealed.
- Place the quart-sized bag into the gallon-sized bag.
- Add ice to the gallon-sized bag until it is half full.
- Add the salt to the gallon-sized bag.
- Make sure the bag is sealed and place it on the towel.
- Using the towel to protect your hands, shake the bag for about ten minutes. Enjoy eating your ice cream!



# Circuit-Riding Preachers

Sometimes people in small towns had to share a preacher. The preacher preached in one small town one week. The next week he moved on to the next small town. After a time he returned to the first town. His path from one town to another was like a circle. So it was called a *circuit*. The preacher was called a circuit-riding preacher.

Often there was not a church building. The people met in the largest building in town. Usually that building was the schoolhouse. Some people farmed their land during the day. Others worked in town during the day. Then every night for a week the preacher held meetings in the schoolhouse. It was a special time for the people to hear God's Word.

► Fill in the correct oval.

1. A circuit is

- a path that returns to where it began.
- a place to watch clowns and elephants.

2. The schoolhouse was usually the

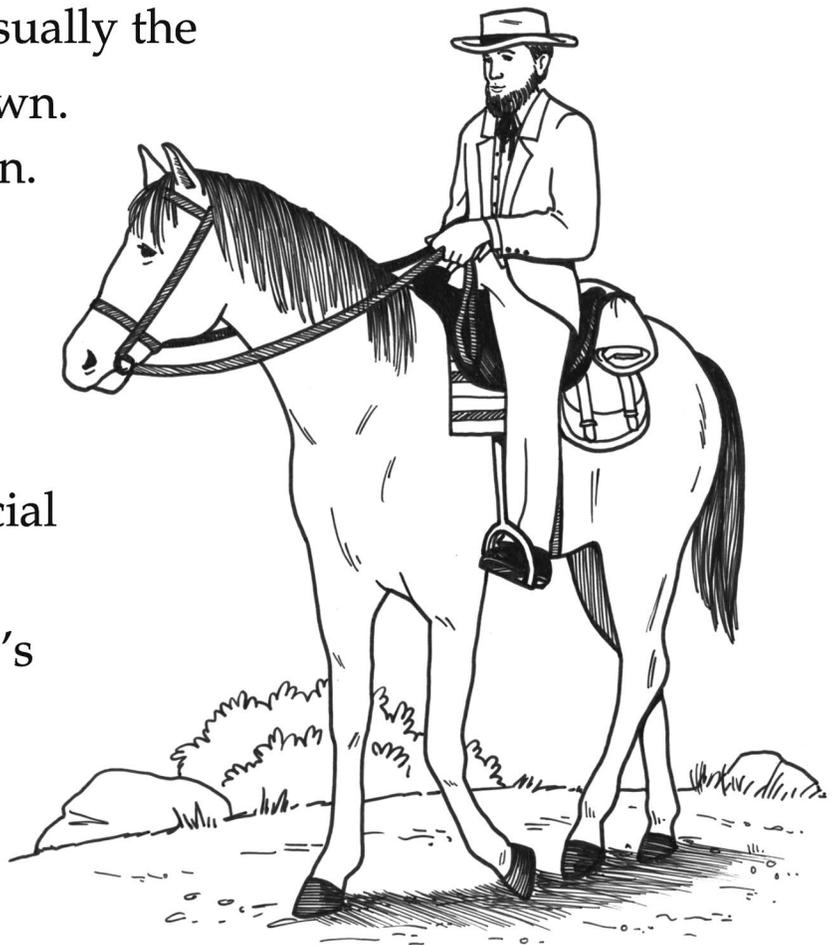
- smallest building in town.
- largest building in town.

3. Meetings were held

- at night.
- during the day.

4. The meetings were special because

- people could hear God's Word preached.
- people could dress in their best clothes.



Name \_\_\_\_\_

# Thank You Very Much

► Read each statement. Circle the picture of the person who was thankful.

1. Thank you for my new friend.



Sarah



William

2. Thank you for my mittens.



Ma



Trace

3. Thank you for helping me with my spelling words.



William



Trace

4. Thank you for helping me learn how to write the letter A.



Jonathan



William

5. Thank you for not being so lively at school.



Mrs. Walker



Sarah

6. Thank you for helping me clear off the table and do the dishes.



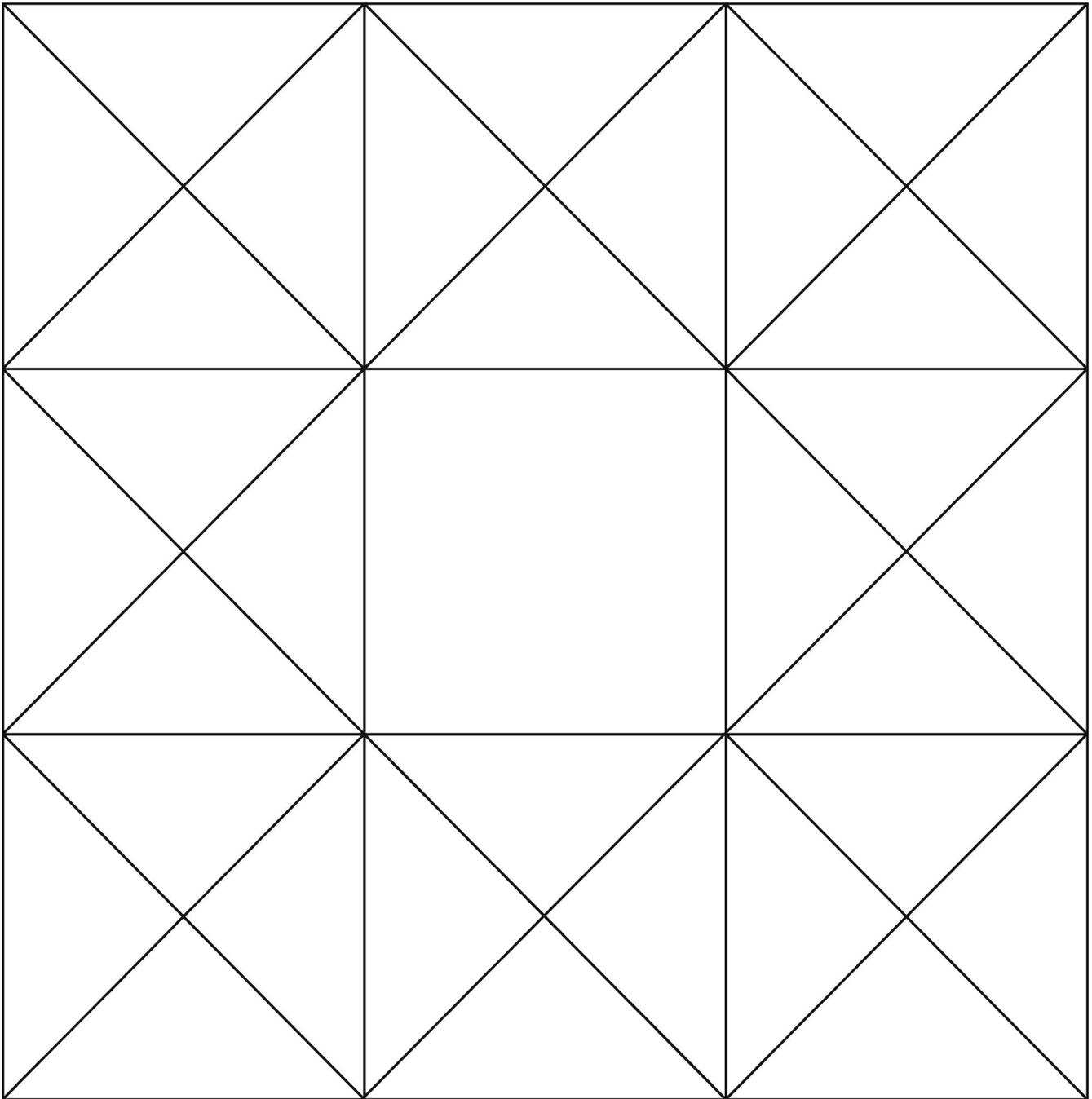
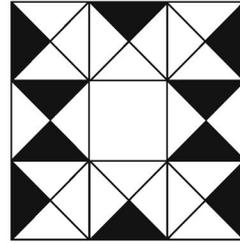
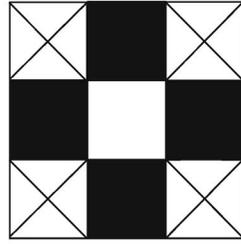
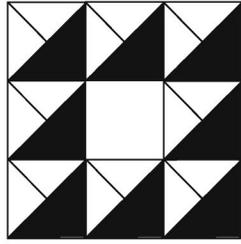
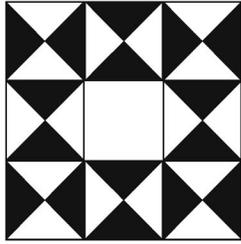
Ma



Jonathan

Name \_\_\_\_\_

# Reading Quilt Square



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**Materials:**

- Reproducible—Lesson 12B
- crayons or markers
- scissors

**Directions:**

Write in the middle of the quilt square the event that describes the student's favorite part of the book. Encourage the student to design the rest of the square. Point out the examples for ideas but allow for creativity. When all the students have completed their squares and have cut them out, put them together to form a quilt.

# Answer Key

## Lesson 1

1. rabbit
2. rock
3. bird
4. bear
5. Sarah is as wiggly as a worm.
6. Dan is as tall as a flagpole.
7. Bill can jump like a kangaroo.

## Lesson 2

True statements:

Sarah offers to teach Jonathan how to write the letter A.

Jonathan does not have any brothers or sisters.

Sarah asks to pray that another girl will come to Yonder Mountain.

## Lesson 3B

- 5, 12, 15
- 8, 11, 14
- 9, 11, 13

## Lesson 4A

Jonathan races with the second graders.

Sarah sees Lijah and Trace coming out of the schoolhouse.

An explosion in the stove scares the students.

The Clanton boys sit quietly and do their lessons.

## Lesson 5A

1. Monday
2. December 19
3. Accept 17, 18, or 19 days
4. Wednesday
5. Christmas

## Lesson 7

Draw a line from the sentences to

1. the third picture
2. the first picture
3. the fourth picture
4. the second picture

## Lesson 8B

1.  $10 + 11 = 21$  buckets
2.  $11 + 6 = 17$  trees
3.  $6 + 8 = 14$  buckets

Bonus:

$$4 + 8 + 3 = 15 \text{ buckets}$$

## Lesson 10

Down

1. speller
3. recited
4. hunched
5. thaw

Across

2. tie-breakers
5. toe
6. glisten
7. pen

## Lesson 11

1. A circuit is a path that returns to where it began.
2. The schoolhouse was usually the largest building in town.
3. Meetings were held at night.
4. The meetings were special because people could hear God's Word preached.

## Lesson 12A

1. Sarah
2. Trace
3. William
4. Jonathan
5. Mrs. Walker
6. Ma