



BJ BookLinks[®]

∴ JOURNEY INTO LITERATURE ∴

Trouble at Silver Pines Inn

▪ LESSONS AND REPRODUCIBLES ▪



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:: JOURNEY INTO LITERATURE ::

Trouble at Silver Pines Inn

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BJ BookLinks®: Journey into Literature for *Trouble at Silver Pines Inn*

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Book Links

Journey into
Literature

Introduction

BookLinks are individual units based on full-length, grade-level-appropriate books. They are intended to enhance and enrich the basic reading curriculum, not to replace it.

Contents

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

Goal

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

Strategies

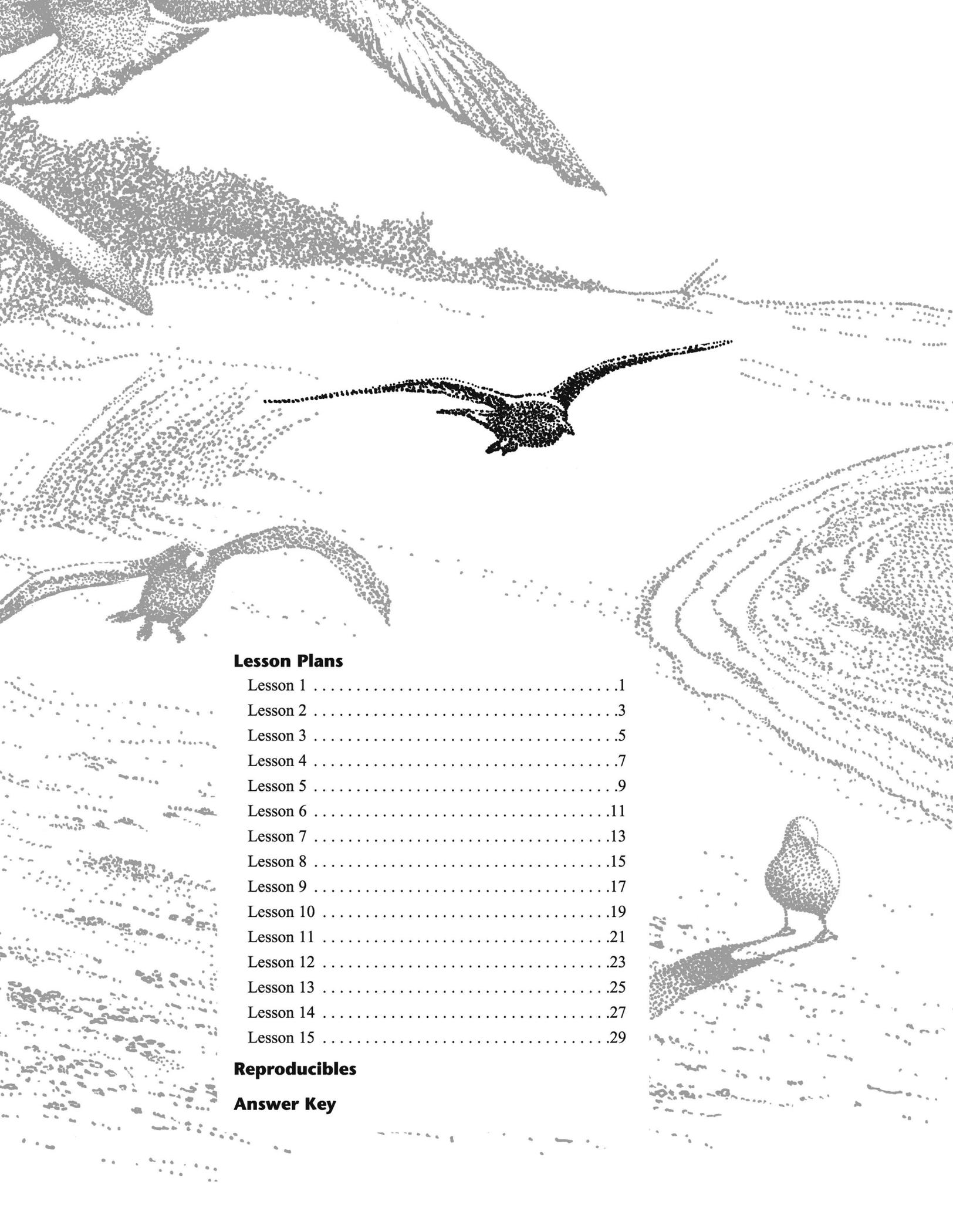
- ▶ Focus on scriptural applications that help build character and discernment.
- ▶ Directly instruct specific reading strategies and higher order thinking skills.
- ▶ Foster an appreciation for literature and the enjoyment of reading.
- ▶ Integrate reading with the other subject areas.
- ▶ Provide enrichment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

As a part of group-reading instruction in the classroom, *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, *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.

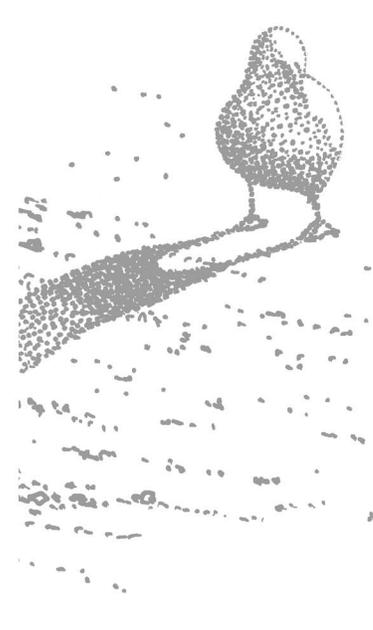


Lesson Plans

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Reproducibles

Answer Key



Chapter One, pages 1-7
Lesson 1

Objectives

The student will

- Identify the story's author, setting, and major characters.
- Develop vocabulary through the use of contextual clues.
- Interpret figurative language (personification).
- Develop a family tree for the main character and for his own family.
- Apply the scriptural principle of accepting responsibility.

Planning the Trip 

Gather

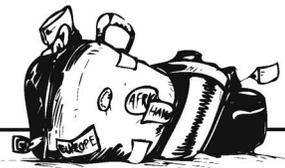
- A copy of *Trouble at Silver Pines Inn* for each student
- A Bible

Prepare

A display of the following words:

upright
dunes
persuaded
impression
reluctantly

Packing Up



Introducing the Story

Introduce the author and the setting. Many of Mrs. Repp's experiences during her childhood near the Pacific Ocean and her trips to the East Coast have found their way into *Trouble at Silver Pines Inn*. She writes about a boy's visit to an inn near the Atlantic Ocean and the trouble he encounters.

Developing Word Meaning

Read aloud each word from the list of words, followed by the context sentence that goes along with it. Ask for the meaning of each word in light of its context; provide help if the meaning is unclear.

- ▶ The family purchased an old upright piano at an estate auction. (*in a vertical position*)
- ▶ The sandy beach was covered with what looked like an endless row of sand dunes. (*hills of sand formed by the blowing of the wind*)
- ▶ I persuaded my brother to let me borrow his bicycle. (*to cause someone to do something by arguing, begging, or reasoning*)
- ▶ My sister's boyfriend made a good impression on my parents. (*an image or feeling that stays in the mind; an idea*)
- ▶ Mother reluctantly agreed to let me stay up late so I could finish reading my book. (*not willingly*)

Traveling Along



Setting the Purpose

- ▶ Find out why Grandfather is such an angry man.

Reading and Thinking

Direct the silent reading of pages 1-7. Ask the following questions:

- ▶ *[literal]* Why are Nick, his mother, and his brother going to the Inn? (*to take over the running of the Inn so that Aunt Margo can have a short vacation*)
- [literal]* Why is Grandfather at the Inn? (*He broke his leg; his daughter Margo persuaded him to come to the Inn and let her care for him.*)
- [literal]* Why has Nick never been to the Inn before? (*His mother did not want him to miss school, and he was too young to help with the work.*)
- ▶ *[literal]* What does Nick remember about his grandfather? (*his angry black eyes*)
- [critical]* Why do you think Nick's mother does not like to talk about Grandfather? (*Accept any answer.*)
- [critical]* Why would Nick's father's becoming a Christian change his relationship with his father, Nick's grandfather? (*Accept any answer.*)

Ask two students to read aloud the dialogue on pages 1 and 2 between Nick and his mother.

- ▶ *[literal]* What does Robbie call Nick? (*Short Stuff*)
- [interpretive]* To what does Nick compare his brother? (*an eighty-year-old person*)

- ▶ *[literal]* What jobs does Nick have to do? (*feed three cats, help with the dishes, shake the rugs, vacuum, and dust*)
- [interpretive]* To what does the author compare the vacuum cleaner? (*a living creature that growls*)
- [critical]* Why do you think Nick feels like part of a huge, efficient cleaning machine? (*Accept any answer.*)
- [appreciative]* Do you help clean your house?
- [appreciative]* Have you ever felt like part of a cleaning machine? Tell us about it.
- ▶ *[literal]* Who calls Nick the new janitor? (*Peter*)
- [interpretive]* What happened to the hinge on the screen door? (*It was broken during the hurricane.*)

Ask a student to read aloud the paragraph on page 5 that tells what else happened during the hurricane.

- ▶ *[literal]* Why does Nick want to go to the beach? (*to look for treasure*)
- [interpretive]* What causes Nick to think there might be treasure on the beach? (*He reads a book about the Hemming Brothers discovering pirate's treasure on a beach.*)
- [interpretive]* Why is Nick looking out the window, watching a woman and her dog on the beach? (*He is curious about what she is looking for.*)
- [literal]* Why is Nick glad there had been a hurricane? (*He thinks the hurricane might make it easier to find something interesting, perhaps even treasure.*)

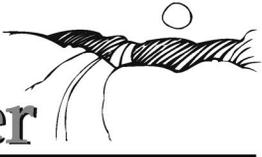
Ask two students to read aloud the dialogue on page 7 in which Robbie and Nick talk about going to the beach.

Scriptural Application

Point out that although Nick wanted to go down to the beach first thing in the morning, he accepted his responsibility and did all his work without complaint. Read aloud Proverbs 20:11.

- ▶ What can you know about someone's character by looking at his work? (*Elicit that poor work might indicate he is careless, and incomplete work might indicate that he is deceitful and only pretends to do his work; good work points to a hard worker who accepts responsibility.*)
- ▶ What kind of work do you think this verse is referring to?
- ▶ How do you do your work?

Going Further



Journey with the Author

Share the information on the folder about Gloria Repp.

Journey into Heritage Studies

Use “Nick’s Family Tree,” (Reproducible—Lesson 1A) to introduce the concept of making a family tree. Allow students to do “My Family Tree” (Reproducible—Lesson 1B) independently. They may wish to talk to family members before completing it.

Journey into Higher Order Reading Skills—Personification

“Word Pictures”

(Reproducible—Lesson 1C)

Chapter Two, pages 9-16
Lesson 2

Objectives

The student will

- Recognize the writer's use of foreshadowing.
- Practice making comparisons.
- Identify with story characters.
- Develop vocabulary through the use of analogies.
- Apply the scriptural principle of putting God first and viewing Him as the foundation in our lives.

Planning the Trip 

Gather

- A Bible

Prepare

- A display of the following analogies:
car is to *garage* as *boat* is to *pier*
foot is to *walk* as *hand* is to *beckon*
driveway is to *carport* as *veranda* is to *house*
narrow is to *expanse* as *creek* is to *river*
sand is to *beach* as *rocks* are to *jetty*

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Have you ever seen an ocean? Tell us about it.
- ▶ What did the water look like as far out as you could see?
- ▶ What did the water look like near the shore?
- ▶ What did the sky look like?
- ▶ What did the shore look like? What kind of sand or what kind of rocks did you see?

Explain that descriptive words are used by an author to help the reader picture the story setting, the characters in the story, and how the characters feel.

Developing Word Meaning

Display and read aloud the analogies. Ask for suggestions as to the meaning of the underlined word in each analogy; provide help if the meaning is unclear.

pier: a platform built from shore over water as a landing place or for protection of boats

beckon: to signal to someone, using your hand or head

veranda: a porch or a balcony with a roof

expanse: a wide open area; a broad smooth stretch

jetty: a wall or dam built out into the ocean to protect the coast from strong waves

Traveling Along



Setting the Purpose

- ▶ Nick is out going to see the ocean. Notice the descriptive words in the story and imagine what it looks like.

Reading and Thinking

Direct the silent reading of pages 9-16. Ask the following questions:

- ▶ *[literal]* What time of year is it? (*winter*)
[literal] What does Nick think Robbie has in the small, battered cooler? (*an afternoon snack*)
[literal] What does Nick feel like doing when he sees the ocean? (*shouting*)
[appreciative] What did you do when you saw the ocean for the first time? Or what do you think you would do? Tell us about it.
- Ask a student to read aloud the two paragraphs on page 9 that describe what Nick saw.
- ▶ *[literal]* What happened to one of Robbie's best fishing spots? (*It had been ruined by the hurricane.*)
[interpretive] Why does Robbie walk out on the jetty? (*to fish*)
 - ▶ *[interpretive]* Why does Nick find it awkward to walk out on the jetty? (*The rocks are small and slippery; his legs are too short.*)
[interpretive] What takes Nick's attention away from watching where he is stepping? (*After looking at a star-shaped red kite flying in the air, he turns to look at the sand dunes.*)
[literal] What happens to Nick? (*He falls into the water.*)

[appreciative] Have you ever accidentally fallen into water with your clothes on? Tell us about it.

Ask a student to read aloud the paragraph on page 11 in which Robbie helps Nick out of the water.

- ▶ *[literal]* What is in Nick's room when he arrives back at the Inn? (*the small gray-striped kitten*)
[interpretive] Why does Nick call the kitten Short Stuff? (*Possible answer: it is the smallest of the cats and Robbie calls Nick Short Stuff.*)
- ▶ *[critical]* Why does Nick go upstairs to check on his grandfather? (*Accept any answer.*)
[literal] When was the last time Nick had seen his grandfather? (*several years ago*)
[interpretive] Why is Nick not able to see Grandfather when he goes to check on him? (*Grandfather's door is still closed.*)
[critical] Is Nick afraid of his grandfather? How do you know? (*Possible answers: Nick thinks about Grandfather's angry black eyes; Nick is startled by Grandfather's snoring and cannot take an easy breath until he is in his own room again.*)

Ask a student to read aloud the paragraph on page 13 that describes the grandfathers that Nick has read about.

- ▶ *[literal]* What are some of the foods Mrs. McHugh is discussing with Nick's mother? (*cherry cake, ham sandwiches, chocolate éclairs*)
[interpretive] What does Nick do to upset Mrs. McHugh? (*He trips over her dog Chaucer.*)
[interpretive] What so-called "murderous thing" does Mrs. McHugh find in the living room? (*Nick's Hemming Brothers book*)

Ask a student to read aloud Mrs. McHugh's comment on page 16 about Nick's book. Ask another student to read aloud Archibald Finlay's defense of Nick from page 16.

Scriptural Application

Read aloud Proverbs 29:22.

- ▶ How does Grandfather's anger stir up strife?

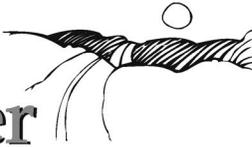
Read aloud Ecclesiastes 7:9.

- ▶ What is a fool?

Read aloud Proverbs 10:18.

- ▶ When we are angry, do we try to hide it with lying lips? Are we carefully considerate in our opinions of others?

Going Further



Journey into Higher Order Reading Skills—Foreshadowing

"Here It Comes!"

(Reproducible—Lesson 2A)

Journey into Language—Writing

"Hurricanes"

(Reproducible—Lesson 2B)

Journey into Higher Order Reading Skills—Comparing and Contrasting

"Window Wishes"

See directions on the folder.

Chapter Three, pages 17-26
Lesson 3

Objectives

The student will

- Notice character change in the course of the story's action.
- Develop vocabulary through the use of contextual clues.
- Write a haiku.
- Identify traits of story characters.
- Realize that God is in control and that all things can work for good in the lives of Christians.

Planning the Trip



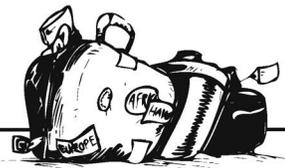
Gather

- A Bible

Prepare

- A display of the following words:
atrophy
lavish
Tea
waders
parlor

Packing Up



Introducing the Story

Discuss the following questions.

- ▶ Have you ever had a cat for a pet? Tell us about your cat.
- ▶ Are cats easy to train? (*Accept any answer.*)
- ▶ What do you have to worry about if you have a cat? (*Accept any answer, but point out that cats can jump onto furniture, bookshelves, tables, etc. They are able to go places that other pets can't go.*)

In this chapter you will read about trouble caused by a cat.

Developing Word Meaning

Read aloud the following sentences, allowing a student to complete each one with the correct word from the list. Two words will not be used.

- ▶ The Queen invited us to the palace for an afternoon _____.
(*Tea: a light meal or small party in the late afternoon at which tea is served*)
- ▶ To keep his feet and legs dry in the ocean, Robbie wore _____.
(*waders: waterproof pants usually worn by fishermen*)
- ▶ The doctor said to exercise my leg so the muscles wouldn't _____.
(*atrophy: the wasting away of muscles, tissues, or organs*)

Traveling Along



Setting the Purpose

- ▶ Nick attends his first Tea with a capital *T*; it is held by Mrs. McHugh in her parlor. Decide whether you would enjoy attending a Tea.

Reading and Thinking

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

- ▶ [*literal*] Who will be the guests at Mrs. McHugh's Tea? (*Archibald Finlay, Mother, Nick, and Robbie*)
[*interpretive*] Why is Mother worried about Grandfather? (*He isn't eating much, he isn't exercising, and he won't talk to her.*)
[*critical*] What does Mother mean when she says it isn't an accident that Grandfather broke his leg and has come to the Inn while they are there? (*Accept any answer, but point out that all events in our lives are part of God's plan for us.*)
- Ask a student to read aloud the paragraph on page 18 that tells what the doctor said about Grandfather.
- ▶ [*literal*] What homework assignments does Nick have while he is away from school? (*two notebooks—a diary and a study notebook about a living creature*)
 - ▶ [*literal*] What does Mother plan for them to do on Sunday since they cannot leave the Inn to go to church? (*She has sermon tapes for them to hear.*)
 - ▶ [*literal*] What does Nick see when he visits Mrs. McHugh's parlor for the Tea? (*a crowded room where the chairs touch the tables;*

tables filled with framed pictures, painted trays, dried flowers, odd-shaped pieces of wood, embroidered pillows, and books everywhere)

[critical] Why is Nick looking around for Mrs. McHugh's dog? (Accept any answer.)

[critical] Why do you think Nick is trying to keep out of Mrs. McHugh's way? (Accept any answer.)

- ▶ [literal] What does Mrs. McHugh serve at her Tea? (little sausages wrapped in spicy bread, chocolate éclairs, cherry cake, ham sandwiches, raisin scones, strawberry tarts, grapes, little chunks of cheese, tea, and cocoa)

[literal] What does Nick notice when Mrs. McHugh pours tea? (her silver bracelets clink)

- ▶ [literal] Where do Nick and Robbie want to go after they finish eating? (to the beach)

[critical] What do you think Robbie says to Mrs. McHugh before they leave the Tea? (Accept any answer, but point out that Mrs. McHugh smiles, so he probably compliments her on the good food.)

Ask a student to read aloud the two paragraphs on page 21 that describe what Nick found on the sand dunes.

- ▶ [literal] What does Nick suggest they give Grandfather to go with his supper? (a chocolate éclair)
- ▶ [interpretive] How does Nick feel about carrying the supper tray up to Grandfather? (Accept any answer, but point out that Nick's hands are sweaty by the time he reaches the door.)

Ask a student to read aloud the paragraph on page 23 that describes Grandfather.

- ▶ [literal] Whom does Nick talk to when he goes to the beach the next day? (a tall man with black hair who is feeding the birds)

[literal] What does the man ask Nick about? (if he ever wished he was a gull)

[critical] Why do you think someone would want to wish that he was a gull? (to fly away over the ocean)

[appreciative] Have you ever wished that you were something else? Tell us about what you wished.

- ▶ [critical] Why do you think Mother is staring out the window when Nick goes into the kitchen to tell her about the man who fed birds? (Possible answer: because she is worried about Grandfather)

Ask two students to read aloud the dialogue on page 26 between Mother and Nick.

Scriptural Application

Read aloud Romans 8:28. Remind the students about the time when Mother told Nick that it was not an accident that Grandfather broke his leg and was at the Inn with them.

- ▶ Can something good ever come out of something bad?
- ▶ What could be good about breaking a leg?
- ▶ How do you react when something bad happens in your life?
- ▶ What should you remember? Point out that God can make all things work for His glory.

Review some of the attributes of God. God is omniscient (Psalm 147:5), omnipotent (Luke 1:37), omnipresent (Proverbs 15:3), and immutable (James 1:17).

Going Further



Journey into Story Elements—Characterization

“Prove It!”

(Reproducible—Lesson 3A)

Journey into Language—Haiku Poetry

“Just a Moment”

(Reproducible—Lesson 3B)

Journey into Arts and Crafts

“Poetry in Ocean”

See directions on the folder for creating a backdrop for the haiku.

Journey into a Cooperative Group Activity

Divide the students into groups of four. Choose one member to be the Group Recorder and one member to be the Group Leader. Instruct the group members to share with each other the kinds of food they would like to eat at a Tea.

Direct the Group Recorder to write down all of their ideas. Direct the Group Leader to guide his group in selecting (or voting on) a menu containing their six favorite items. The Group Recorder should write down their menu. Allow time for a member from each group to read the menu.

Chapter Four, pages 27-35
Lesson 4

Objectives

The student will

- Identify attitudes and actions of the characters.
- Develop vocabulary through the use of contextual clues and synonyms.
- Note how Christians can be identified from what they say.
- Locate information in an almanac.
- Realize that God is omniscient and omnipotent and can be trusted to take care of him.

Planning the Trip 

Gather

- A Bible

Prepare

- A display of the following words, leaving room for a second column:
concentrated
ornery
wretched
sauntered
skittered

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ What is your favorite sport to play?
- ▶ What is your favorite sport to watch?
- ▶ Have you ever been to see a professional game played? Tell us about it.

Developing Word Meaning

Read aloud each word from the displayed list. In another column beside the list, write the following: *quarrelsome, strolled, focused, scampered, miserable*. Read the following context sentences; then ask students to match each word in the first column with its synonym in the second column:

- ▶ My brother woke up early, so he was quarrelsome. (*ornery*)
- ▶ He strolled across the field after the game. (*sauntered*)
- ▶ She focused her attention on not breaking the china she was washing. (*concentrated*)
- ▶ The squirrel scampered up the tree. (*skittered*)
- ▶ My day was miserable after I broke my glasses. (*wretched*)

Traveling Along



Setting the Purpose

- ▶ Read to discover what the man on the beach is feeding the birds and why he chose this food.

Reading and Thinking

Direct the silent reading of pages 27-35. Ask the following questions:

- ▶ *[literal]* Why does Nick go inside Grandfather's room? (*to find the missing cat*)
[critical] Why is Nick hoping that Grandfather will be taking a nap? (*Accept any answer.*)
[literal] What makes Nick worry that Grandfather might have a heart attack? (*The veins in Grandfather's neck are bulging.*)
[interpretive] Why does Nick ask Grandfather if he is a Phillies fan? (*Nick sees the baseball cap and tries to distract his attention.*)
[critical] What is a Phillies fan? (*someone who likes the Philadelphia Phillies baseball team*)
[literal] What does Robbie suggest that Nick do to prove he is not afraid of Grandfather? (*sneak into Grandfather's room and find out if he sleeps with the baseball cap on*)
[appreciative] Has anyone ever asked you to do something to prove that you are not afraid? Tell us about it.
- Ask two students to read aloud the dialogue on pages 28-29 between Nick and Robbie.
- ▶ *[interpretive]* How does Nick meet the man on the beach? (*He looks for a gathering of sea gulls and goes looking for the gull man.*)

[critical] What does Kashi do that makes you think that he is a Christian? (*He acknowledges God as the all-knowing Creator as he explains why gulls are able to fly so high.*)

[appreciative] Does your speech reflect Christ in your life? Do others know that you are a Christian by what you say?

[interpretive] Why does Nick become suddenly interested in the birds on the beach? (*He has the idea of doing his study project on birds.*)

- ▶ [literal] What does Mother give Grandfather for supper? (*chicken, peas, Jell-O, and milk*)

[interpretive] Why does Nick ask Grandfather if he wants something else to eat? (*Grandfather isn't eating. He is stabbing the food with his fork.*)

[literal] What kind of food does Grandfather want? (*junk food like hot dogs, French fries, and pizza*)

[appreciative] What kinds of foods do you like to eat for supper? (*Answers will vary.*)

- ▶ [interpretive] Do you think Grandfather likes sports? How do you know? (*He wears a baseball cap, he is watching a soccer game on TV, and he discusses baseball.*)

[literal] Why does Grandfather think the Cardinals are the best? (*In 1967, they beat Mickey Mantle and the Yankees.*)

Ask a student to read aloud the paragraph on page 33 in which Nick decides that his grandfather isn't all bad.

- ▶ [critical] Why do you think Archie appreciates the fudge cake Nick's mother made? (*Possible answers: Archie had been depressed about the book he is writing; fudge cake is his favorite cake.*)

[critical] Do you think Nick likes Archie's idea for a book? (*Accept any answer.*)

[appreciative] Would you like to read a book about the Flageltnines fighting with the earthlings?

Ask a student to read aloud on page 34 the part of Archie's book that he reads to Nick.

Scriptural Application

Read aloud Psalm 19:1-2. Explain that God's Creation—the sun, the moon, the stars, and even the birds that fly—show how omniscient (all-knowing) and omnipotent (all-powerful) God is.

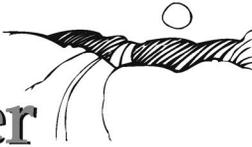
Read aloud Psalm 8:3-5.

- ▶ What part of Creation has God crowned with glory and honor? (*man*)

Read aloud Luke 12:6-7.

- ▶ What proves that we are important to God? (*God cares for the sparrows, and we are more important than many sparrows; God has the very hairs of our heads numbered.*)

Going Further



Journey into Arts and Crafts

“Spread a Feast”

(Reproducible—Lesson 4)

Journey into Research

Direct students to find baseball statistics in an almanac and prepare questions for a partner or an opposing team to research in the almanac. The questions could be the following:

- ▶ In what year was the first World Series game played? (*1903*)
- ▶ In what year was no World Series played? (*1994*)
- ▶ How many games did New York win in the 1964 World Series? (*3*)
- ▶ Which pitcher holds the record for having the most shutouts during his major league career? (*Walter Johnson*)

Chapter Five, pages 37-48
Lesson 5

Objectives

The student will

- Identify emotional responses of characters.
- Develop vocabulary through the use of analogies.
- Interpret figurative language (idioms).
- Realize that the unsaved cannot understand God.
- Realize that salvation is the most important decision in a person's life.

Planning the Trip



Gather

- A Bible

Prepare

- A display of the following analogies:
weathervane is to *wind* as *compass* is to *direction*
bayberry is to *scent* as *chocolate* is to *flavor*
hassling is to *brothers* as *caring* is to *mothers*
loose is to *taut* as *hot* is to *cold*

Packing Up



Introducing the Story

Discuss the following questions.

- ▶ What would you expect the weather to be like if you walked along the beach during the spring? summer? fall? winter?
- ▶ What time of year would you prefer to visit the beach? (*Accept any answer.*)
- ▶ What time of year does this story take place? (*in the winter*)
- ▶ Would you want to take a walk along the beach on a cold rainy day?

Developing Word Meaning

Display and read aloud the analogies. Ask for suggestions as to the meaning of the underlined word in each analogy; provide help if the meaning is unclear.

weathervane: a pointer that is turned by the wind to show which direction the wind is blowing

bayberry: a pleasant-smelling berry from the bayberry shrub, frequently used as a scent for candles and potpourri

hassling: bothering, arguing, or fighting

taut: pulled or drawn tight

Traveling Along



Setting the Purpose

- ▶ What was different about the hot chocolate that Kashi made for Nick and Robbie? (*It contained cinnamon.*)

Reading and Thinking

Direct the silent reading of pages 37-48. Ask the following questions:

- ▶ *[interpretive]* Why does Kashi comment that Nick is “not just a fair-weather friend”? (*Nick went down to the beach on a cold rainy day.*)
[literal] Why doesn't the rain bother the birds? (*Their feathers keep them warm and dry.*)
- Ask a student to read aloud the paragraph on page 37 in which Kashi explains how the gull can fly without flapping its wings.
- ▶ *[literal]* Where is Kashi's cottage located? (*in a wilderness behind the dunes*)
[interpretive] What attracts Nick's attention? (*the bronze weathervane shaped like a gull*) Point out that the cover of the book shows Kashi's cottage with the weathervane on top.
[appreciative] Have you ever seen a weathervane? Tell us about it. Where was it? What shape was it?
- ▶ *[interpretive]* What attracts Robbie's attention in Kashi's house? (*the wall of kites*)
[literal] Which kite doesn't get flown anymore? (*the warrior kite*)
[critical] Why do you think Nick wants to know whether the kites were hard to make? (*Accept any answer.*)
[appreciative] Have you ever made a kite? Tell us about it.

Ask a student to read aloud the paragraph on page 39 that tells what Nick wrote about in his diary.

- ▶ *[literal]* Why does Nick creep into Grandfather's room? (*to see if he can see the weathervane on Kashi's house and to find out if Grandfather wears his baseball cap when he sleeps*)
- [critical]* Why does Nick grip the windowsill and find it hard to breathe when Grandfather calls out? (*He is scared.*)
- [literal]* Why does Nick wish the cat were there? (*so he would have an excuse for going into Grandfather's room*)
- ▶ *[critical]* What does Grandfather mean by "cat got your tongue?" (*Accept any answer, but point out that Grandfather is referring to Nick's silence when he does not answer Grandfather's question about why Nick is in his room.*)
- [critical]* What does Grandfather mean by asking if the man feeding sea gulls is "three bricks short of a load"? (*Is the man stupid or crazy?*)
- [critical]* How does Grandfather's comment make Nick feel? Why? (*offended, upset; because he is beginning to like Kashi*)

Ask a student to read aloud Nick's reply on page 41 to Grandfather's negative comment about Kashi.

- ▶ *[critical]* Why do you think Nick is hoping that Robbie will ask about Grandfather sleeping in his baseball cap? (*Possible answers: Nick wants to prove that he was brave enough to enter Grandfather's room; Nick wants Robbie's approval; Nick enjoys knowing something Robbie does not know.*)
- [critical]* Why does Robbie make a face and say Grandfather is a "grouchy old buzzard"? (*Accept any answer, but point out that Robbie has known Grandfather longer than Nick, and he knows that Grandfather does not like kids. He may be feeling sorry for his brother.*)
- [critical]* Why do you think Nick is worried about Grandfather? (*Accept any answer.*)
- ▶ *[literal]* What does the kite that Kashi is flying look like? (*a blowfish, which is a type of puffer fish*)
- [interpretive]* Where would you expect to see a blowfish? (*in Japan or in a special fish display at a large aquarium*)
- [critical]* How do you know that Nick is still worried about Grandfather? (*When Kashi talks about the teenage gull losing his spots and looking like his parents and grandparents, Nick starts thinking about Grandfather.*)
- [critical]* How does Kashi know that Nick has something on his mind? (*Accept any answer.*)

Ask two students to read aloud the dialogue on page 46 in which Kashi and Nick talk about Grandfather.

Scriptural Application

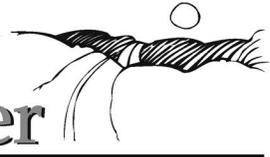
Read aloud I Corinthians 2:14. Point out that Grandfather probably thought Nick and his family were foolish because they were Christians.

- ▶ Why? (*People who are unsaved do not understand the things of God.*)
- ▶ Does Grandfather seem like a happy, peaceful person?
- ▶ Have you ever heard an unsaved person say something that shows that he is unhappy or restless or searching for the truth?

Read aloud Matthew 11:28.

- ▶ What does Christ promise to those who come to Him? (*Note: You may want to take this time to present the plan of salvation.*)

Going Further



Journey into Math

"Chocolate and More"
(Reproducible—Lesson 5A)

Journey into Higher Order Reading Skills— Figurative Language

"What Does He Mean?"
(Reproducible—Lesson 5B)

Journey into Science

"Blowing Away: a Weathervane"
See directions on the folder.

Chapter Six, pages 49-58
Lesson 6

Objectives

The student will

- Notice changes in story characters' relationships.
- Become aware of the disadvantages of eating junk food.
- Develop vocabulary through the use of contextual clues.
- Apply the scriptural principle of prayer.
- Draw conclusions from various Scriptures about prayer.

Planning the Trip 

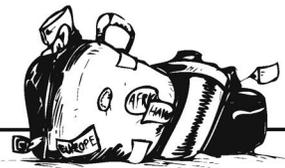
Gather

- A Bible

Prepare

- A display of the following words:
 - molts
 - scowled
 - cascade
 - spirited
 - nimble
 - delicacies

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ What is your favorite meal or snack?
- ▶ Why are some foods called “junk food”? (*because they are often made with white flour and sugar, which are like junk to the body; it cannot use them to grow strong.*)
- ▶ Would you categorize your favorites as being healthy food or junk food?
- ▶ Why do you think more people eat junk food today than twenty years ago? (*Accept any answer but point out that junk food is usually more convenient and more available; many people do not realize that it is not good for them.*)

Developing Word Meaning

Read aloud each word from the list of words, followed by the context sentence that goes along with it. Ask for the meaning of each word in light of its context; provide help if the meaning is unclear.

- ▶ A snake molts as it increases in size. (*sheds an outer covering such as feathers, skin, or hair*)
- ▶ The player scowled after he was pushed down by his opponent. (*made an angry frown*)
- ▶ The child poured a cascade of chocolate syrup over his bowl of ice cream. (*a continuous flow like that of a waterfall*)
- ▶ Mother gave a spirited report of her encounter with a bat. (*enthusiastic, lively*)
- ▶ The pianist played the recital piece with nimble hands. (*able to move quickly, lightly, and easily*)
- ▶ The waiter served us a choice of delicacies: blowfish or caviar. (*a very special food*)

Traveling Along



Setting the Purpose

- ▶ Notice the title of this chapter. Read to find out what Grandfather did that Nick knew Mother would not approve of.

Reading and Thinking

Direct the silent reading of pages 49-58. Ask the following questions:

- ▶ [*critical*] Why does Nick think Grandfather needs the cake? (*Accept any answer.*)
[*literal*] What does Grandfather do when he sees the chocolate cake on his tray? (*He touches his hat as if he were saluting Nick, then eats the cake with his hands before eating the rest of his supper.*)
- ▶ [*interpretive*] How can you tell that Grandfather is not fond of Japanese people? (*He makes a sarcastic comment when Nick tells him the name of the person who fed the gulls.*)
[*interpretive*] How can you tell Grandfather is beginning to like Nick? (*Grandfather asks Nick to bring his supper and his breakfast.*)

Ask a student to read the paragraph on page 52 that tells why Nick is disappointed when he goes into the attic.

- ▶ *[literal]* What does Nick pray for on his way up to Grandfather's room? (*help in knowing what to say to Grandfather*)
[interpretive] What unusual food has Grandfather eaten? (*fugu [blowfish] in Japan*)
[appreciative] Have you ever eaten an unusual food? Tell us about it.
- ▶ *[critical]* Why does Nick want Grandfather to look outside? (*Possible answers: so that Grandfather can see it is a nice day; the room will not be so dark; he can see the gulls.*)
- ▶ *[interpretive]* How do you know that Grandfather is interested in kites? (*He asks where Kashi got all the kites that Nick saw on his wall.*)
- ▶ *[literal]* What are Mrs. McHugh and her daughter making in the dining room? (*crafts from shells and driftwood—driftwood dogs; lampshades*)
[critical] What does Grandfather mean when he says, "One of those crafty types. They scare me to death." (*Accept any answer.*)
[appreciative] Do you like to make crafts? What kind of crafts? (*Answers will vary.*)
- ▶ *[critical]* Why do you think Mrs. McHugh thinks Nick is sneaky? (*Accept any answer but point out that Mrs. McHugh is surprised to see Nick in the dining room since she did not notice him come in.*)
[literal] What does Mrs. McHugh think Nick is doing in the dining room? (*listening to them*)
[literal] What does Tina think that Nick is doing? (*his work of cleaning*)
[interpretive] Who is Malcom? (*Mr. McHugh, Mrs. McHugh's husband who is dead*)
[literal] What advice did Malcom give his wife? (*Never trust a quiet boy.*)

Ask a student to read aloud the paragraph on page 55 in which Mrs. McHugh mistakenly accuses Nick of doing something wrong.

- ▶ *[appreciative]* Have you ever built a kite? Did you put a tail on your kite? (*Answers will vary.*)
[literal] What explanation does Kashi give for building a kite without a tail? (*The kite will fly better and will need less wind.*)
- ▶ *[literal]* What idea does Nick have? (*to invite Kashi to visit his grandfather when he comes to Mrs. McHugh's Tea*)
[critical] Why do you think Nick wants Kashi to visit his grandfather? (*Accept any answer.*)
[interpretive] How can you tell Nick's mother is worried about Nick inviting Kashi to visit with Grandfather? (*She tells Nick to get permission from Grandfather for the visit.*)

Ask a student to read aloud the paragraph on page 58 in which Nick tells his mother why he wants to bring Kashi up to visit Grandfather.

Scriptural Application

Point out that Nick prayed when he was worried about Grandfather, and God wants Christians to come to Him in prayer. Christians can pray anywhere, anytime, and about anything. Read aloud the following Bible verses and discuss them as time permits:

Jonah 2:1—You can pray anywhere.

Isaiah 65:24—God knows our needs before we pray.

John 15:7—God will answer our prayers.

Colossians 1:9-10—We should pray for others.

Going Further



Journey into Arts and Crafts

"Make a Minikite"

(Reproducibles—Lesson 6A and B)

Minikites fly best if made from very lightweight paper. The wind should be fairly strong. Adjust the bridle to help the kite fly better.

Students who are interested in building larger kites may wish to research the construction of a basic Eddy-type kite such as Nick and Robbie made.

Journey into Math

Provide the students with a book containing information about calories. Calculate the number of calories in the foods planned in the menus from Lesson 3. If students did not plan menus, allow them to calculate the number of calories they ate at lunch time.

Chapter Seven, pages 59-69
Lesson 7

Objectives

The student will

- Identify emotional responses of characters.
- Develop vocabulary through the use of contextual clues.
- Apply the scriptural principle of overcoming evil with good (being kind to those who are not kind to you).
- Develop Bible study skills through the use of a concordance.

Planning the Trip



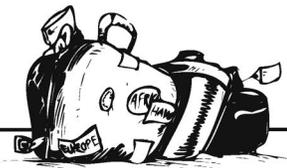
Gather

- A Bible

Prepare

- A paper copy for each student or an overhead transparency of “Puzzling Words” (Reproducible—Lesson 7A).

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Do you like to make things—crafts, projects, inventions? Tell us about them.
- ▶ How do you feel after you finally complete a project?
- ▶ Have you ever broken or ruined your project? Tell us how you felt.

Developing Word Meaning

Use “Puzzling Words” (Reproducible—Lesson 7A) to develop an understanding of new words. Complete an overhead transparency of the puzzle together with the students or allow each student to work independently to complete a copy of the puzzle.

Traveling Along



Setting the Purpose

- ▶ Notice the title of this chapter. Read to find out what happens to someone’s kite.

Reading and Thinking

Direct the silent reading of pages 59-69. Ask the following questions:

- ▶ *[interpretive]* Why does Nick casually ask Grandfather if Kashi could visit? (*He doesn’t want Grandfather to think it is anything important, and he is hoping Grandfather will agree.*)

[literal] How does Grandfather agree to the visit? (*He says “okay.”*)

[interpretive] How does Nick know it is time to leave? (*Grandfather turns on the television.*)

Ask a student to read aloud the paragraph at the bottom of page 59 and top of page 60. Listen to Nick’s descriptions of the guests attending Mrs. McHugh’s Tea.

- ▶ *[literal]* What does Mrs. McHugh make especially for Kashi? (*a blueberry cheesecake*)

[interpretive] Why does Nick take the plate full of food from the Tea to Grandfather? (*Possible answers: Nick knows Grandfather likes junk food; he wants to make an opportunity for Kashi to speak with Grandfather.*)

[literal] What happens when Nick knocks on Grandfather’s door? (*Grandfather does not answer.*)

[interpretive] Why does Nick try to go in without Grandfather’s invitation? (*He thinks Grandfather might not hear if he is listening to the television with his earphones on.*)

[interpretive] How can you tell that Kashi feels sorry for Nick? (*Kashi looks at him with sad eyes.*)

Ask a student to read aloud the paragraph on page 61 in which Kashi gives Nick advice on how to deal with Grandfather.

- ▶ *[critical]* Why does Nick go for a walk outside after he puts the plate of food into the refrigerator? (*Accept any answer.*)

[critical] Why does Nick think he has done enough smiling for the day? (*Accept any answer.*)

[literal] What does Robbie say it means when people talk about “coals of fire”? (*Do good to someone who has been mean to you.*)

► *[literal]* What does “coals of fire” remind Robbie of? (*a verse in the Bible*)

[literal] How does Robbie find the reference to this verse? (*He uses a concordance.*)

[critical] Why does Nick go to his room to look up the verse? (*Accept any answer.*)

Ask a student to read the paragraph on page 62 that contains Proverbs 25:21-22. Ask another student to read aloud the sentences on page 62 in which Nick figures out the advice Kashi was giving him.

► *[interpretive]* How does Nick’s conversation with Grandfather progress? (*Grandfather seems agitated when Nick talks about Kashi coming to visit, but he seems more responsive when Nick asks about the ball game.*)

► *[literal]* What “coals of fire” comment does Nick make to Grandfather? (*He praises Grandfather for his ability to get up and move around with his broken leg.*)

[literal] Why should Grandfather move his legs around? (*so his muscles will grow strong and his legs won’t atrophy or waste away*)

[literal] How is Nick going to help Grandfather exercise his legs? (*by teaching Grandfather how to walk with his crutches*)

► *[appreciative]* What “coals of fire” comment would you have made to Grandfather?

[appreciative] Have you ever been in a similar situation when you tried to be nice to someone who wasn’t nice to you?

[literal] Why does Nick keep checking the window? (*to see if the wind is calm enough to fly his kite*)

► *[literal]* What does Nick tie his flying line to on his kite? (*the ring on the kite’s bridle*)

[literal] What does Nick think the kites look like when they are flying in the sky? (*Robbie’s kite looks like a huge, striped bird, and Nick’s kite looks like an alien.*)

[interpretive] How does Nick feel about his kite? (*He is proud of his creation.*)

[interpretive] Why is it difficult for Nick to find his runaway kite? (*He has to run through bushes and try to watch the kite at the same time.*)

[interpretive] How does Nick get lost? (*He cannot see where he is, and it is getting dark.*)

Ask a student to read aloud the two paragraphs on page 67 which describe Nick going through the bushes and finding his kite.

Scriptural Application

Point out that it would be natural for Nick to be angry at Grandfather for embarrassing him by locking the door when Kashi comes to visit. Read Romans 12:17-18.

► Why should Christians not try to get back at those who wrong them?

► Why should Christians try to live in peace with everyone?

As time permits, read Romans 12:20-21; point out the similarities between Proverbs 25:21-22 and Romans 12:20. Discuss how evil can be overcome with good.

Chapter Eight, pages 71-79
Lesson 8

Objectives

The student will

- Recognize motives and reactions of characters.
- Develop vocabulary through the use of contextual clues.
- Develop the ability to research using a reference computer in a library.
- Read a table.
- Realize that God is Creator of the world and all that is in it.

Planning the Trip 

Gather

- A Bible

Prepare

- A display of the following words:
 - wavering
 - murmured
 - tassels
 - meringue
 - oceanography

Packing Up



Introducing the Story

Find out how many of the students help clean their own house. Discuss the following questions:

- ▶ What cleaning jobs can you do?
- ▶ Which are your favorite? Which are your least favorite?
- ▶ Do you ever dust?
- ▶ How would you dust a table? Show us how to dust the top, legs, and pedestal of a table.

Developing Word Meaning

Read *wavering* and explain that it means “to swing or move back and forth.”

- ▶ How could this word be used in a sentence about someone walking?

Read *murmured* and explain that it means “to speak in a low soft voice.”

- ▶ How could this word be used in a sentence about someone speaking?

Read *tassels* and explain that it means “a bunch of threads tied on one end and free on the other end.”

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

Read *meringue* and explain that it is “a topping for pastry or pies made by beating and baking egg whites.”

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

Read *oceanography* and explain that it is “the study and exploration of the ocean.”

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

Traveling Along



Setting the Purpose

- ▶ Read to find out the “coals of fire” deed that Mother did for Grandfather.

Reading and Thinking

Direct the silent reading of pages 71-79. Ask the following questions:

- ▶ *[critical]* Why do you think Grandfather is in a good mood? (*Accept any answer.*)
[interpretive] What is Grandfather’s mood when Nick comes back after supper to help him walk with the crutches? (*Accept any answer but point out that Grandfather has sagged against the pillows and pulled his cap over his eyes.*)
[critical] Why is Nick practicing with Grandfather’s crutches? (*to demonstrate how they work*)
[critical] Why is Nick talking so much and praising Grandfather for his use of the crutches? (*Accept any answer.*)
[appreciative] Have you ever had to walk with crutches? Tell us about it.
- ▶ *[critical]* How is Nick trying to develop a relationship with his

grandfather? (Possible answers: bringing him desserts—junk food; helping him exercise; talking to him.)

- ▶ [literal] Why does Grandfather ask about Archie's book? (He is hoping Archie needs a cake to cheer him up.)

Ask two students to read aloud the dialogue on the bottom of page 73 and the top of page 74 between Mother and Nick about making the lemon meringue pie and how Nick will help Mother.

- ▶ [interpretive] Why is Nick dusting in Mrs. McHugh's parlor? (He is helping his mother with her work so that she will have time to make the lemon meringue pie for Grandfather.)

[critical] What would have made Nick think that Mrs. McHugh sounded like she had caught him planting a bomb? (Possible answers: Mrs. McHugh's accusing voice; Nick's creative imagination)

[critical] What would have been wrong with Nick telling Mrs. McHugh that he was an FBI agent dusting for fingerprints? (Accept any answer but point out that Nick knew better than to be disrespectful and talk back to someone.)

Ask two students to read aloud from page 75 the dialogue between Mrs. McHugh and Nick about what she brought him from the library.

- ▶ [literal] Why do Nick and Robbie want to visit Kashi? (Nick wants to fix his kite, show Kashi the sea gull book, and talk to him about Grandfather. Robbie wants to put tassels on his kite.)

- ▶ [literal] What does Kashi say is the meaning behind the proverb? (God can use kindness to bring Grandfather to repentance.)

[critical] How can Nick show kindness to Grandfather? (Answers will vary.)

[appreciative] Have you ever used kindness to show someone his need of salvation? Tell us about the situation.

- ▶ [literal] What does Kashi say is missing from Nick's book about sea birds? (It does not mention the Creator who designed the birds.)

[critical] Why do you think the book does not mention God, the Creator and Designer of the birds? (Accept any answer.)

Ask a student to read the paragraph on page 76 in which Kashi explains how God designed the feathers of the birds.

- ▶ [literal] Why does Nick have to put tape on both sides of his kite? (to keep it balanced)

- ▶ [literal] How does Nick get windburn on his way home? (A storm is coming, and a strong wind blows against him.)

- ▶ [critical] Why does Grandfather look sad and angry as he eats the pie? (Accept any answer but mention that the pie may have reminded Grandfather of the days when his son [Nick's father] was alive.)

Ask two students to read the dialogue on page 78 between Nick and his mother.

Scriptural Application

Read aloud Genesis 1:20-23.

- ▶ In these verses, which creatures did God create?

Point out that God had the power to create the world and He knew exactly how to make each creature fit perfectly into its own environment. Read aloud Hebrews 11:3.

- ▶ How does this verse make you feel about God?

Going Further



Journey into Study Skills

“Lost in the Library?”

(Reproducible—Lesson 8A)

Journey into Science

“How Cold Am I?”

(Reproducible—Lesson 8B)

Chapter Nine, pages 81-90
Lesson 9

Objectives

The student will

- Infer motives of characters.
- Develop vocabulary through the use of analogies.
- Take notes while reading an article.
- Develop setting through creative writing.
- Apply the scriptural principle of standing up for your belief in God, even when it is difficult.

Planning the Trip 

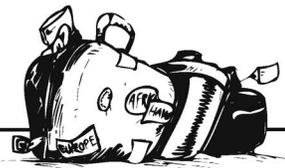
Gather

- A Bible

Prepare

- A display of the following analogies:
happy is to *sad* as *calm* is to *frantic*
thumbed is to *book* as *kicked* is to *ball*
jumping is to *leaping* as *winding* is to *reeling*
somber is to *gloomy* as *bright* is to *cheerful*

Packing Up



Introducing the Story

Find out how many of the students have gone fishing. Discuss the following questions:

- ▶ What equipment did you use?
- ▶ What bait did you use?
- ▶ Did you fish from a boat, a pier, or the shore?
- ▶ What kind of fish were you fishing for?
- ▶ Did you catch a fish? Tell us about it.
- ▶ What did you do with the fish you caught?

Developing Word Meaning

Read aloud the analogies. Ask for suggestions as to the meaning of the underlined word in each analogy; provide help if the meaning is unclear.

frantic: excited from fear or worry

thumbed: rapidly turned the pages of a book

reeling: bringing back by winding

somber: gloomy

Traveling Along



Setting the Purpose

- ▶ Notice the title of this chapter. Read to find out who has a secret and what the secret is.

Reading and Thinking

Direct the silent reading of pages 81-90. Ask the following questions:

- ▶ *[interpretive]* Why does Nick think that Archie's hair looks like brilliant red corkscrews? (*It is very red and stands up in spirals.*)
[interpretive] What happens to Archie's hair? (*He dyes it.*)
[critical] How do you think Archie wanted his hair to look? (*Answers will vary.*)
- ▶ *[literal]* What is Archie's newest idea for writing his book? (*writing about a civilization located under the ocean*)
[interpretive] What kind of information will Archie need to know in order to write about this topic? (*ocean creatures; ocean plants; ocean temperatures; the mountains, valleys, and volcanoes on the ocean floor*)
[interpretive] Why does Archie choose to go to the Woods Hole Oceanographic Institute? (*He read about it in one of his books.*)
[interpretive] What does Archie mean when he asks Nick's mother to keep his room? (*not to rent it out to anyone*)
- ▶ *[interpretive]* How is Robbie going to improve his chances at catching a fish? (*fish with two poles*)
[interpretive] Why might Robbie have to move his poles? (*The tide is coming in, and the water might cover them.*)

Ask a student to read aloud the paragraph on page 83 in which Robbie explains what he is fishing for and the type of bait he is using.

- ▶ *[literal]* What makes Nick suspect that Kashi is feeding the sea gulls? (*The sea gulls are circling, and he can hear the “here’s food” cries of the gulls.*)
- ▶ *[literal]* What does Mrs. McHugh talk to Nick about? (*the books she loaned him for his project*)
- ▶ *[critical]* What does it mean that Nick has given up on his treasure idea? (*Accept any answer.*)
- ▶ *[literal]* What types of things does Nick find while he walks with Kashi? (*bits of wood, frayed rope, a soda can, Styrofoam, a horse-shoe crab, and a bird*)
- ▶ *[literal]* What is wrong with the bird? (*It is battered and has an injured wing.*)
[interpretive] Why do you think people call the kittiwakes “frost gulls”? (*They live where it is cold—the Arctic and Greenland.*)
[literal] Why does Nick want to keep the bird? (*so he can have a pet and teach her tricks*)

Ask a student to read aloud from page 86 Kashi’s response to Nick’s wanting to make the bird his pet.

- ▶ *[appreciative]* Have you ever found an injured animal that you wanted to keep?
[appreciative] Were you able to keep it? Tell us about it.
- ▶ *[literal]* What does Kashi agree to do for the kittiwake? (*find a quiet place for it to rest until it can fly*)
[critical] Why might the bird be afraid of the light? (*Accept any answer.*)
[literal] What does Kashi place in the box with the kittiwake? (*a cloth, bread, and water*)
- ▶ *[critical]* Why would Nick tell Kashi that he knew his way back to the beach when he wasn’t really sure? (*Accept any answer.*)
[appreciative] When have you spoken with more assurance or confidence than you really felt? (*Answers will vary.*)
[literal] What kind of difficulties does Nick have getting back to the beach? (*He goes the wrong direction, and it is getting late—the sun is out of view.*)
- ▶ *[interpretive]* Why doesn’t Robbie notice that Nick is late? (*He has caught a flounder.*)
[literal] How does Mother cook Robbie’s flounder? (*She fries it.*)
- ▶ *[critical]* Why do you think Nick tells Grandfather his secret? (*Accept any answer.*)
[critical] What is Grandfather’s reaction to Kashi calling the kittiwake “one of God’s wild creatures”? (*Accept any answer.*)

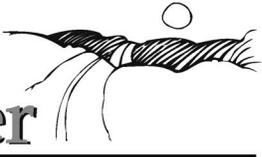
Ask two students to read the dialogue on page 89 between Grandfather and Nick about the kittiwake being “one of God’s wild creatures.”

Scriptural Application

Point out that it would have been easier for Nick to let Grandfather’s comment about God’s creatures go unchallenged. It can be difficult to stand up for truth. Read aloud John 16:33. Explain that Christians have often been and still are persecuted for their faith in God.

- ▶ What does it mean when we say “persecuted for their faith”? (*Sometimes Christians are made fun of or laughed at by their friends and relatives. Other times Christians have been jailed, tortured, and even martyred for their faith in God.*)
- ▶ If you were being persecuted for your faith, would you be glad to know about this verse? Why?

Going Further



Journey into Study Skills

“Archie’s Notebook” and
“Saltwater Fishing”
(Reproducibles—Lessons 9A and 9B)

Journey into Language— Writing

Guide the creative writing of a story about an underwater civilization. Help students gain an understanding of the setting by discussing the mountains, valleys, and volcanoes on the ocean floor. Provide books about plant and animal life in the ocean.

Journey into Science

Provide an opportunity for the students to talk with a person who scuba-dives or to see a video of a scuba diver.

Chapter Ten, pages 91-102
Lesson 10

Objectives

The student will

- Sympathize with the characters.
- Develop vocabulary through the use of contextual clues.
- Read for information.
- Apply the scriptural principle of always telling the truth.

Planning the Trip 

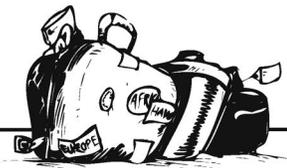
Gather

- A Bible

Prepare

- A display of the following sentences:
King Arthur's knights fought and killed a gryphon.
Only sure-footed donkeys can carry people through the gorge.
The photographer took the picture from an airplane so he would have an aerial view.
After the accident, the mother im- plored the doctor to help her injured child.
Father bought an amethyst necklace for Mother's anniversary present.

Packing Up



Introducing the Story

Find out how many of the students have pets. Discuss the following questions:

- ▶ What kind of pet do you have?
- ▶ How long have you had your pet?
- ▶ Has your pet ever gotten sick? Tell us about it.
- ▶ How did you feel when your pet got sick?
- ▶ What did you do for your pet?

Developing Word Meaning

Read aloud the sentences and then ask the following questions:

- ▶ Which word means "pleaded or begged urgently"? (*implored*)
- ▶ Which word means "a purple or violet form of quartz used as a gemstone"? (*amethyst*)
- ▶ Which word means "a beast with the head and wings of an eagle and the body of a lion"? (*gryphon*)
- ▶ Which word means "a deep, narrow passage"? (*gorge*)
- ▶ Which word means "in the air"? (*aerial*)

Traveling Along



Setting the Purpose

Notice the title of this chapter. Discuss when and where someone might say this to a child. Read the chapter to find out the situation.

Reading and Thinking

Direct the silent reading of pages 91-102. Ask the following questions:

- ▶ [*literal*] Why is the kittiwake not doing well? (*It needs to drink some water.*)
[*interpretive*] What will happen if the bird doesn't drink any water? (*It will die.*)
[*literal*] How are sea gulls able to drink saltwater? (*They have glands that remove the salt from the water.*)
- ▶ [*interpretive*] Why does Kashi take Nick to fly kites? (*He does not want Nick to bother the bird by spending the afternoon watching to see if it drinks the saltwater.*)
[*critical*] How do you think Nick is feeling? (*Accept any answer.*)
[*appreciative*] Have you ever taken care of a sick animal? How did you feel?
- ▶ [*literal*] What kind of kite does Nick want to make? (*a star kite with a bird painted in the center*)
- ▶ [*critical*] Why do you think he wants to paint a bird on a kite? (*Accept any answer.*)
[*interpretive*] Why do you think Nick keeps thinking about the kittiwake? (*He is worried that it is dying.*)
- ▶ [*literal*] How are kites useful? (*helping engineers carry ropes to the other side of a gorge; helping scientists send weather instruments into clouds; helping photographers take aerial photographs*)
[*appreciative*] Have you heard or read about any other uses of kites? Tell us about them.

Ask a student to read the paragraph at the bottom of page 92 in which Kashi tells kite stories.

- ▶ *[literal]* Why does Nick think that it was a good afternoon? (*The kittiwake drank water and is better; Kashi lent him two books about sea gulls, and Robbie caught another flounder.*)
- ▶ *[interpretive]* What fact about flounders makes them unusual fish? (*As a young flounder grows, one of its eyes moves so that both eyes are on the same side of its head.*)
[literal] What is Robbie going to do with the flounder? (*reconstruct the skeleton from the bones*)
[appreciative] Have you ever reconstructed a skeleton from bones? Tell us about it.
- ▶ *[interpretive]* How does Nick know that Grandfather has gone to the window? (*Grandfather mentions seeing the cicada kite.*)
[literal] When are kites flown in Japan? (*to celebrate the emperor's birthday; when a baby boy is born; during the spring kite festivals; during kite-fighting contests*)
- ▶ *[literal]* What does Mrs. McHugh ask Nick while he is loading the dishwasher? (*if he ever went into her room*)
[critical] Why do you think Mrs. McHugh calls him Nicholas? (*Accept any answer.*)
[interpretive] What does Nick think Mrs. McHugh's eyes look like? (*splinters of gray ice*)

Ask a student to read aloud the paragraph that begins on page 95 and ends on page 96 in which Nick becomes worried about Mrs. McHugh.

- ▶ *[critical]* Why does Mrs. McHugh say to Nick, "Just tell the truth"? (*She thinks he is lying.*)
[interpretive] Does Nick's mom suspect him? (*no*)
[interpretive] What is Nick worried that Mrs. McHugh might have noticed? (*that he often looked at her bracelets*)
- ▶ *[literal]* Why does Nick climb down the tree to get outside? (*He does not want to run into Mrs. McHugh, and he has been meaning to climb the tree.*)
[critical] Why does it bother Nick that Mrs. McHugh sees him climbing down the tree? (*He figures she will think he is sneaky like a thief.*)
- ▶ *[literal]* What kind of animals like to take shiny objects? (*crows and pack rats*)
- ▶ *[literal]* Does Nick think these are possible solutions to what happened to the bracelet? (*no*)

Ask a student to read aloud the paragraph on page 101 in which Nick thinks about what Shane Hemming would do in this situation.

Scriptural Application

Read aloud Proverbs 12:22.

- ▶ What does God hate for us to do? (*tell lies*)
- ▶ What does God like? (*the truth*)

Read aloud Proverbs 12:19.

- ▶ What does it mean that a lie lasts only for a short time? (*Eventually the truth will be known.*)
- ▶ What does it mean that truth will last forever? (*Truth is eternal and is honored by God.*)
- ▶ Is it worthwhile for you to tell a lie?



Journey into Higher Order Reading Skills—Reading for Information

"Kites: Fun or Work?"

(Reproducible—Lesson 10)

Journey into Game Fun

Plan a day when students can bring the kites they have made. If possible, allow them to fly their kites. Award points or prizes in categories such as:

- best designed
- most colorful
- most original
- largest to fly
- smallest to fly

Chapter Eleven, pages 103-14
Lesson 11

Objectives

The student will

- Identify with a character's inward struggle.
- Analyze story elements.
- Recall details of the characters' speeches.
- Develop vocabulary through the use of contextual clues and synonyms.
- Apply the scriptural principle of keeping a right relationship with God by confessing sin and asking forgiveness for sin.

Planning the Trip 

Gather

- A Bible

Prepare

- A display of the following words with room for a second column:
methodically
launched
hoisted
blaze
gully
deftly

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Do you like to climb trees?
- ▶ Do you have a favorite tree you like to climb? Tell us about it.
- ▶ Do you do anything special in the tree?
- ▶ What makes some trees easier to climb than others?

Developing Word Meaning

Read aloud each word from the display. In another column beside this list, write the following words: *ditch*, *raised*, *skillfully*, *started*, *systematically*, *mark*. Read the following context sentences; then ask students to match each word in the first column with its synonym in the second column.

- ▶ He fell into a ditch. (*gully*)
- ▶ They raised the flag on the pole. (*hoisted*)
- ▶ Grandmother skillfully knitted a sweater for her granddaughter. (*deftly*)
- ▶ The pastor had started into preaching his message. (*launched*)
- ▶ Mother systematically cleaned the house from top to bottom. (*methodically*)
- ▶ They were careful to mark their trail so they would not become lost in the forest. (*blaze*)

Traveling Along



Setting the Purpose

- ▶ Look at the picture on page 104. What emotions do you think Nick is feeling? Read and find out what happens.

Reading and Thinking

Direct the silent reading of pages 103-14. Ask the following questions:

- ▶ *[interpretive]* Why does Nick wash the windows in the living room first? (*He is waiting to look for the bracelet in Mrs. McHugh's rooms when no one is around.*)
- ▶ *[literal]* What does Nick find behind the desk? (*a stapler*)
[interpretive] Why is Nick unable to complete his search for the bracelet? (*Mrs. McHugh arrives and finds him in her room.*)
[literal] What does Mrs. McHugh think Nick is doing in her room? (*returning her bracelet*)
[critical] Was it wise for Nick to search Mrs. McHugh's room? (*Accept any answer.*)
[appreciative] Would you search someone's room?
[critical] What do you think Mom thinks of Nick's plan? (*Accept any answer.*)
- ▶ *[interpretive]* Why does Peter want to cut down the big pine tree that is near the kitchen? (*He is afraid another hurricane will take that one down too.*)
- ▶ *[interpretive]* What is Nick's reaction toward the situation with Mrs. McHugh? (*Possible answers: He "hates" her; he avoids her; he gets a headache; he doesn't want to eat.*)

[critical] Is this the reaction a Christian should have? (Accept any answer, but discuss the fact that Nick's attitude of hatred is a sin.)

[critical] How should Nick react during this difficult time? (Accept any answer.)

[appreciative] How do you think you would react?

Ask a student to read aloud the paragraph on page 107 that tells what the sermon tape was about.

- ▶ [critical] Why do you think Mother lets Nick eat with Grandfather? (Accept any answer.)
[literal] Why is Nick worried that Mrs. McHugh will tell Kashi? (He is afraid Kashi will agree with Mrs. McHugh and think that he is a thief.)
[critical] Why does Grandfather think that Kashi will not believe Nick is guilty just because Mrs. McHugh says so? (Accept any answer.)
[interpretive] What does Grandfather's answer show about his opinion of Kashi? (It may be improving.)
- ▶ [literal] Where does Nick want to find a shortcut to? (from the Inn to Kashi's house)
[interpretive] How is Nick going to keep from getting lost in the wilderness? (He will tie strips of cloth to the bushes.)
[critical] How is tying strips of cloth to mark Nick's way similar to blazing a trail? (Accept any answer, but explain that to blaze a trail you make notches in trees to mark your way.)
[interpretive] Why is part of the path gone? (A wide, shallow gully developed and is located where the path used to be.)
[critical] Why do you think Nick feels triumphant when he sees the weathervane on Kashi's house? (Accept any answer.)
- ▶ [interpretive] What indications are there that the kittiwake is going to live? (It eats and drinks. It has to be placed in a larger box so it can move around more.)

Ask a student to read the paragraph at the top of page 111 that describes Nick's trip back to the Inn.

- ▶ [interpretive] What has Nick been praying about most nights? (Grandfather's salvation)
[literal] What has Nick been calling Mrs. McHugh in his mind? (the old gryphon)
[interpretive] Why isn't Nick able to pray? (His sin of hating Mrs. McHugh is bothering him.)

Ask a student to read Nick's prayer on page 112.

- ▶ [literal] Where did Kashi go? (on a long ambulance flight)
- ▶ [critical] Why do you think Nick is glad that Kashi wasn't at the Tea? (Accept any answer.)

Ask a student to read the paragraph on page 113 that indicates to the reader that Nick is feeling happy.

Scriptural Application

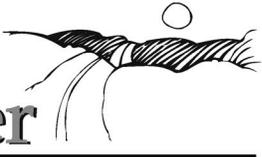
Read aloud Isaiah 59:2. Explain that when a Christian has unconfessed sin in his life, he no longer has a good relationship with God.

- ▶ How do you feel when you sin and don't do anything about it? Why?

Read aloud I John 1:9.

- ▶ How did Nick feel after he had talked to God about hating Mrs. McHugh?
- ▶ When a person sins, what does he need to do in order to restore his good fellowship with God?

Going Further



Journey into Story Elements— Identifying Characters' Speeches

“Who Said It?”

(Reproducible—Lesson 11A)

Journey into Story Elements— Characterization

“Please Contribute”

(Reproducible—Lesson 11B)

Journey into Story Elements— Setting

Direct each student to draw a map of the area. Be sure to include the location of the Inn, the beach, Kashi's house, the woods, and the shortcut going from the Inn to Kashi's house.

Chapter Twelve, pages 115-26
Lesson 12

Objectives

The student will

- Develop an awareness of character change in the course of the story's action.
- Build a story pyramid by recalling plot details.
- Develop vocabulary through the use of contextual clues.
- Apply the scriptural principle of forgiving others.

Planning the Trip 

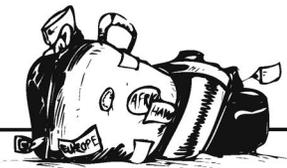
Gather

- A Bible

Prepare

- A copy for each student or an overhead transparency of "More Puzzling Words" (Reproducible—Lesson 12A)

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Have you ever been to a surprise party? Was the party for a child or an adult?
- ▶ Have you ever helped plan a surprise party? Tell us about what you did.
- ▶ Who is more difficult to surprise, a child or an adult? Why?

Developing Word Meaning

Use "More Puzzling Words" (Reproducible—Lesson 12A) 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 independently a copy of the puzzle.

Traveling Along



Setting the Purpose

- ▶ Read to find out who took the missing bracelet.

Reading and Thinking

Direct the silent reading of pages 115-26. Ask the following questions:

- ▶ *[critical]* Why does Nick wish that Mrs. McHugh took afternoon naps? (*Nick does not know where Mrs. McHugh is, so it is difficult to avoid her at this time of day.*)
[interpretive] Why does Nick stop to tie the strips of cloth more securely? (*so they will not come off the branches*)
[interpretive] How does Nick use the strips of cloth? (*to guide his way through the wilderness to Kashi's house*)
- ▶ *[interpretive]* Why does Nick think that the kittiwake is getting lively? (*She hops up and down and flies up onto the workbench.*)
[literal] What does the kittiwake do to preen her feathers? (*She nibbles them, pokes at them, and arranges them with her beak.*)
[literal] Where is Nick taking the kittiwake? (*to the Inn*)
[interpretive] Why does Nick wrap her wings and cover her head? (*so she will not struggle or bite him*)
[interpretive] What is Grandfather's reaction when Nick brings the kittiwake? (*He acts excited and pleased to see the bird.*)

Ask a student to read aloud the paragraph on page 118 in which Grandfather explains to Nick the reason the kittiwake spends so much time preening her feathers.

- ▶ *[literal]* Why is there going to be a surprise party? (*Tina is giving a birthday party for her mother, Mrs. McHugh, and she wants it to be a surprise.*)
- ▶ *[interpretive]* Why is Nick closely watching Archie? (*Archie is the only suspect Nick can think of who might have taken the bracelet.*)
[critical] Does Nick really believe that Archie is guilty? (*Accept any answer.*)
- ▶ *[literal]* Why are Nick and Robbie going to Kashi's house? (*to make kites and to see the kittiwake*)

[interpretive] What condition does Kashi think the bird is in? (good condition, ready to be let go)

[interpretive] Why does Nick try to remember how much he had touched the bird yesterday? (The oil from his hands could interfere with the natural waterproofing on the bird's feathers.)

- ▶ *[literal]* What kind of kite is Nick making, and what kind would he like to make someday? (He is making a star kite, but someday he would like to make a bird kite with real feathers on it.)

[interpretive] How does someone make a kite that can cut the line of another kite? (Make the kite line sharp by coating the line with a paste made up of ground-up glass.)

- ▶ *[interpretive]* How do you know Kashi doesn't believe that Nick took Mrs. McHugh's bracelet? (He thinks she is mistaken.)

Grandfather refuses to go to the surprise birthday party. Ask two students to read from pages 122-23 the conversation between Nick and Grandfather in which Grandfather explains why Nick must go to the party, or ask one student to read aloud both parts as two different characters.

- ▶ *[literal]* What is Mrs. McHugh's reaction to the surprise party? (embarrassed, but not surprised)

[interpretive] Why does Nick think that Mrs. McHugh is not surprised? (With a daughter like Tina, Mrs. McHugh has had a lot of surprises over the years.)

[interpretive] Why is Nick glad that he is eating in the kitchen with Robbie? (Possible answers: no one will stare at him; he won't have to feel guilty about something he did not do; he can enjoy his food more.)

[interpretive] Why is Nick glad that there is plenty of work to do in the kitchen? (He wants to leave the party as soon as possible.)

- ▶ *[interpretive]* Why does Mrs. McHugh turn pale and almost faint? (She is shocked when she receives the missing bracelet as a present.)

[literal] Why does Tina give her mother the bracelet? (Tina had taken the bracelet to have the broken clasp repaired.)

[critical] Do you think it was okay for Tina to take her mother's bracelet? (Accept any answer.)

[appreciative] After reading this story, would you consider surprising a friend or someone in your family like this?

Ask a student to read aloud the two paragraphs on pages 124-25 in which Mrs. McHugh apologizes to Nick and explains the situation to Tina.

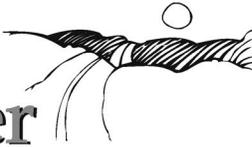
Scriptural Application

- ▶ How many of our sins does God forgive when we come to Him for salvation?
- ▶ Do Christians continue to sin after they are saved?

Read aloud Luke 17:3-4.

- ▶ Mrs. McHugh apologized to Nick for wrongly suspecting him. Do you think Nick should forgive her?
- ▶ Would you forgive her and should you? Why?

Going Further



Journey into Story Elements—Plot

“Story Pyramid”

(Reproducible—Lesson 12B)

Journey into Language—Writing and Speaking

Give directions for planning a creative birthday party for a family member. The student could first make a list of this person's favorite foods, hobbies, and activities, and could then choose a theme from the list, such as gardening, reading, fishing, or collecting trucks. The food, decorations, invitations, and games or activities could be planned around this theme. Encourage each student to write down his ideas and share them with a friend or family member.

Chapter Thirteen, pages 127-34
Lesson 13

Objectives

The student will

- Identify emotional responses of characters.
- Develop vocabulary through the use of contextual clues.
- Develop an understanding of the principles of flight.
- Read for information.
- Apply the scriptural principle of witnessing to others.
- Realize that our ways are not always God's ways.

Planning the Trip



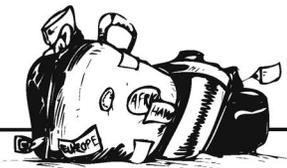
Gather

- A Bible

Prepare

- A display of the following words:
 - clattered
 - resistance
 - indignant
 - automatically
 - scudding
 - sluiced

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ What different types of storms are there? (*Possible answers include thunderstorms, snowstorms, hurricanes, tornadoes*)
- ▶ Have you ever seen the damage done by a tornado or a hurricane? Describe it to us.
- ▶ Have you ever been in a big storm? Tell us about it.

Developing Word Meaning

Read *clattered* and explain that it means “to move in a noisy way.”

- ▶ How could this word be used in a sentence about someone waking?

Read *resistance* and explain that it means “opposition or fighting back.”

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

Read *indignant* and explain that it means “feeling or showing anger about something unfair.”

- ▶ How could this word be used in a sentence about someone speaking?

Read *automatically* and explain that it means “doing something without thinking.”

- ▶ How could this word be used in a sentence about someone doing something?

Read *scudding* and explain that it means “driven by the wind.”

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

Read *sluiced* and explain that it means “drenched with a sudden flow of water.”

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

Traveling Along



Setting the Purpose

- ▶ Notice the title of this chapter. Read to find out what Grandfather did that Nick knew Mother would not approve of.

Reading and Thinking

Direct the silent reading of pages 127-34. Ask the following questions:

- ▶ *[literal]* What does Grandfather call Mrs. McHugh when he finds out she apologized to Nick in front of everyone at the party? (*a real lady*)
- ▶ *[critical]* How do you think Nick would have felt if they had never found out about the bracelet? (*Accept any answer.*)
- ▶ *[appreciative]* How would you have felt if you had been accused of doing something wrong and no one ever found out the truth?
- ▶ *[interpretive]* What makes Nick feel differently about Mrs. McHugh? (*Nick had asked God to change the way he felt about Mrs. McHugh on the night he prayed and confessed his sin of hatred. God answered his prayer.*)
- ▶ *[critical]* Why do you think Robbie would like to go to the aquarium? (*Possible answers: for the fun of the trip; to research for his project about flounders*)

[*appreciative*] Have you ever visited a large aquarium? Tell us about it.

- ▶ [*literal*] Why does Nick hope Kashi will take the kittiwake down to the beach? (*so she will feel more at home*)
[*critical*] Why does Kashi wrap the kittiwake in a towel before he walks to the beach? (*Possible answers: so the bird will not scratch or peck him; so the bird will not get away before he reaches the beach; to keep the bird calm; to protect her feathers from oil on his hands*)
[*interpretive*] Why do you think the kittiwake begins to struggle when they near the beach? (*She can tell she is coming closer to the ocean.*)
[*critical*] How do you think Nick feels after the kittiwake flies away? (*Accept any answer.*)
- ▶ [*literal*] Why does Grandfather become angry when Nick repeats conversations he has had with Kashi? (*Because Kashi reminds Grandfather of a Japanese Christian he knew who quoted verses and witnessed to him all the time.*)

Ask a student to read aloud Nick’s response on page 131 to Grandfather’s statement that he doesn’t need God.

- ▶ [*interpretive*] How does Nick’s mother try to encourage him about his grandfather? (*She reminds Nick that God does things His way, and she thinks Grandfather is fond of Nick.*)
- ▶ [*critical*] How does Kashi know Nick might get discouraged with his grandfather? (*Accept any answer.*)
- ▶ [*critical*] Why do you think Grandfather starts talking about Nick’s notebook? (*Accept any answer.*)
[*literal*] What is the part that Nick struggles with understanding? (*how birds fly*)

Ask a student to read aloud the paragraph on page 133 in which Grandfather describes how an airplane flies.

- ▶ [*interpretive*] What does Grandfather do that surprises Nick? (*Grandfather apologizes for what he said to Nick the night before.*)
[*critical*] Do you think Grandfather is sorry about what he said about not needing God or what he said about not needing other people? (*Accept any answer.*)
- ▶ [*literal*] Why does Nick get to skip his chores? (*He has to help his mother chop vegetables for a huge pot of soup.*)
- ▶ [*interpretive*] What is Nick working on in his room? (*his sea gull notebook*)
- ▶ [*interpretive*] What causes the floor to shudder under Nick’s feet? (*The house shakes when the tree hits it.*)
[*critical*] How do you think Nick feels when he sees the tree has fallen on the roof of the kitchen? (*Accept any answer.*)
[*critical*] Are you surprised that the tree falls on the house? Why or why not? (*Accept any answer.*)

Ask a student to read aloud the third paragraph on page 106 in which the author gives a hint or clue about what is going to happen later in the story (foreshadowing).

Scriptural Application

Read aloud Isaiah 55:8-9. Remind the students that God is omniscient.

- ▶ What is a good thing to remember when our plans don’t turn out the way we want them to?
- ▶ Can you tell about a time when something bad happened that later turned into a blessing?



Journey into Higher Order Reading Skills— Reading for Information

“Aerodynamics”
(Reproducible—Lesson 13A)

Journey into Arts and Crafts

“Let ’Em Fly!”
(Reproducible—Lesson 13B)
If time permits, discuss the questions on the sheet.

Journey into Science

“Experimenting with Air Pressure”
See directions on the folder.

Chapter Fourteen, pages 135-41
Lesson 14

Objectives

The student will

- Identify emotional responses of a character.
- Identify with a character's struggle.
- Develop vocabulary through the use of analogies.
- Develop an awareness of how to prepare for a possible disaster.
- Apply the scriptural principle of trusting in God's protection at all times.

Planning the Trip 

Gather

- A Bible

Prepare

- A display of the following analogies:

fragment is to *whole* as *crumb* is to *bread*

quiet is to *whisper* as *loud* is to clamor

wheel is to *roll* as crowbar is to *lift*

jack is to *car* as *elevator* is to *people*

waiter is to attendant as *teacher* is to *instructor*

slow is to *trickle* as *fast* is to torrent

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Has the electricity ever gone off in your house?
- ▶ What caused the electricity to go off?
- ▶ What did you use for lights?
- ▶ Do you know where the flashlights are kept? Would you be able to locate them in the dark?

Developing Word Meaning

Display and read aloud the analogies. Ask for suggestions as to the meaning of the underlined word in each analogy; provide help if the meaning is unclear.

- ▶ fragment: a piece broken off from a whole object
- ▶ clamor: a loud noise or cry
- ▶ crowbar: a metal bar bent at the end to use for lifting or prying
- ▶ jack: a tool used to lift something heavy a short distance
- ▶ attendant: a person who attends or waits on others
- ▶ torrent: a violent stream of water that moves very fast

Traveling Along



Setting the Purpose

- ▶ Nick must go out in the storm. Notice how careful he has to be.

Reading and Thinking

Direct the silent reading of pages 135-41. Ask the following questions:

- ▶ [interpretive] Why is it cold in the kitchen? (*There is a hole in the ceiling, and the cold air and rain are coming in.*)
- ▶ [literal] Where is Nick's mother? (*on the floor under a pile of debris—wood and plaster from the ceiling*)
[interpretive] How does Nick know that his mother is still alive? (*She is breathing.*)
[interpretive] Why doesn't Nick's mother talk to him? (*She is unconscious.*)
[interpretive] What does Nick do to make his mother more comfortable? (*places an umbrella to keep the rain off her face*)
[critical] Do you think Nick is close to his mother? (*Accept any answer, but point out that Nick's father is dead.*)
[literal] Why doesn't Nick move the ceiling pieces off his mother? (*They are too heavy, and Nick is afraid that the whole ceiling will fall down.*)
- ▶ [interpretive] Why does Nick go up the stairs two at a time? (*Nick has forgotten to check on Grandfather and is in a panic that he might be hurt as well.*)
[literal] How does Grandfather steady Nick's emotions? (*by talking calmly and giving Nick instructions about what he should do*)
[literal] Why does Nick have to go out in the storm to get Kashi? (*The phone is dead, and he needs to call for an ambulance.*)

Ask a student to read aloud the paragraph on page 136 that describes what it is like when Nick goes outside.

- ▶ *[interpretive]* Why does Nick have to take the shortcut to Kashi's house? (*The beach is gone.*)
[interpretive] Why is it difficult for Nick to walk on the path? (*The ground is crumbling, and the gully has become a torrent of water.*)
[interpretive] Why is it difficult for Nick to find his way? (*The markers have been ripped away, and the landmarks no longer look the same.*)
[critical] How do you think Nick feels as he fights his way through the storm to Kashi's house?
[critical] What do you think helps Nick keep calm as he goes for help? (*Accept any answer, but point out that he has prayed.*)
- Ask a student to use an appropriate voice to read aloud from page 138 the message Nick delivers to Kashi.

- ▶ *[literal]* What does Kashi bring besides the jack and a flashlight? (*a crowbar*)
[appreciative] Have you ever seen or used a crowbar? Describe it and tell us what you did with it.
[literal] Why is Kashi glad that Nick did not try to move the debris off his mother? (*The rest of the ceiling might have come down.*)
- ▶ *[critical]* Why do you think Nick is surprised to see his grandfather sitting with his mother? (*Accept any answer.*)
[interpretive] How do you know Nick is pleased to see his grandfather with his mother? (*Nick could have hugged him.*)
- ▶ *[literal]* What does Grandfather suggest they do to protect Nick's mother? (*Use the table for a shield*)
[literal] How far off the floor can they lift the pile of beams? (*about a foot*)
[interpretive] How does Grandfather know that Nick wants to dash over and pull his mother away? (*Accept any answer.*)
[interpretive] Why is it important for Nick to stay where he is? (*He needs to continue holding the crowbar so that nothing will fall.*)
- ▶ *[critical]* What prevents them from moving Nick's mother after the beams are lifted? (*They hear the ambulance siren and decide to wait for help so they won't accidentally injure Nick's mother.*)
[critical] Why do you think the attendant tells Nick not to worry? (*Possible answers: Nick's mother is no longer unconscious and will recover; Nick looks very worried.*)

Ask a student to read aloud the two sentences on page 141 that let us know that Nick is not as worried as he was in the beginning.

Scriptural Application

Point out that although Nick was afraid to go out in the storm, he trusted in God's protection and overcame his fears. Read aloud Psalm 91:4. Explain that in this verse we see the Psalmist comparing God's protection of us to that of a mother hen protecting her chicks from harm. Read aloud Psalm 91:5, 11.

- ▶ What are some fearful situations you have experienced?
- ▶ Were you able to trust in God's protection?
- ▶ What are some fearful situations you may encounter as you grow older? (*Possible answers: natural disasters; moving away from home; critical illness of a family member; car accident; time of war; and so on.*)
- ▶ Do you think God can take care of you in any situation?

Going Further

Journey into Higher Order Reading Skills— Reading for Information

“Damage and Disaster”

(Reproducible—Lesson 14)

Journey into Thinking Skills— Applying Information

“Our Family Eats”

See directions on the folder.

Journey into Science—Pulleys

Use the following demonstration to illustrate how helpful a pulley can be. Collect two brooms and a piece of rope. Give each broom to a strong student. Tell them to hold their brooms tightly. Grasp a broom in each hand and try to pull them together. Next, tie the rope to the top of one broom and wind the rope around the two brooms. Pull on the free end of the rope while the students try to keep the brooms apart. Using the rope as a pulley, you now have the ability to easily pull the brooms together. Repeat the procedure allowing four students to hold onto the brooms and a fifth student to pull the brooms together.

Chapter Fifteen, pages 143-49
Lesson 15

Objectives

The student will

- Notice character change in the course of the story's action.
- Identify emotional responses of the characters.
- Develop vocabulary through the use of contextual clues.
- Write a newspaper article.
- Cooperate in a group activity.
- Apply the scriptural principle of living a life that is a witness to the unsaved.

Planning the Trip 

Gather

- A Bible

Prepare

- A display of the following sentences:
The doctors whisked the crying child into the ambulance.
After the first mile, our pace slackened a little.
The mothers swapped stories about their two-year olds.
The girl sat reading her book, unperturbed by her arguing brothers.
My first concern was to keep the dog alive; my secondary concern was to find its owner.

Packing Up



Introducing the Story

Find out how many students have ever been to a hospital. Discuss the following questions:

- ▶ Have you ever visited someone in a hospital?
- ▶ What is the Emergency room in a hospital? (*The place where you take someone if he becomes severely ill, hurt, or needs immediate attention.*)
- ▶ Have you ever been a patient in a hospital?
- ▶ Did you ride in an ambulance? Tell us what the ride was like.
- ▶ Did you go to the Emergency room? Tell us about it.

Developing Word Meaning

Read aloud the sentences and then ask the following questions.

- ▶ Which word means “traded”? (*swapped*)
- ▶ Which word means “less important”? (*secondary*)
- ▶ Which word means “slowed down”? (*slackened*)
- ▶ Which word means “not disturbed”? (*unperturbed*)
- ▶ Which word means “carried quickly”? (*whisked*)

Traveling Along



Setting the Purpose

- ▶ Find out about the condition of Nick's mother after the ceiling fell, trapping her and knocking her unconscious.

Reading and Thinking

Direct the silent reading of pages 143-49. Ask the following questions:

- ▶ [*interpretive*] How does Kashi know that Nick's mother is already inside the hospital when they arrive? (*He notices the empty ambulance.*)
[*critical*] Why does Kashi pray before they get out of the car? (*Accept any answer.*)
[*literal*] What does Kashi pray about? (*He thanks God for His loving care and prays for Nick's mother, the doctor, the repair of the house, and Nick's grandfather.*)
[*interpretive*] Why does Kashi pray for Grandfather? (*Grandfather needs to be saved.*)
- ▶ [*interpretive*] How do you know that Nick feels restless while waiting for news about his mother? (*He flips through magazines, probably without reading them, makes many trips to the drinking fountain, and fidgets in his chair.*)
[*literal*] Why is Nick not able to see his mother? (*She is resting.*)
- ▶ [*interpretive*] Why does Kashi suggest they get some pizza after they leave the hospital? (*They haven't had supper yet.*)
[*critical*] Why is Nick comforted by Kashi thinking about food? (*Accept any answer.*)
[*interpretive*] What do you think Grandfather means when he says, “I must be in heaven”? (*He is surprised and excited to see the pizza. He likes junk food, and he hasn't had much since he broke his leg.*)

- [appreciative]* Do you like pizza? What kind?
[literal] What does Kashi do before he passes out the pizza?
(prays)
[critical] Why is Nick surprised that Grandfather sits quietly through the prayer? *(Accept any answer.)*

Ask a student to read aloud the paragraph on page 145 that tells what Kashi and Grandfather are doing while they eat their pizza.

- ▶ *[literal]* What team does Grandfather think will win the next day's football game? *(Giants)*
[appreciative] Do you have a favorite football team? What is it?
(Answers will vary.)
[critical] Does Kashi think the Giants will win? *(Accept any answer.)*
[literal] How does Nick know that Kashi is teasing? *(Kashi has a quirk in his mouth.)*
[interpretive] Why does Nick worry about Kashi teasing Grandfather about his favorite football team? *(He knows Grandfather has a temper.)*
- ▶ *[critical]* How does the author let you know that Grandfather is getting angry? *(Grandfather's eyes are described as glittering angrily, glaring at Kashi, and glaring at Nick.)*
[interpretive] What does Nick do to try to make Grandfather calm again? *(He changes the subject and asks Grandfather how he got down the stairs.)*
[interpretive] Is Grandfather still angry when Kashi leaves to go home? *(no)*

Ask a student to read aloud the paragraph on page 147 that indicates that Grandfather likes Kashi.

- ▶ *[critical]* How do you know that Grandfather cares about Nick and his mother? *(Accept any answer.)*
- ▶ *[literal]* How does Nick know that the telephone lines have been repaired? *(The phone rings.)*
- ▶ *[interpretive]* How do you know that the electricity is still off?
(Nick blows out Grandfather's candles, and he knocks over a chair in his mother's room)

Ask a student to read aloud the paragraph on page 148 that tells why Nick is excited about tomorrow.

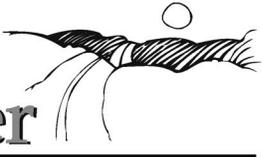
Scriptural Application

Nick has been praying for his grandfather's salvation. Although the book does not tell us whether his grandfather later accepts Christ, we know that Nick is hopeful and will continue to pray and let his life be a testimony for Christ.

- ▶ Do you know anyone who is unsaved?
- ▶ Are you concerned about this person's salvation? Are you praying for him? Is your life a testimony for Christ?
- ▶ If you ever had the opportunity, would you know how to show this person how to be saved?

Read the following verses about salvation and encourage the students to memorize them: Romans 10:9, Romans 10:13, II Peter 3:9, John 3:16, and Ephesians 2:8. *(Teacher: If you know of an unsaved student, take this opportunity to share the gospel with him.)*

Going Further



Journey into Language—Writing

“Just the Facts, Please!”

(Reproducible—Lesson 15)

Journey into the Story

“An Old Fashioned Tea”

See directions on the folder.

Name _____

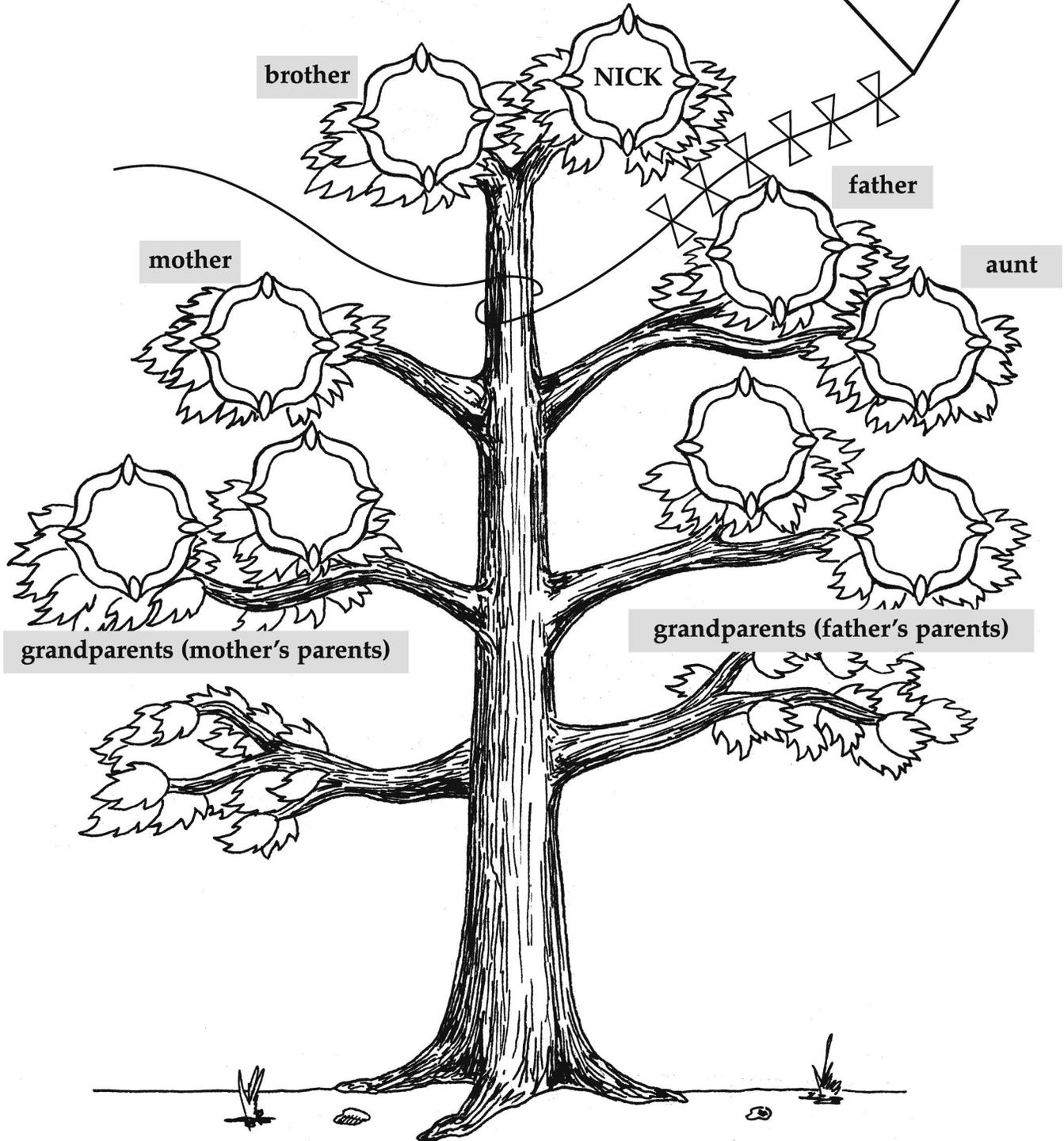
Nick's Family Tree

► Make a family tree for Nick.

1. See page 5 to find Nick's family name; write it in the blank at the top of the tree.
2. See pages 1-2 to find the members of his family.
3. Put "?" in any circle for which you have no information.

A family tree can show how the members of your family are related. Some people know who many of their ancestors are and can make a family tree that shows their great-great-grandfather. Some people do not know very much about their ancestors. It is fun to try finding out!

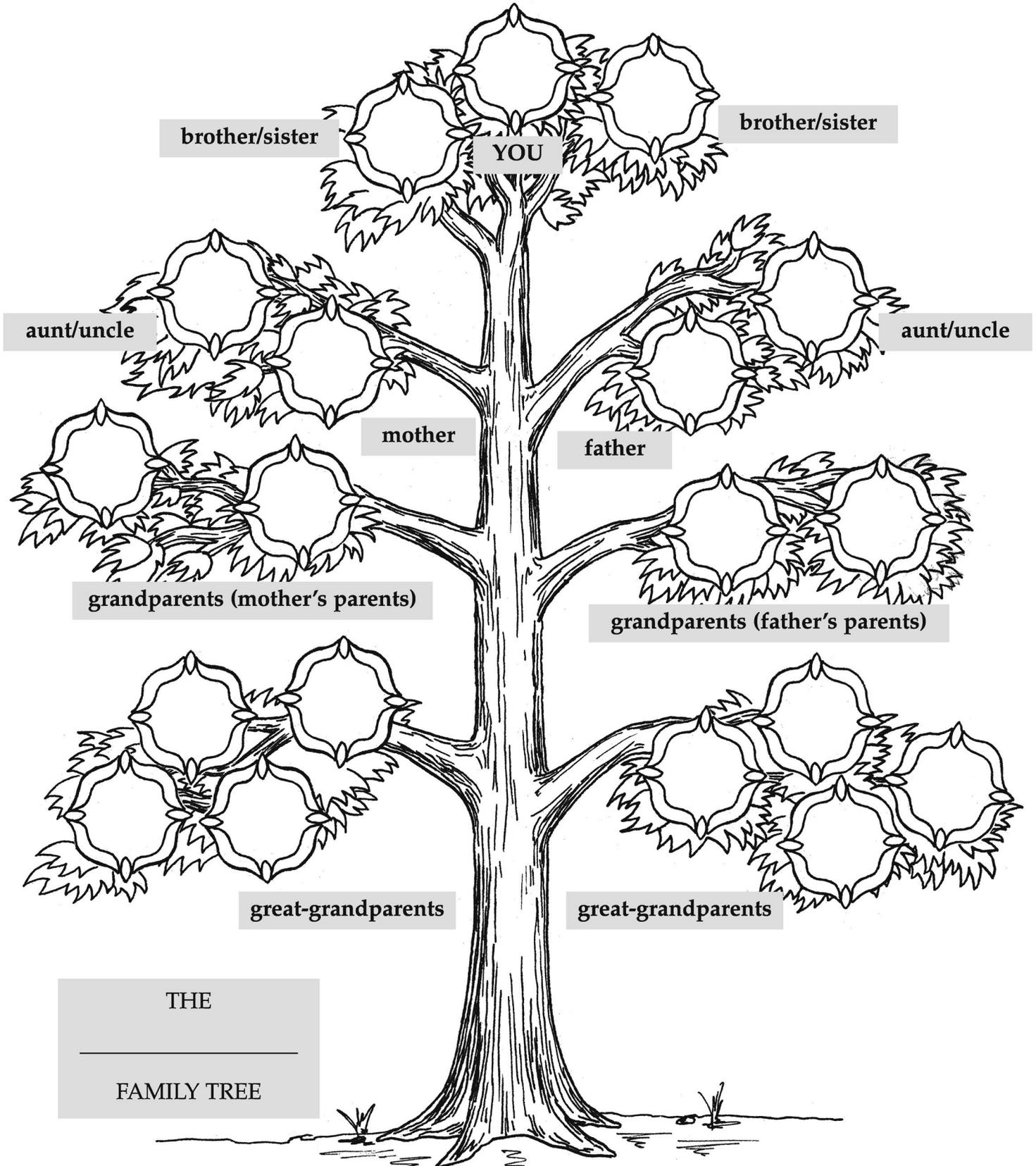
THE _____ FAMILY TREE



Name _____

My Family Tree

- Make a family tree that shows as many of your family members as you can find. Add circles for more brothers and sisters or aunts and uncles.



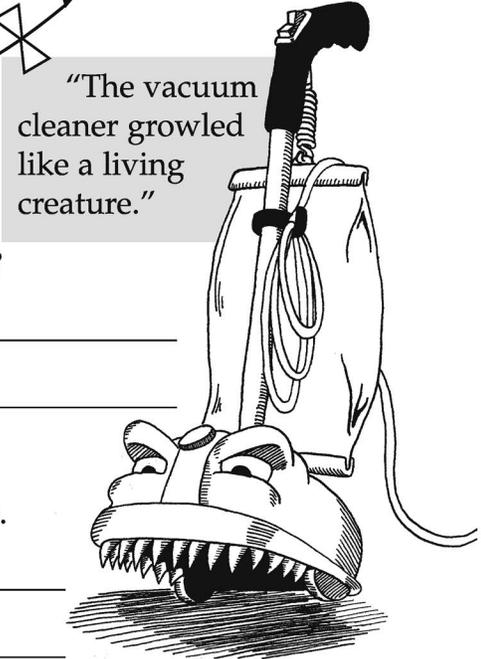
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Name _____

Word Pictures



Sometimes a writer uses **personification**— he gives human characteristics to an object in the story.



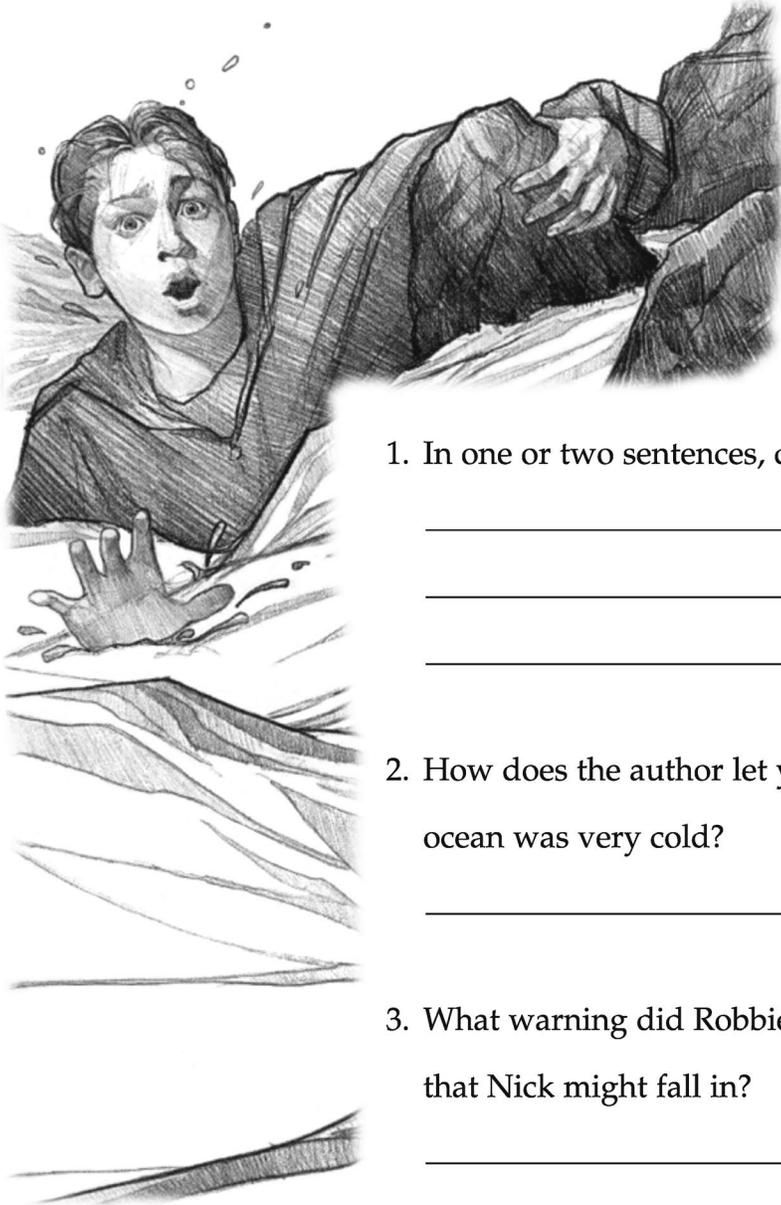
1. Why do you think the author of this book uses personification?

2. Think of an object to personify and write your description here.

3. In the space below, draw a funny picture to illustrate your personification.

Name _____

Here It Comes!



A writer often uses a device called **foreshadowing** to focus the reader's attention and interest on a coming event in the story. Through a series of hints, the writer says to the reader, "Look out! Here it comes!"

1. In one or two sentences, describe this event.

2. How does the author let you know ahead of time that the ocean was very cold?

3. What warning did Robbie give that pointed to the possibility that Nick might fall in?

4. How does the author describe Nick's progress over the rocks so that you know the footing was uncertain?

5. What distracted Nick from being careful of his footing?

Hurricanes



Hurricanes develop over warm ocean water. The moist air rises, begins to spin, and eventually forms a column. If strong winds come into the area, they cause the column to grow taller and wider. A column contains wind, humidity, and rain. To be classified as a hurricane, the winds forming the column must reach a minimum speed of 74 miles per hour for a period of at least one minute.

The strong winds of a hurricane can cause huge ocean waves that may damage the beaches and homes along the coastline.



1. From Chapter Two, describe what happened to the beach during the hurricane.

2. What word picture did Nick use when he was thinking about how the beach looked?

3. Have you ever seen or read about an area that was damaged by a hurricane?

Describe how it looked. Try making a word picture of your own.

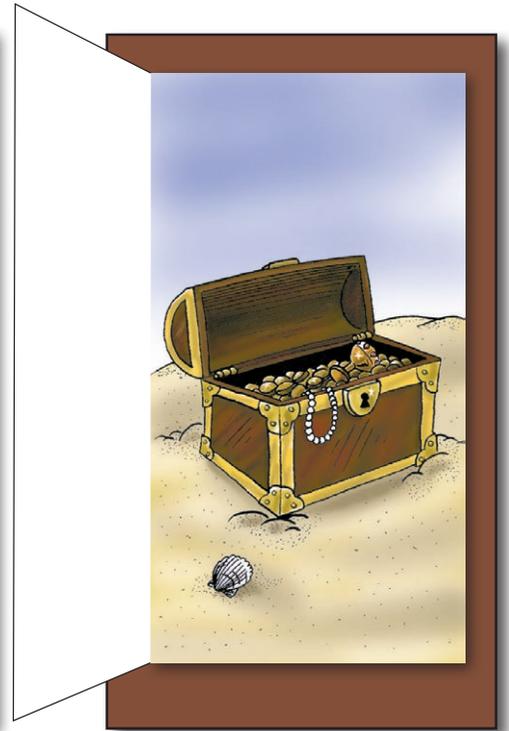
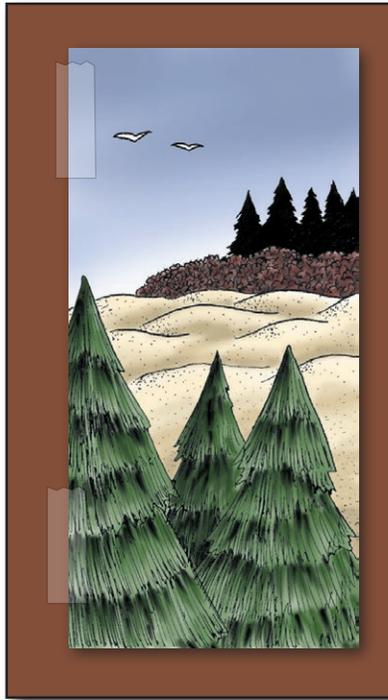
2

Journey into Thinking Skills

WINDOW WISHES

Materials for each student:

- one 8½" x 11" sheet white drawing paper
 - drawing and coloring implements
- ▶ Fold the paper in half so the short ends touch each other.
 - ▶ Cut the paper in half along the crease.
 - ▶ On one piece, trim an inch off all the edges.
 - ▶ Position the smaller paper onto the larger one to resemble a hinged window set into a frame with another window underneath.
 - ▶ Draw around the smaller piece and color in the window frame.
 - ▶ On the outer window, draw and color what Nick saw when he looked out his grandfather's window.
 - ▶ On the inner window, draw and color what Nick hoped to find at the beach.
 - ▶ Tape one edge of the outer window to hold it in place.



Name _____

Prove It!

- IS DETERMINED
- LIKES TO READ
- LIKES TO SWIM
- IS SENSITIVE

- LIKES TO EAT
- IS STRONG
- LIKES THE BEACH
- IS SHY

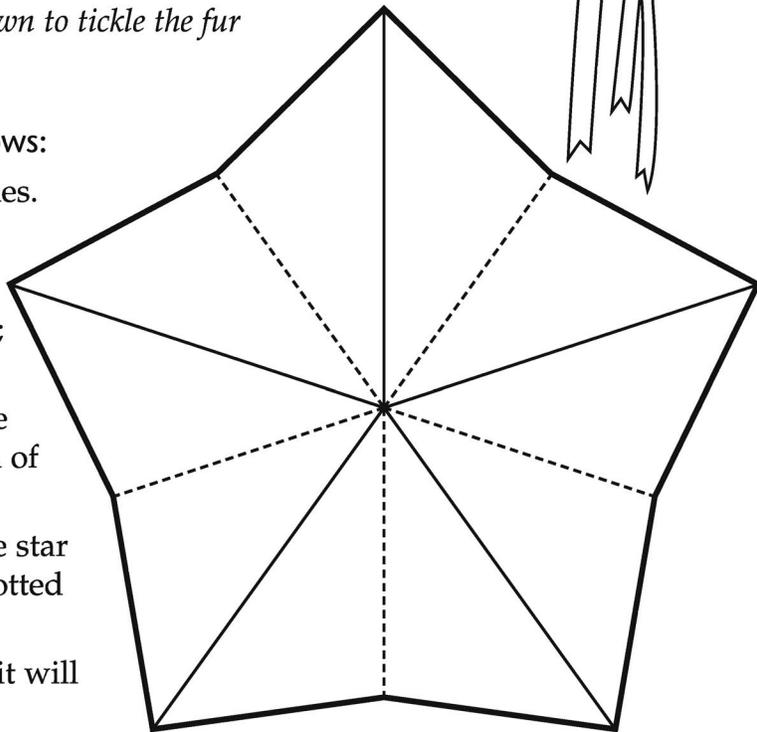
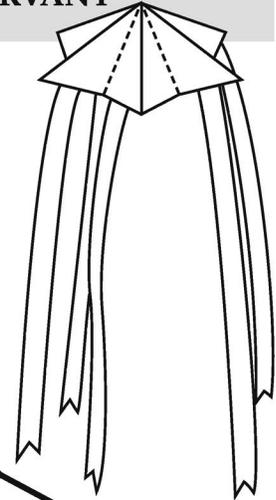
- LIKES TO CLIMB TREES
- IS POLITE
- LIKES SPEEDBOATS
- IS OBSERVANT

- ▶ In the box, mark five statements about Nick that you think are true.
- ▶ Look through Chapters 1-3 and find a sentence or a phrase that proves you are right.
- ▶ On each of the streamers below, write one of the characteristics you have chosen, along with your proof.

Example: LIKES CATS—*he sat down to tickle the fur under her chin.*

- ▶ Construct the star mobile as follows:

- Cut it out on the dark solid lines.
- Color or decorate the unlined side; add Nick's name.
- Fold up on the thin solid lines; fold down on the dotted lines.
- Cut out the streamers and tape or glue each one to the bottom of the star, as shown.
- Poke a hole in the center of the star and push a loop of ribbon, knotted at one end, through the hole.
- Hang your star mobile where it will sway in the breeze.



Name _____

Just a Moment

Poets in Japan have written haiku for hundreds of years. A haiku describes a single moment in nature—something that the poet notices or discovers. A haiku has only seventeen syllables in the entire poem.

- ▶ A *haiku* is brief, almost like a telegram. It is up to the reader to imagine the details. What details can you imagine in this haiku? Write them on the line below it.

Sand piles in the sea
Playful fishes swim around
Never waterlogged.

-Nancy Bopp

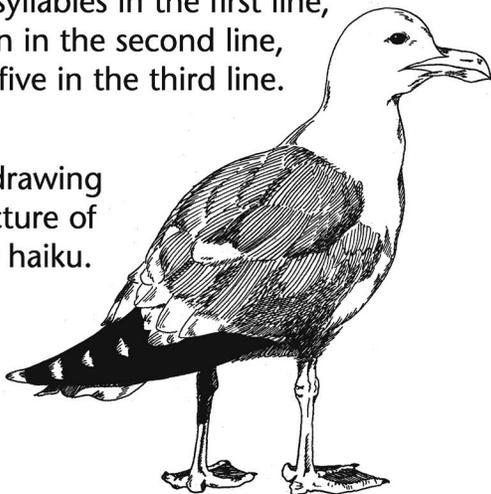
- ▶ Count out the seventeen syllables in this haiku.
- ▶ Often a haiku describes two things side by side, and the reader has to figure out if the two are related, and how. Can you see a relationship in this haiku? Write your answer on the lines.

Foam-studded water
Broken glass reflecting sky
Sprawling ocean grand.

-Nancy Bopp

- ▶ Try writing a haiku of your own about the ocean or the beach. See if you can write it with seventeen syllables: five syllables in the first line, seven in the second line, and five in the third line.

- ▶ Try drawing a picture of your haiku.



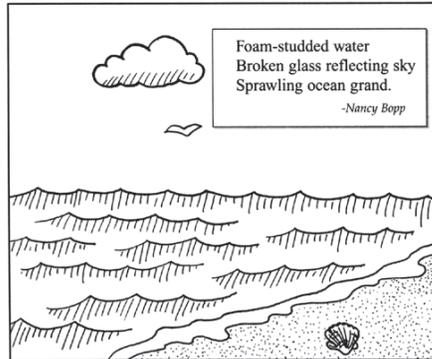
3

Journey into Arts and Crafts

Poetry in Ocean

Materials for each student:

- art paper; blue and green tempera paint
- paintbrush
- white glue
- natural-colored art sand
- white shaving cream
- small shells or shell-shaped pasta

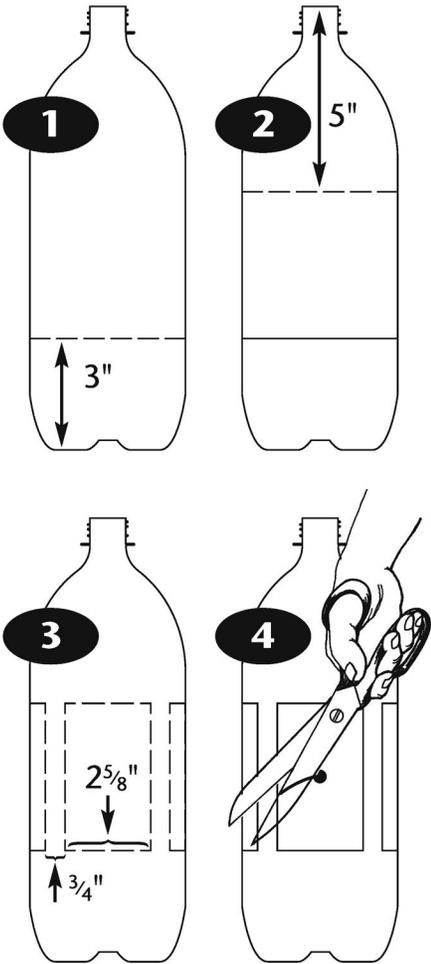


1. Mix blue tempera to watercolor thickness and wash over the upper half of the paper to represent sky. Add green tempera to make blue-green, and wash over the lower half of the paper. Let dry completely.
2. Brush white glue, thinned with water, over a strip at the lower edge of the paper to represent shore. Sprinkle sand over the glue, shake off the excess, and let the page dry completely.
3. Mix equal parts of shaving cream and glue. Use the mixture to add ocean spray, breaking waves, flying birds, or cumulus clouds.
4. Glue shells in place on the sand.
5. Paste a *haiku* poem (Reproducible—Lesson 3B) in an open place in the sky.

Spread a Feast

Steps for making a feeder:

You'll need a clean, plastic 2-or 3-liter soda bottle, sharp pointed scissors, a felt-tip marker, a ruler or tape measure, and a piece of string.



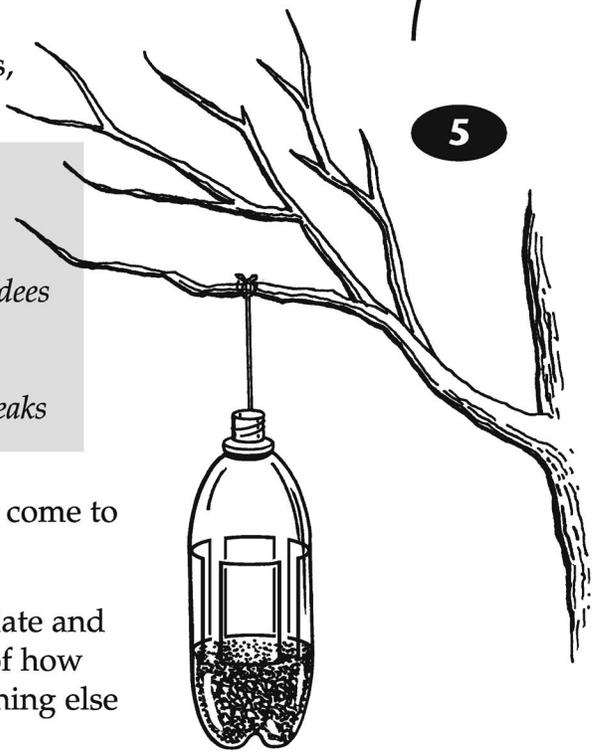
1. Measure and mark 3 inches from the bottom of the bottle. After making several marks around the bottom of the bottle, use the tape measure to draw a circle.
2. Repeat step 1, measuring and marking 5 inches from the top of the bottle.
3. Measure and mark 4 windows to cut out. If you are using a 2-liter bottle, you will have $2\frac{5}{8}$ -inch windows with $\frac{3}{4}$ -inch strips between them. If you are using a 3-liter bottle, you will have 3-inch windows with 1-inch strips.
4. Cut out the four windows. (Hint: Use a nail to poke a hole in the center of the window. Insert scissors in the hole to begin cutting.)
5. Poke two holes near the top of the bottle and thread a string through the hole to make a hanger.

Part of the fun of having a bird feeder comes from watching the birds eat the seeds they like best. Some birds, like people, are very choosy about what they will eat! God made cardinals and blue jays with strong beaks, and they like large berries and seeds.

► When you're ready to fill your feeder with seeds, think about what the different birds like to eat:

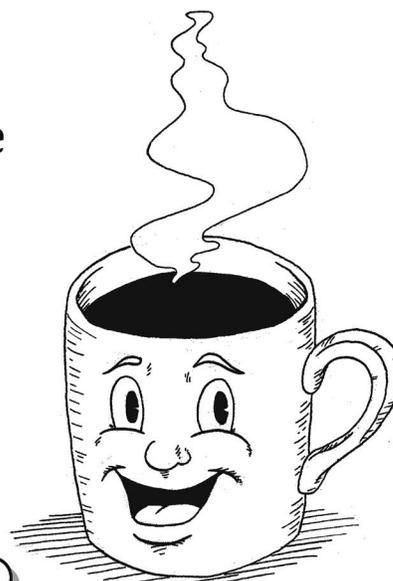
- millet:** doves, sparrows
- safflower:** cardinals, doves, sparrows
- corn:** sparrows, jays, doves
- hulled sunflower:** finches, jays, cardinals, chickadees
- black oil sunflower:** cardinals, chickadees, titmice, grosbeaks, finches
- striped sunflower:** titmice, cardinals, jays, grosbeaks

- Use a book about birds to identify the birds that come to your feeder.
- Try keeping a journal like Nick did: record the date and time of day, describe each bird, and keep track of how many birds come to feed at one time. Note anything else that you think is interesting.



Name _____

Chocolate and More



Cinnamon Hot Chocolate

(Note: Adult supervision required)

- 2 tablespoons sugar
- 2 teaspoons cocoa
- 1/4 teaspoon cinnamon

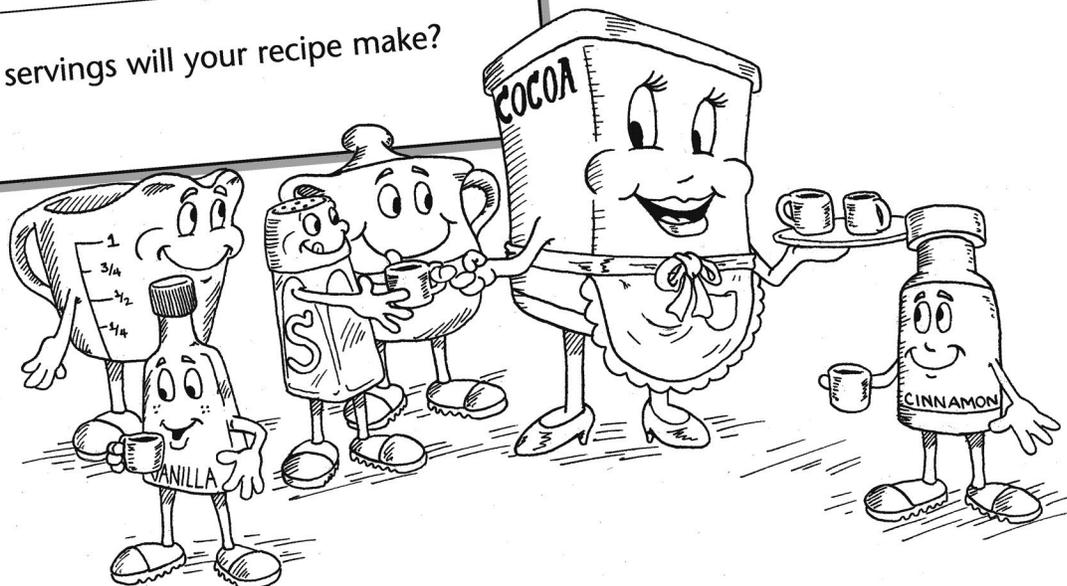
- 1 cup milk
- 1/4 teaspoon vanilla extract
- Dash of salt

Mix sugar, cocoa, cinnamon, and salt in a large mug. Heat milk in a pan over low heat until steaming (or microwave on HIGH for 1 1/2 minutes). Gradually pour heated milk into mug with cocoa mixture. Stir well and add vanilla. Makes 1 serving.

- ▶ How many servings could you make if you used a gallon of milk? _____
- ▶ If a bottle of vanilla extract contains 12 teaspoons, how many individual servings of cocoa could you make from the whole bottle? _____
- ▶ How much cinnamon would you need to make enough cocoa for six people to have two servings each? _____

- ▶ Rewrite the list of ingredients to make enough cocoa for your whole family or your class.

- ▶ How many servings will your recipe make?



What Does He Mean?

- Explain these idioms that Grandfather used.



Grandfather makes remarks that would sound strange if you weren't used to English idioms. An **idiom** is an expression with a special meaning that is different from the meaning of the individual words.

"Cat got your tongue?"

"Three bricks short of a load." "Bubbles in the think tank." "Nobody home upstairs."

(These idioms all have the same meaning.)

- Put a letter in the blank to match each idiom with its correct meaning.

- | | |
|--|-------------------------------|
| _____ 1. It's raining cats and dogs. | A. He has a problem. |
| _____ 2. Go break a leg. | B. Get to the point. |
| _____ 3. Don't beat around the bush. | C. It's pouring. |
| _____ 4. His head is in the clouds. | D. Do a good job. |
| _____ 5. He's up a creek without a paddle. | E. He isn't thinking clearly. |

- Try making up your own idioms. Write them down and then share them with someone to see if he understands the meaning behind the words.
-
-
-

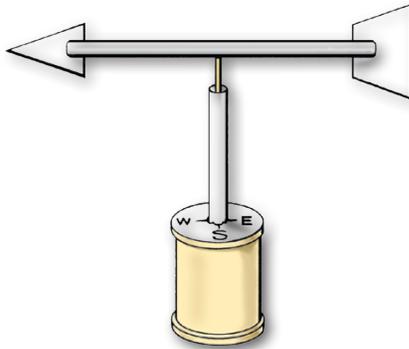
5

Journey into Science

BLOWING AWAY: A WEATHERVANE

Materials for each student:

- 1 plastic straw
 - 1 empty spool of thread
 - 1 toothpick
 - 1 small piece of paper
 - 1 index card
 - ruler
 - glue
- ▶ Trace around the spool of thread on the sheet of paper.
- ▶ Draw a cross on the circle and label the directions N, S, E, W. Cut out the circle and glue it to the top of the spool.
- ▶ Cut a piece of straw two inches taller than the spool. Poke this piece of straw through the circle into the spool.
- ▶ Measure the leftover straw. Find the center and poke the toothpick through the straw. (Turn the



toothpick around to stretch the hole and enable the straw to turn freely on the toothpick.)

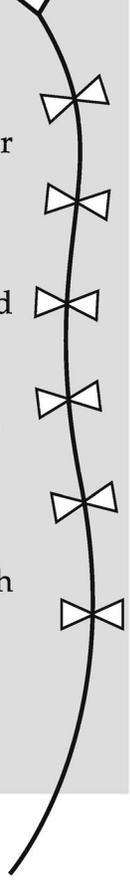
- ▶ Cut a large triangle from the index card. Cut the top of the triangle off to form a small triangle (head) and a trapezoid (tail).
- ▶ Make a vertical cut through both ends of the straw on the toothpick; insert the triangle at one end and the trapezoid at the other end.
- ▶ Place the toothpick in the straw that sticks out of the spool.
- ▶ Take the project outside. Position the weather vane so that the N points north. (Use a compass if necessary.) Now the arrow will point in the direction that the wind is blowing.

Make a Minikite

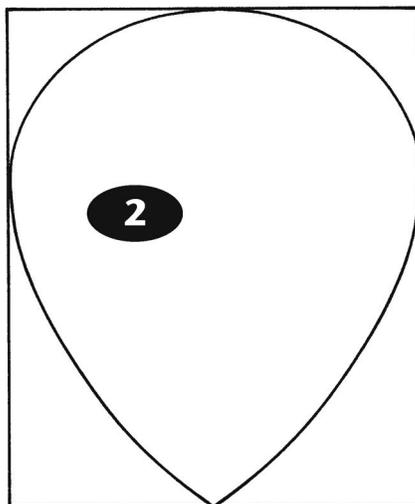
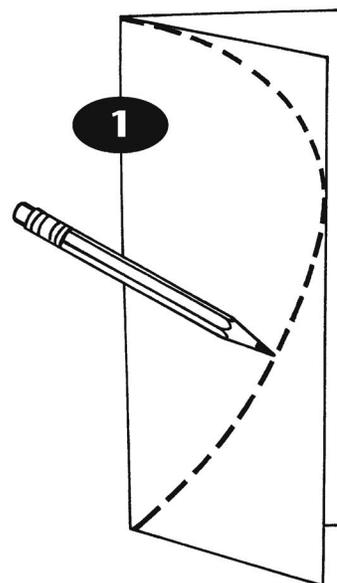
This miniature kite is called the Bermuda Children's Kite because it is a favorite of children who live in Bermuda.

Materials:

- scrap paper (5 x 6 inches)
- lightweight paper such as gift-wrap paper (5 x 6 inches)
- 2 thin sticks or twigs, one 5½ inches long and the other 6½ inches long
- a strip of crepe paper, tissue paper, or light ribbon (6 feet long and ½ inch wide)
- kite string; scissors; ruler; thread

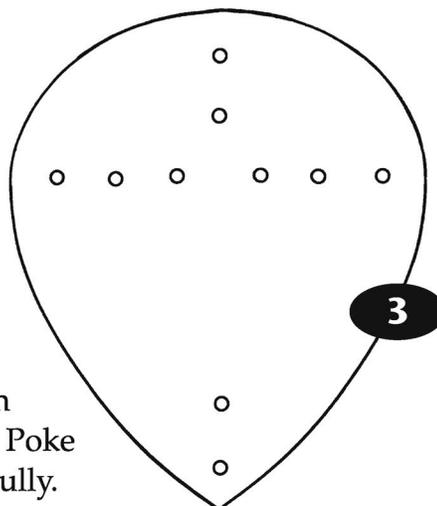


1. Fold the scrap paper in half. Draw half the kite shape from the fold to the edge and back to the fold, just the way you would draw a heart shape, but without the dip in the top. Cut out your kite shape and open it up.

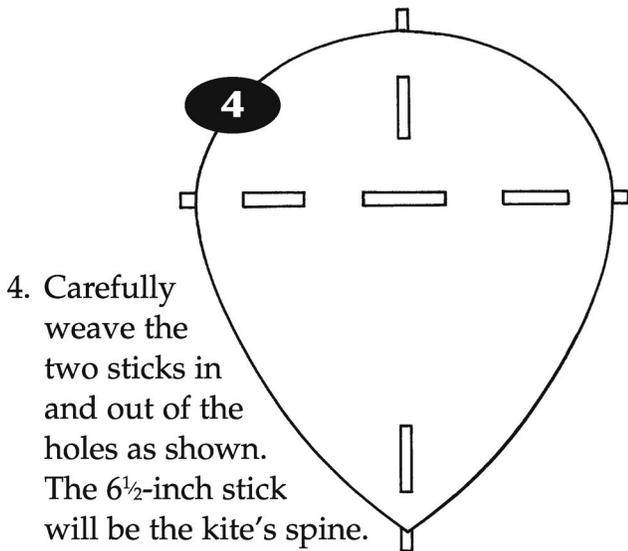


2. Trace the shape onto your wrapping paper and cut it out.

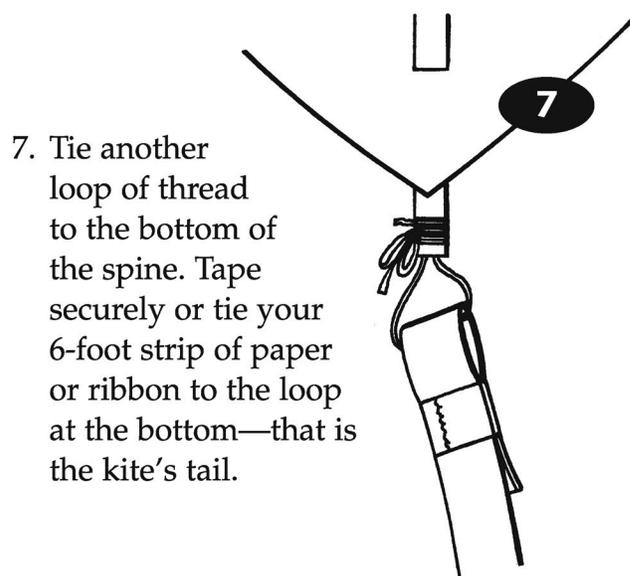
3. Mark ten holes in the kite as shown, using a ruler to make sure the holes are in a straight line. Poke the holes carefully.



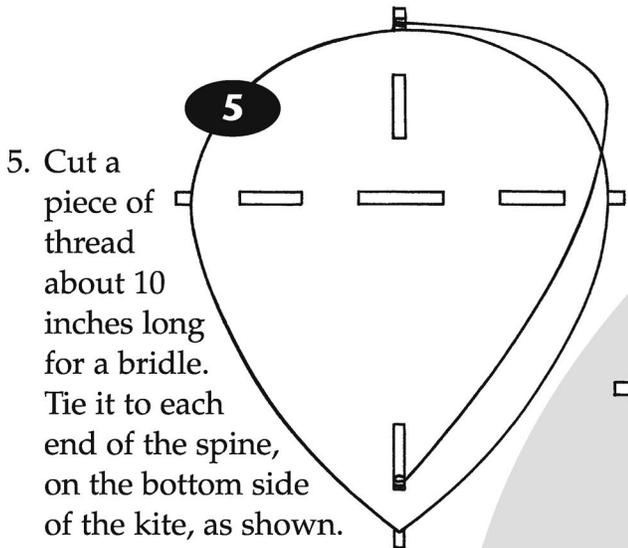
Make a Minikite (continued)



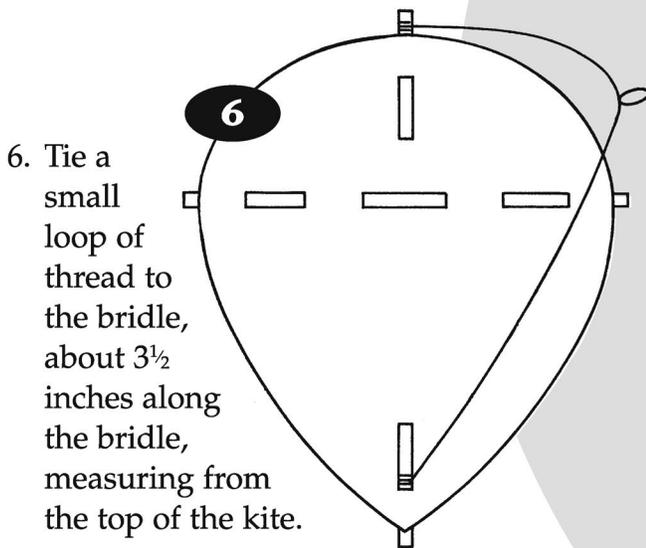
4. Carefully weave the two sticks in and out of the holes as shown. The 6½-inch stick will be the kite's spine.



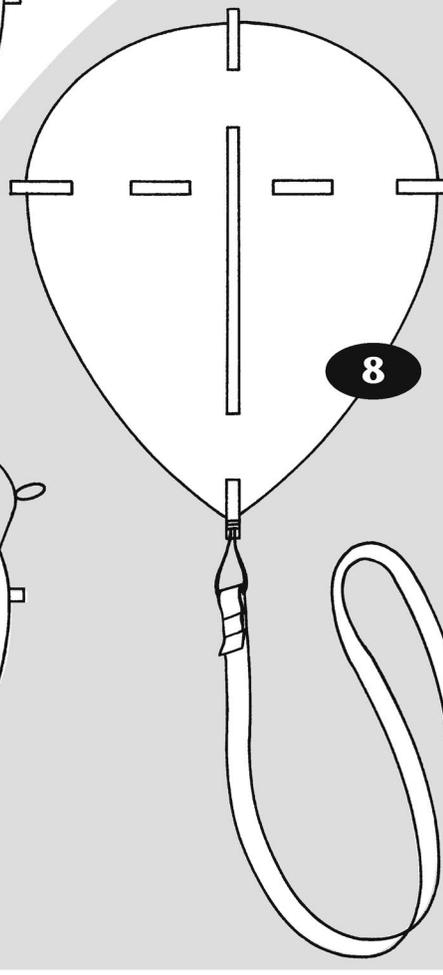
7. Tie another loop of thread to the bottom of the spine. Tape securely or tie your 6-foot strip of paper or ribbon to the loop at the bottom—that is the kite's tail.



5. Cut a piece of thread about 10 inches long for a bridle. Tie it to each end of the spine, on the bottom side of the kite, as shown.



6. Tie a small loop of thread to the bridle, about 3½ inches along the bridle, measuring from the top of the kite.



8. Tie your kite string to the thread loop on the bridle. Now your kite is ready for takeoff!

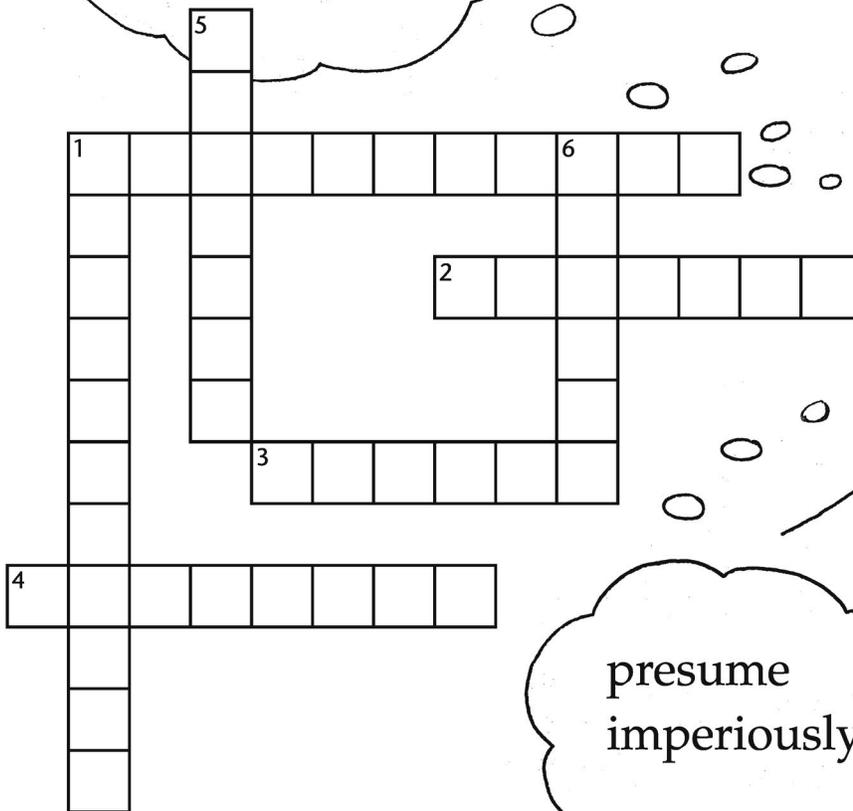
Name _____

Puzzling Words

► Choose the best word from the thought balloons for each sentence. Complete the puzzle.

detour
impaled

quivered
teeter
impatiently



presume
imperiously

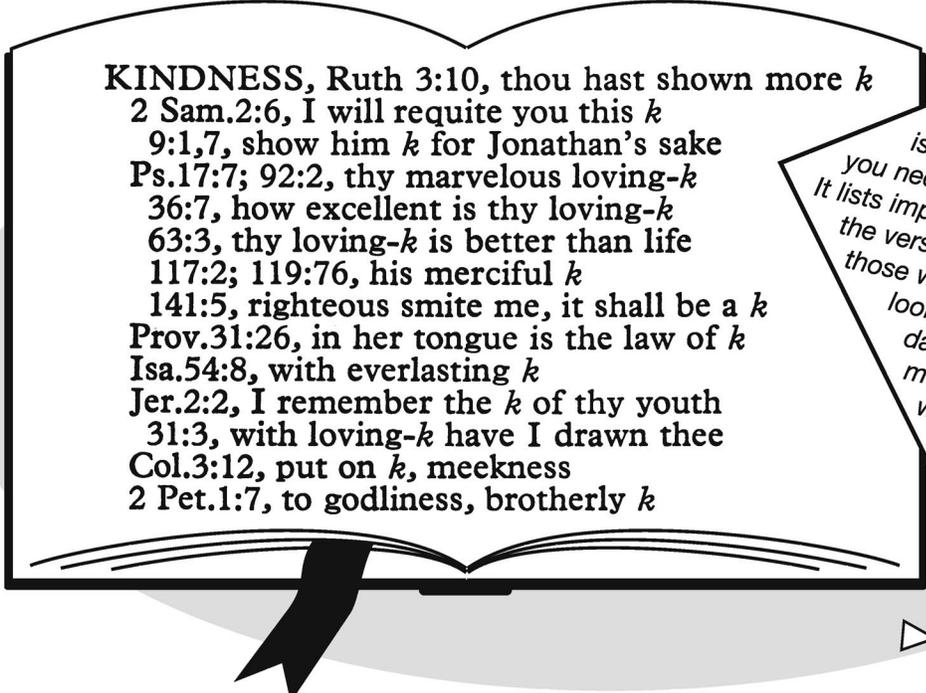
Across

1. Robbie waited _____ for his younger brother.
2. "Don't _____ that Grandfather will like his supper," said Mother nervously.
3. The traffic took a _____ around the dangerous rockslide.
4. I was so scared that my hand _____ like a leaf in the wind.

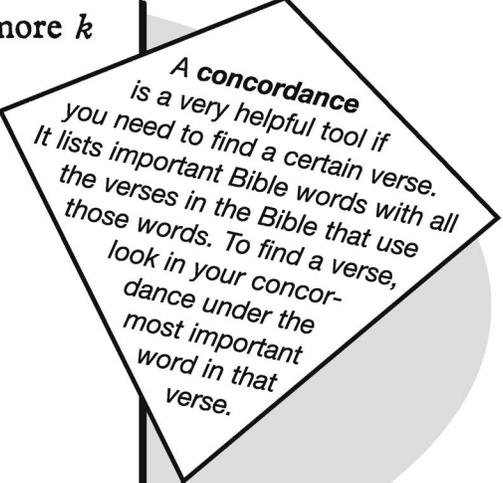
Down

1. The haughty prince beckoned _____ to his servant.
5. Grandfather used his knife like a sword and _____ his meat.
6. The earthquake's shaking made the stack of cups _____ and fall.

Don't Forget Your Concordance



KINDNESS, Ruth 3:10, thou hast shown more *k*
2 Sam.2:6, I will requite you this *k*
9:1,7, show him *k* for Jonathan's sake
Ps.17:7; 92:2, thy marvelous loving-*k*
36:7, how excellent is thy loving-*k*
63:3, thy loving-*k* is better than life
117:2; 119:76, his merciful *k*
141:5, righteous smite me, it shall be a *k*
Prov.31:26, in her tongue is the law of *k*
Isa.54:8, with everlasting *k*
Jer.2:2, I remember the *k* of thy youth
31:3, with loving-*k* have I drawn thee
Col.3:12, put on *k*, meekness
2 Pet.1:7, to godliness, brotherly *k*



A **concordance** is a very helpful tool if you need to find a certain verse. It lists important Bible words with all the verses in the Bible that use those words. To find a verse, look in your concordance under the most important word in that verse.

► Use your Bible and the section of a concordance pictured above to answer the following questions.

1. In which verse does David say that he wants to show kindness to the son of a dear friend?

2. Which verse is about a woman who speaks with wisdom and kindness?

3. Which verse tells Christians that they should add love or charity to their kindness?

4. Which verse tells Christians that they should be holy, kind, meek, and longsuffering?

Lost in the Library?

Can't find a book in the library because you don't remember the author or title of the book? What can you do? The keyword search enables you to search for a specific word or phrase from anywhere in the online catalog. It also allows you to combine words and phrases so you can locate books on specific topics.

To **Begin** keyword searching:

Type "keyword" or "K" at the computer prompt

To **Find** a word or phrase:

You type: fi hurricane

You get: all the records which contain the word "hurricane"

To **Find** combinations of words or phrases use "and" or "or".

You type: fi fishing or marine

You get: all records containing the word "fishing" or "marine" or both

You type: fi fishing and marine

You get: only those records containing both terms

► Answer these questions about using the *keyword search* on an online catalog.

1. What would you type to find a book about how to measure wind speed?

2. What did you type if you received all the records containing the word *thunder*; all those containing *storm*; and all the records containing the words *thunder* and *storm*?

3. What did you type if you received only the records containing *thunder* and *storm*?

4. What might Mrs. McHugh type to find books about sea gulls for Nick?

How Cold Am I?

The body feels colder than the temperature of the air when wind is blowing. Low temperature and wind cause the body to lose heat. If the body is wet, it will feel even colder in the wind. The National Weather Service has a Wind Chill Table that is used to determine the combined effect of air temperature and wind speed on the body.

Wind Speed in Miles Per Hour (mph)	Thermometer Reading in Degrees Fahrenheit (°F)					
	25	20	15	10	5	0
5	21	16	12	7	0	-5
10	10	3	-3	-9	-15	-22
15	2	-5	-11	-18	-25	-22
20	-3	-10	-17	-24	-31	-39
25	-7	-15	-22	-29	-36	-44
30	-10	-18	-25	-33	-41	-49

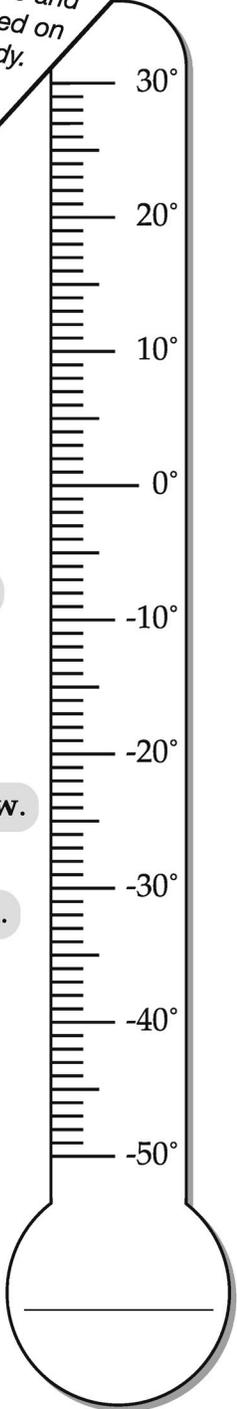
- ▶ Fill in the correct answer.
- ▶ Then use a colored pencil to mark a line at the correct place on the thermometer.

1. How cold does it seem when the temperature is 25°F and the wind speed is 10 mph? Mark in **blue**.
2. How cold does it seem when the temperature is 0°F and the wind speed is 30 mph? Mark in **red**.
3. How cold does it seem when the temperature is 10°F and the wind speed is 10 mph? Mark in **yellow**.
4. How cold does it seem when the temperature is 20°F and the wind speed is 25 mph? Mark in **green**.

5. What two possible combinations of air temperature and wind speed will produce a wind chill of -18°F?
 _____°F and _____ mph; _____°F and _____ mph

▶ Read page 11 in *Trouble at Silver Pines Inn*.

6. Whom do you think knows the most about wind chill: Robbie or Nick? Write the answer in the thermometer.

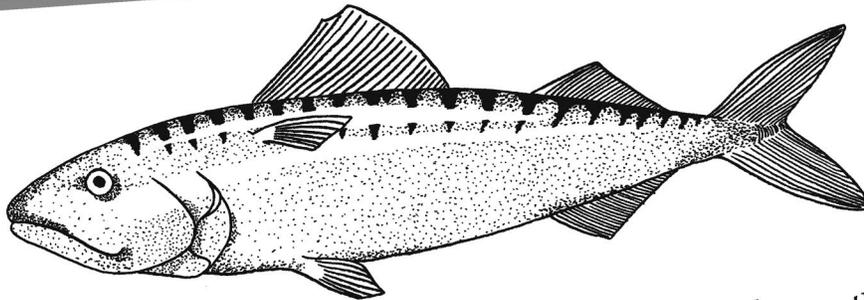


Name _____

Archie's Notebook

► Read the following page titled "Saltwater Fishing."
Then help Archie complete this list of definitions.

Key Words	Details
	<i>equipment that is different for saltwater and freshwater</i>
<i>fish food</i>	
	<i>uses food the fish normally eats</i>
	<i>used to keep the bait under water</i>
<i>waders</i>	
	<i>wades out into the ocean; may cast as far as 480 feet</i>
<i>trolling</i>	



Which key word do you think will be the most helpful to Archie for his book?

Why?

Which key word do you think will be the least helpful to Archie for his book?

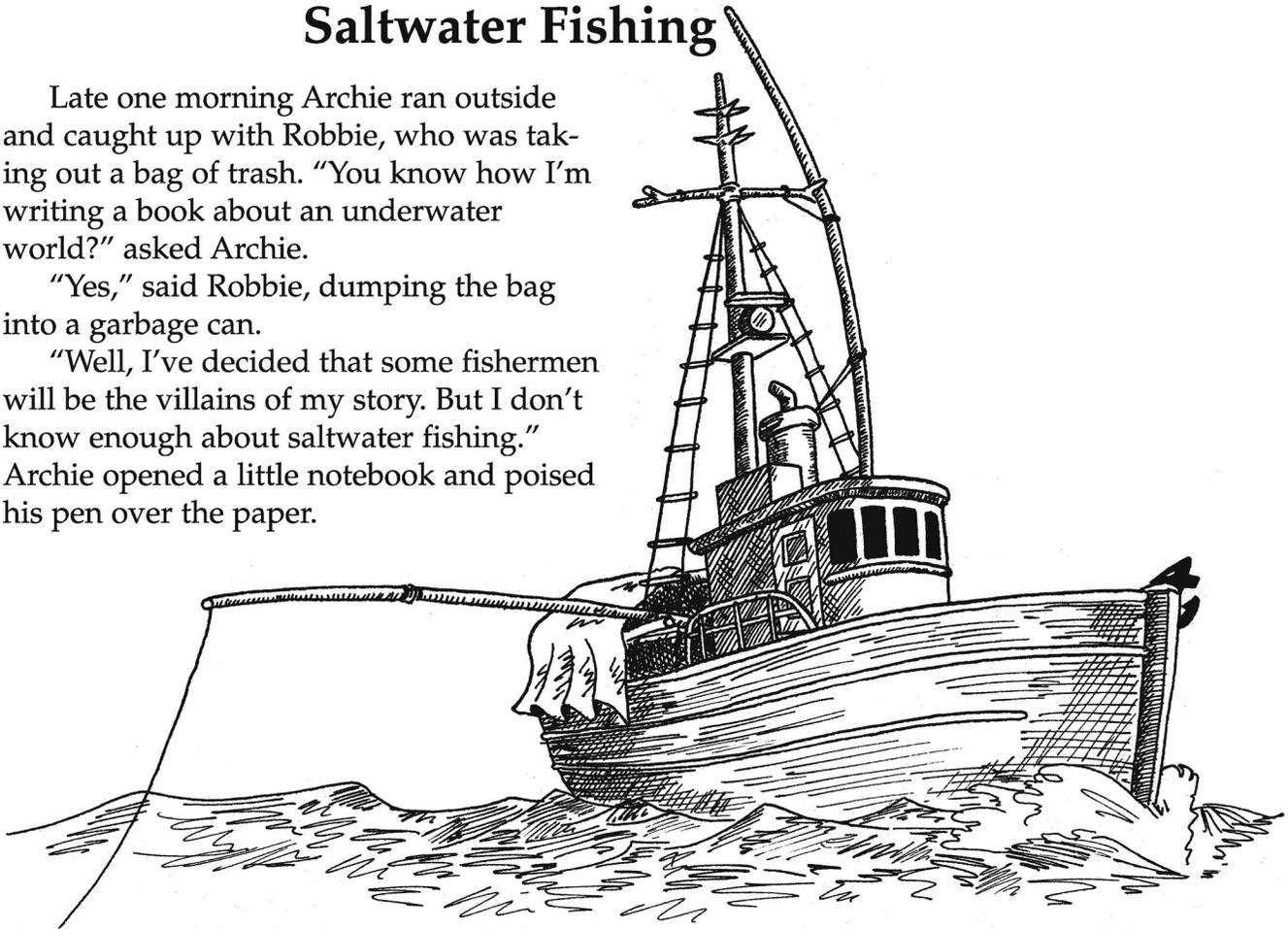
Why?

Saltwater Fishing

Late one morning Archie ran outside and caught up with Robbie, who was taking out a bag of trash. "You know how I'm writing a book about an underwater world?" asked Archie.

"Yes," said Robbie, dumping the bag into a garbage can.

"Well, I've decided that some fishermen will be the villains of my story. But I don't know enough about saltwater fishing." Archie opened a little notebook and poised his pen over the paper.



"And you decided I'm the expert at hand," said Robbie, laughing. "Okay, I'll tell you what little I know. You actually fish the same way whether it's freshwater or saltwater. But the tackle is different—because the conditions are different. Oceans and seas are usually deeper than lakes and ponds. You have to think about tides and currents. And the fish in the ocean can be small or gigantic. All this stuff helps a fisherman decide what kind of tackle he'll need."

"Hmm," said Archie, scribbling furiously. "Hmm."

Robbie smiled. "Okay. Your fishermen could do bait fishing, casting, or trolling. To bait fish, you use the food a fish normally eats—like sandworms or mud worms or small fish. You attach the bait to a line along with a lead

sinker that keeps the bait underwater. People can bait fish from the beach or a jetty or a boat.

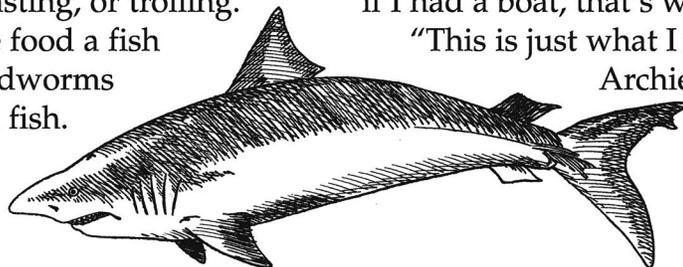
"This is great stuff. Tell me more."

"Well, for casting, you can cast from the shore or from the surf or from a boat. Surfcasters wear waders that reach up to their armpits. They wade out into the ocean to cast, and they stay there while they hook the fish and finally catch it. I've heard of surfcasters in competitions that cast as far as 480 feet.

"Then there's trolling. That's another way to fish from a boat. You pull your bait behind a moving boat. It's a lot of fun—if I had a boat, that's what I'd do."

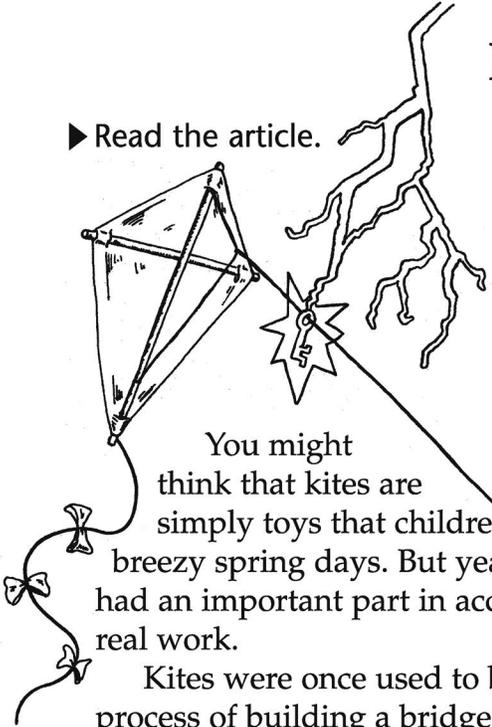
"This is just what I needed," exclaimed Archie. "Thanks, Rob.

Now it's back to the typewriter for me."



Kites: Fun or Work?

► Read the article.



You might think that kites are simply toys that children play with on breezy spring days. But years ago, kites had an important part in accomplishing real work.

Kites were once used to begin the process of building a bridge. A lightweight line was tied to a kite, and the kite was flown across a river or ravine; then the lightweight line was used to pull a rope across, and the rope was used to pull timbers or logs into place.

People studying the weather used kites too. They placed thermometers on kites to

record the air temperature high above the earth. Sometimes the weather kites carried instruments to measure wind pressure and velocity.

Kites made it possible to communicate over long distances. The first telegraph message sent across the Atlantic Ocean made use of a wire antenna that was connected to a kite; another wire went from the antenna to a hand-held receiver.

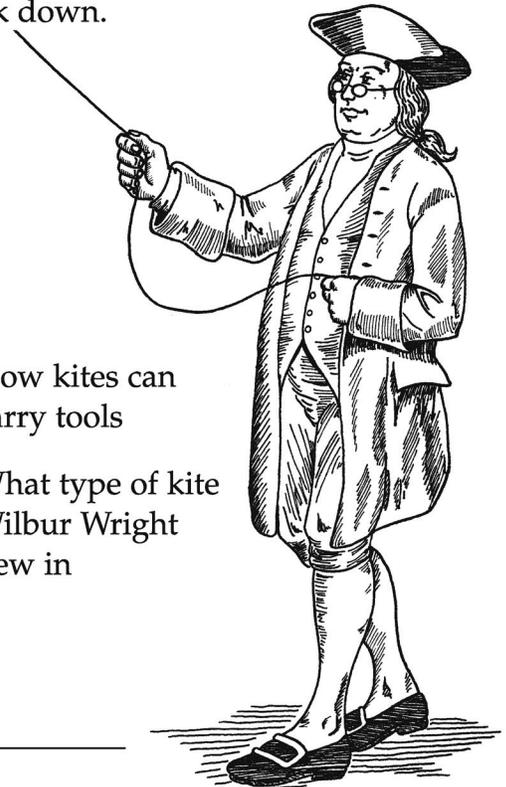
Kites influenced the first flying machines. Wilbur and Orville Wright studied wind and air currents while they flew kites. One of their earliest planes was actually a box kite with long wings. Wilbur lay in the center of the kite while Orville ran down a hill holding a strong line that was fastened to the kite. Wilbur was carried along as the kite bumped into the air and glided for a short way before coming back down.

► Put an X beside any information that is NOT found in the article.

- _____ How kites were used to send messages
- _____ How kites were used in celebrations
- _____ Where the first kites were flown
- _____ How kites influenced flight research
- _____ How kites were used to test wind pressure

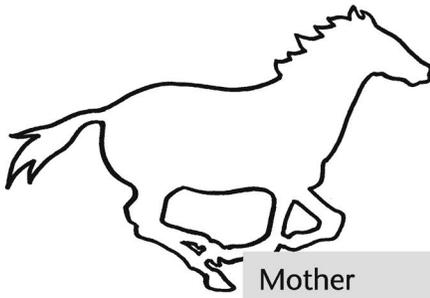
- _____ How kites can carry tools
- _____ What type of kite Wilbur Wright flew in

► Invent a new use for a kite and describe it.

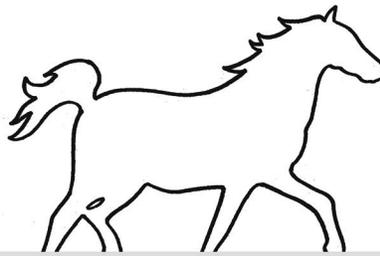


Name _____

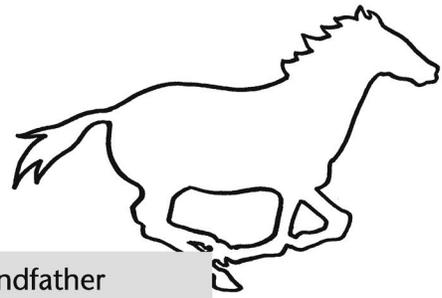
Who Said It?



Mother
Robbie



Mrs. McHugh
Tina



Grandfather
Kashi

► Use the names in the box to identify which story character made each statement. Write the correct name in each blank. (Names may be used more than once.)

1. _____ "Young man, you shouldn't be reading this nonsense."

2. _____ "Ever wish you were a gull?"

3. _____ "Junk food, boy, that's what I crave."

4. _____ "I want to know if he sleeps in that baseball cap all night."

5. _____ "No, Mamma, he's just doing his work."

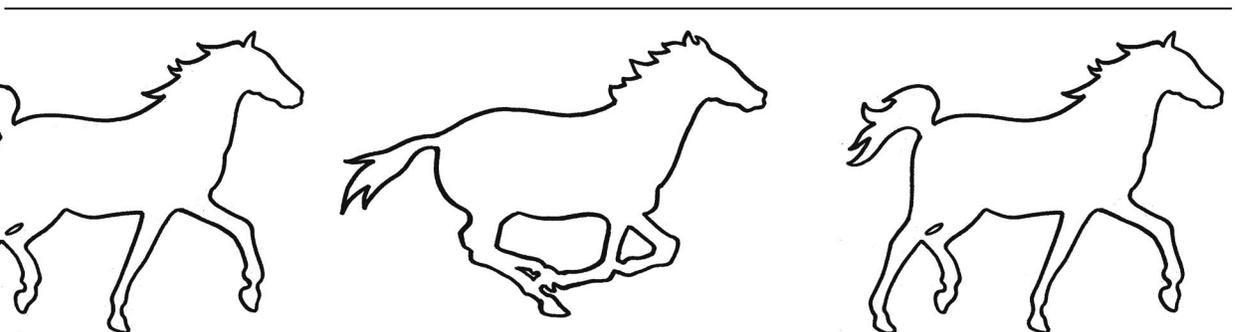
6. _____ "Wake up, Short Stuff. I'm not carrying you up those stairs."

7. _____ "Now, lad, just tell me the truth."

8. _____ "Why don't we make him something special to celebrate?"

9. _____ "If wishes were horses, beggars would ride."

10. What do you think the character meant when he made that last statement?



Name _____

Please Contribute

► What did each of these characters contribute to make the story more interesting?
Fill in the kite next to the best word or words.

1. Mother	 humor	 spirituality	 action
2. Nick	 humor	 action	 conflict
3. Robbie	 action	 spirituality	 conflict
4. Grandfather	 humor	 conflict	 spirituality
5. Mrs. McHugh	 action	 conflict	 spirituality
6. Tina	 humor	 spirituality	 action
7. Archie	 spirituality	 humor	 conflict
8. Kashi	 humor	 conflict	 spirituality

If **you** were a character in a story, which of these might you contribute to the story:
action, conflict, spirituality, or humor? Explain why.

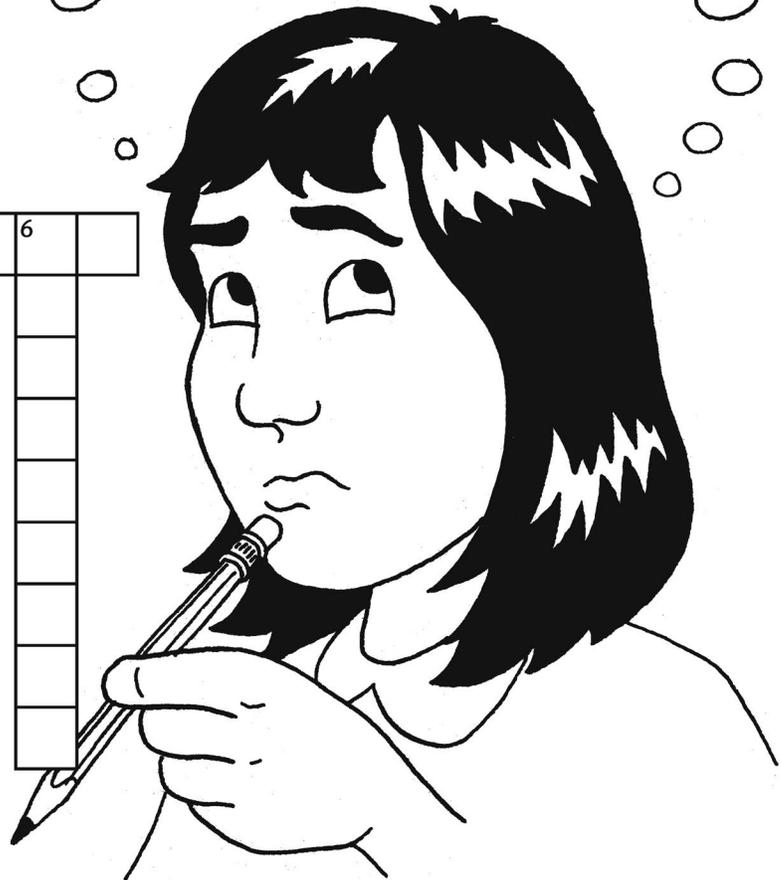
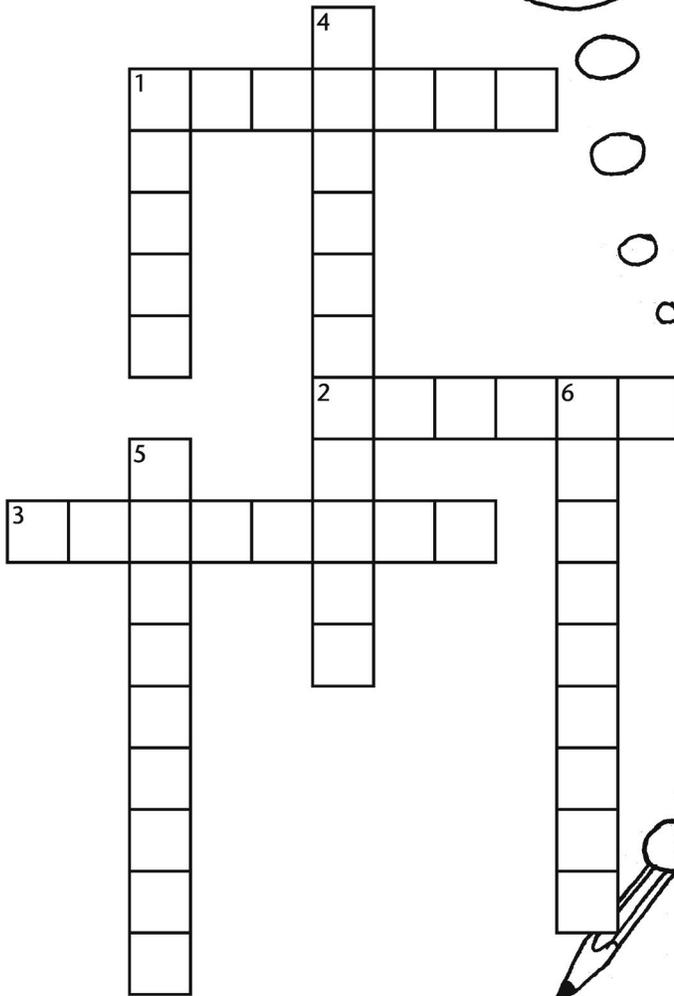


Name _____

More Puzzling Words

► Choose the word that best fits the sentence and then complete the puzzle.

composure
scrabbled
immobilized
lavish
preen
agonized
plumage



Across

1. Gray and white feathers make up a kittiwake's _____.
2. Mrs. McHugh prepares _____ amounts of food for her parties.
3. Nick _____ over the problem of Mrs. McHugh's bracelet.

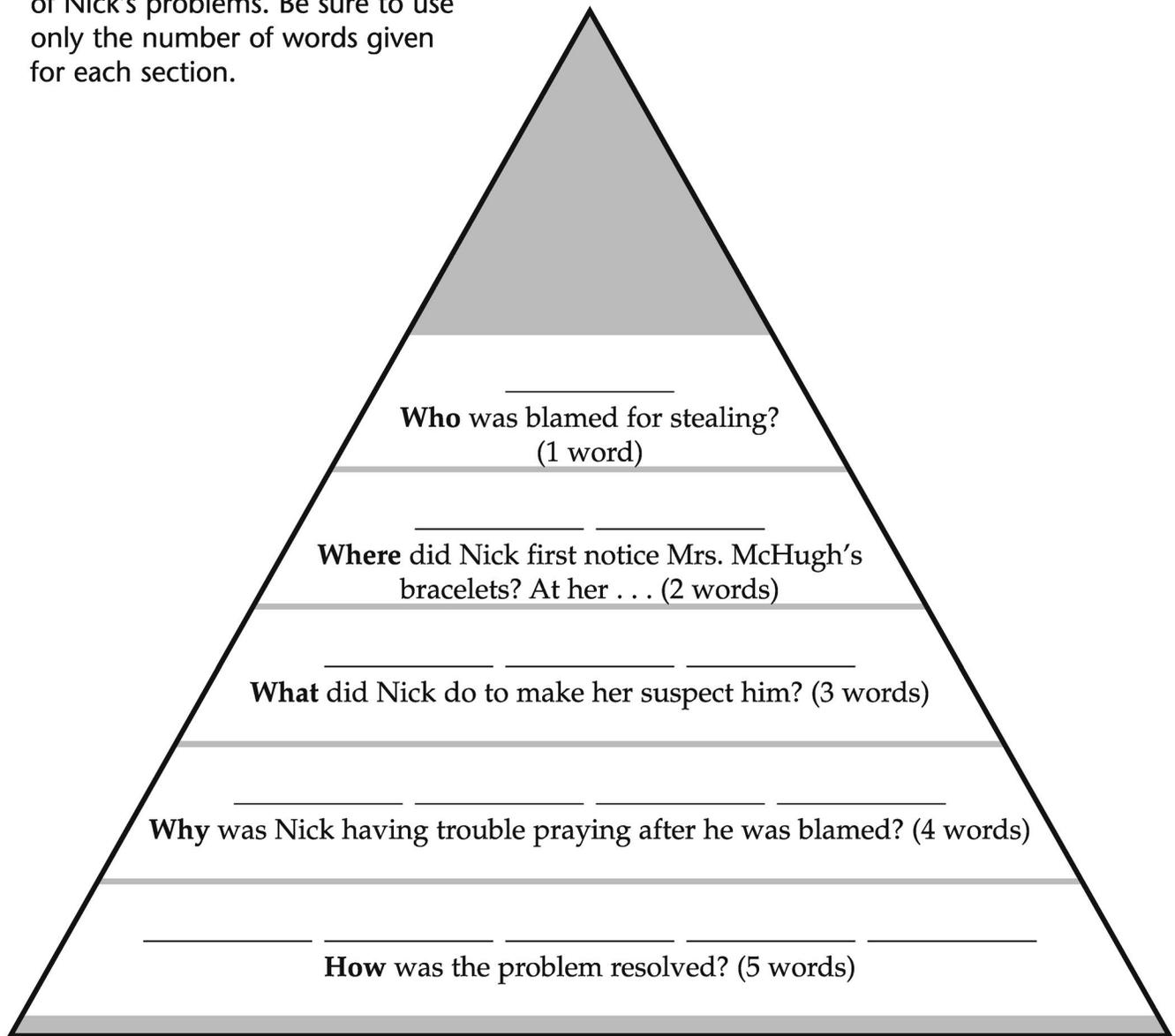
Down

1. Birds _____ their feathers.
4. The doctor _____ Grandfather's broken leg.
5. He was able to keep his _____ during the argument.
6. Nick's chest was scratched from where the gull's feet _____ against him.

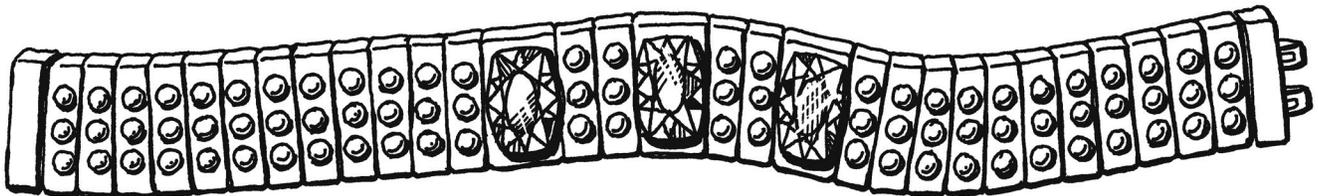
Name _____

Story Pyramid

- ▶ Build this story pyramid to help you remember some key points for one of Nick's problems. Be sure to use only the number of words given for each section.



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Aerodynamics

Lift pulls the plane upward. It is caused by the flow of air over the curved wing of a plane.

Gravity (or weight) pulls the plane toward the earth.

Thrust pulls a plane forward. It is usually created by propellers or jet engines.

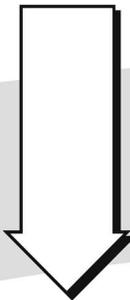
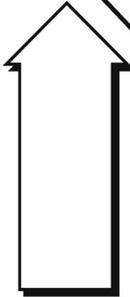
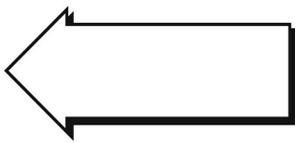
Drag works against thrust, pulling the plane backward

and slowing it down. It is produced by the friction of air against the wings, fuselage, and tail of the plane.

Aerodynamics is the scientific name for the principles of flight. These principles involve four separate forces: **lift, gravity, thrust, and drag**. Each of these forces acts on an aircraft in a different direction.

In order for a plane to stay aloft, *lift* must be the same as *gravity*, and *thrust* must be the same as *drag*.

► On each arrow, write the name of the force that it illustrates.



What if you try to add more lift by increasing the curve of a wing?

Then you'll also add more drag because you have increased friction.



What if you add a more powerful engine to increase thrust and reduce drag?

Then you'll increase gravity because your plane will weigh more.



That's why aircraft designers must carefully balance these four forces in order to produce a plane that will fly safely and efficiently.



► A kite uses the same aerodynamic principles as a plane. Match the phrases below to show how you could use what you have learned about planes to make your kite fly better.

_____ 1. Increase lift.

_____ 2. Decrease drag.

_____ 3. Decrease gravity.

_____ 4. Increase thrust.

A. Make the kite of lighter materials.

B. Change the angle of the kite body.

C. Run with the kite.

D. Shorten the kite's tail.

Name _____

Let 'Em Fly!

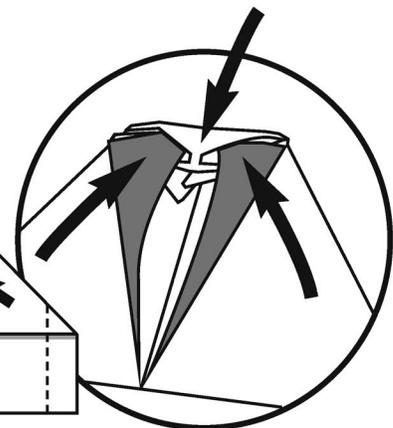
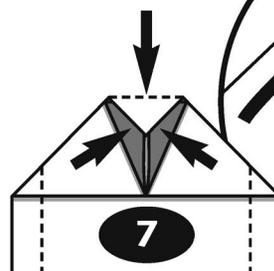
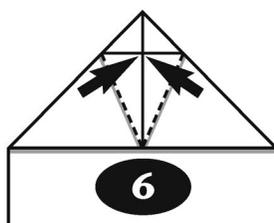
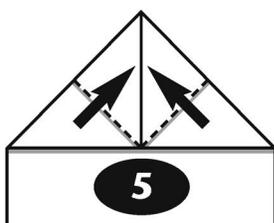
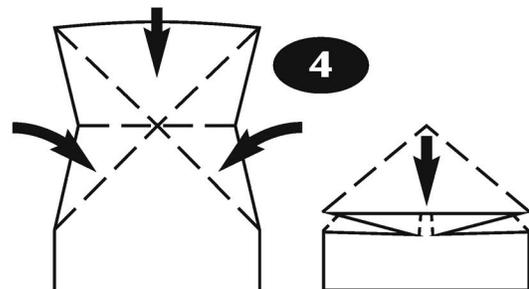
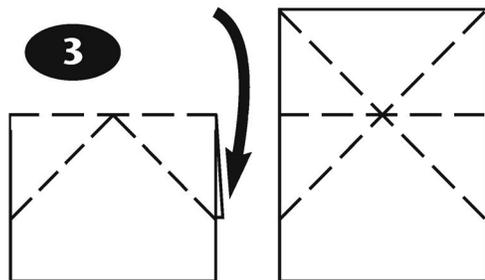
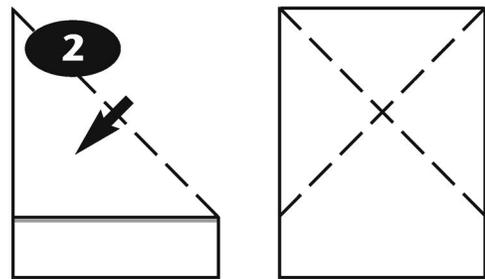
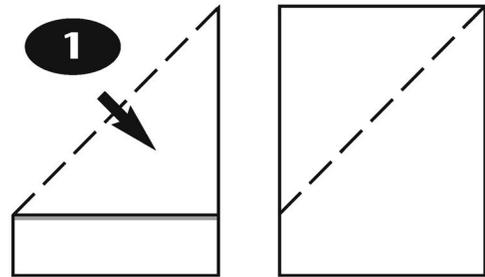
► Follow the instructions below to create a paper airplane that Korean children like to make.

Materials:

One piece of 8½" x 11" white or colored paper

1. Fold down the top left corner so the top edge of the paper lines up with the right edge. Crease firmly and unfold.
2. Repeat the process with the top right corner.
3. Fold down the top half of the X backwards. Crease firmly and unfold.
4. Lay the paper flat and fold the top half of the X down onto the bottom, making sure the sides fold in.
5. Fold the bottom corner flaps of the triangle up to the top point.
6. Fold the bottom edges of the diamond shape onto the center line.
7. Fold down the top part of the kite shape. Pull out the two shaded flaps. Tuck their corners into the pockets of the above flap. Fold wings on the dotted lines.

Flip the plane over. Take hold of the shaded grip and launch your plane! You can control the way your plane flies by changing the shape or the position of its wing flaps. Aerodynamics in action!

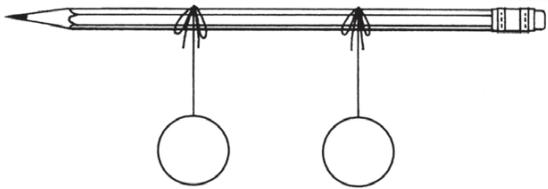


13) Journey into Science

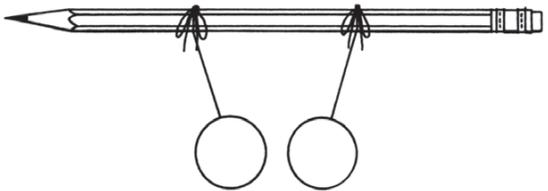
Experimenting with Air Pressure

Materials:

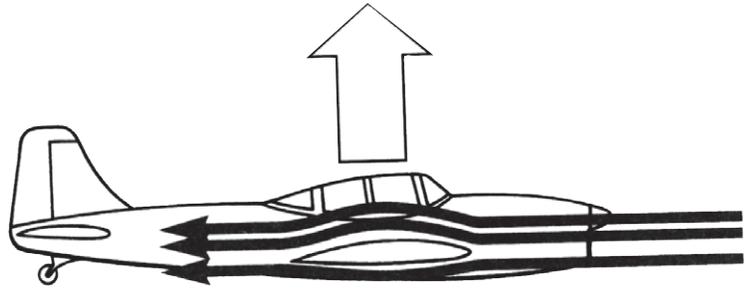
- 2 table tennis balls or foam balls
 - 2 pieces of string (each 6 inches in length)
 - hot glue or 2 straight pins
 - a pencil about 6 inches in length
- ▶ Glue one end of a piece of string to a table tennis ball. Or pin one end of a piece of string to a foam ball. Repeat with the other ball and string.
- ▶ Tie the loose ends of the string to the pencil, about 2 inches apart.



Ask students to suggest what will happen if they blow between the two balls. Then have them try it. Note that the balls move more closely together.



Help students to understand that blowing between the balls created an area of low pressure. Because higher pressure air is on the outside of the balls, the balls were pushed together. Air pressure becomes lower when air moves more quickly.



Point out that airplane wings are designed so that the air going over the top of the wing moves more quickly than the air beneath the wing. The air above the wing has lower pressure. The air beneath the wing has higher pressure. The air under the wing will push the wing up, causing it to lift.

Name _____

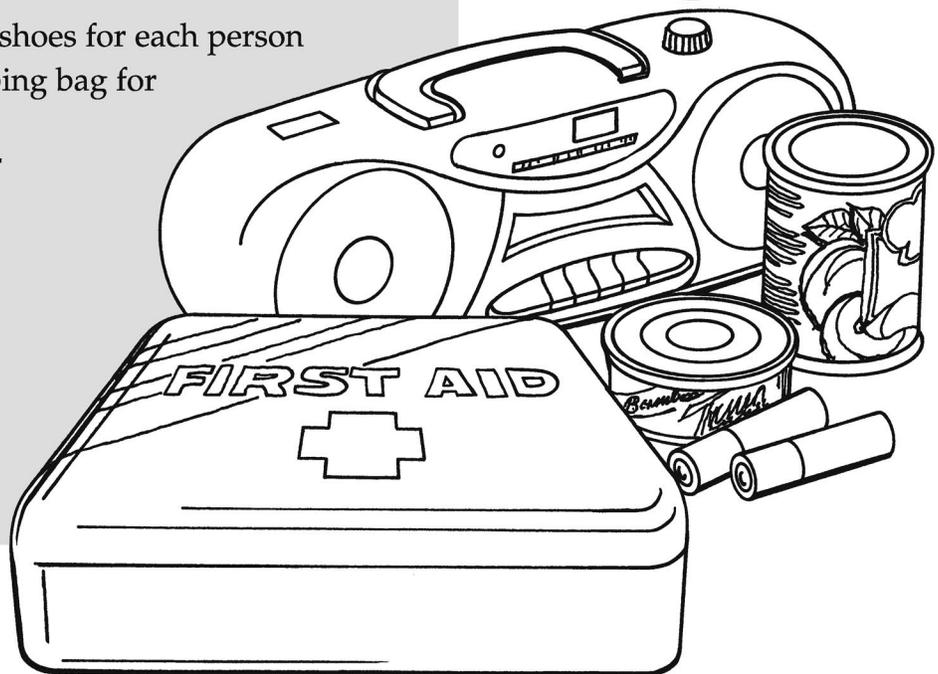
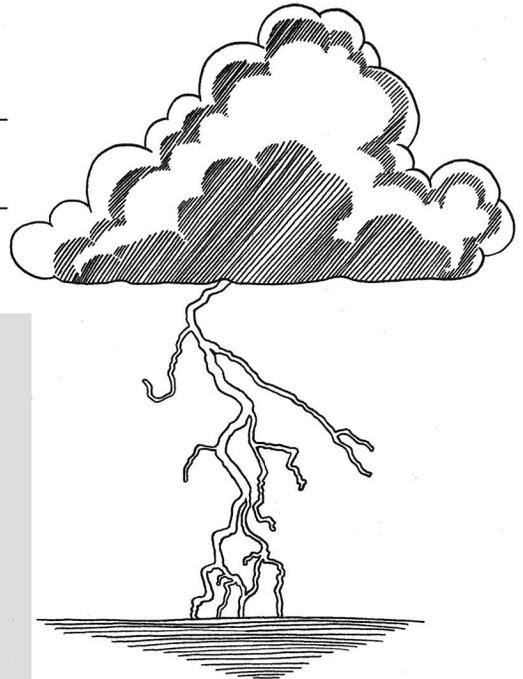
Damage and Disaster

- A hurricane can change the shape of a beach and cause great damage. Re-read pages 5 and 10 in the story and describe how the beach around Silver Pines Inn was affected by a hurricane.
-

- A bad storm is not as strong as a hurricane, but it can cause damage too. Describe the damage done by the storm to Silver Pines Inn and the area around it (pages 134-40).
-
-

The American Red Cross says that each family should have a disaster kit available in case of a natural disaster. The Red Cross recommends that you store the items in a plastic garbage can so you can later use the can to collect rainwater. The kit should include the following:

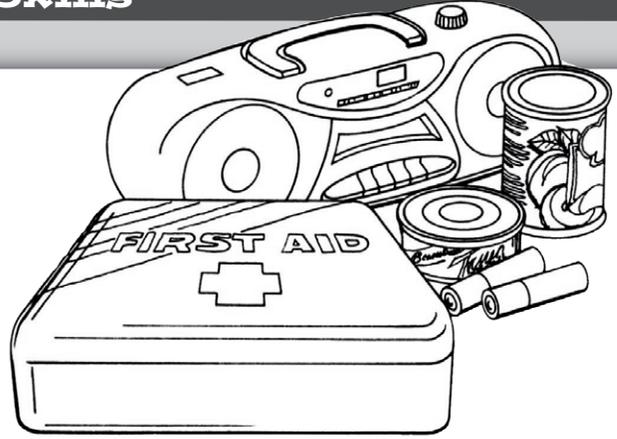
- Canned food
- First-aid kit
- A three-day supply of bottled water (1 gallon per person, per day)
- A change of clothes and shoes for each person
- A heavy blanket or sleeping bag for each person
- A nonelectric can opener
- A portable radio
- Spare batteries
- A fire extinguisher
- Essential medicines
- Special items needed by infants, elderly, and disabled family members



14) Journey into Thinking Skills

Our Family Eats

Read the information on Reproducible—Lesson 14 about preparing a disaster kit. Then make a list of the canned food you would pack for your family. Plan enough food to last for three days—and don't forget food for your pets.



Name _____

Just the Facts, Please!

- ▶ Pretend you are a news writer who visited Silver Pines Inn the day after the hurricane. Write an article about what happened to Nick's mother and how she was rescued. As any good reporter knows, you should include answers to these questions:

Who? What? When? Where? Why? How?

Silver Pines Gazette

Reported by: _____

Date: _____



15) Journey into the Story

An Old-Fashioned Tea

Extend the enjoyment of reading the novel by holding an old-fashioned Tea. Students may invite a grandparent or a person of that generation. Send handwritten invitations done in calligraphy or the best available handwriting.

Students could work together to plan a menu that is simple to prepare and eat, such as chocolate-dipped strawberries, a cheese ball and crackers, and no-bake cookies. Serve tea and punch.

Decorate with displays of projects completed while studying the novel. For entertainment, have the haiku poems read aloud or conduct a demonstration of kite flying, using the kites made in Lesson 6.

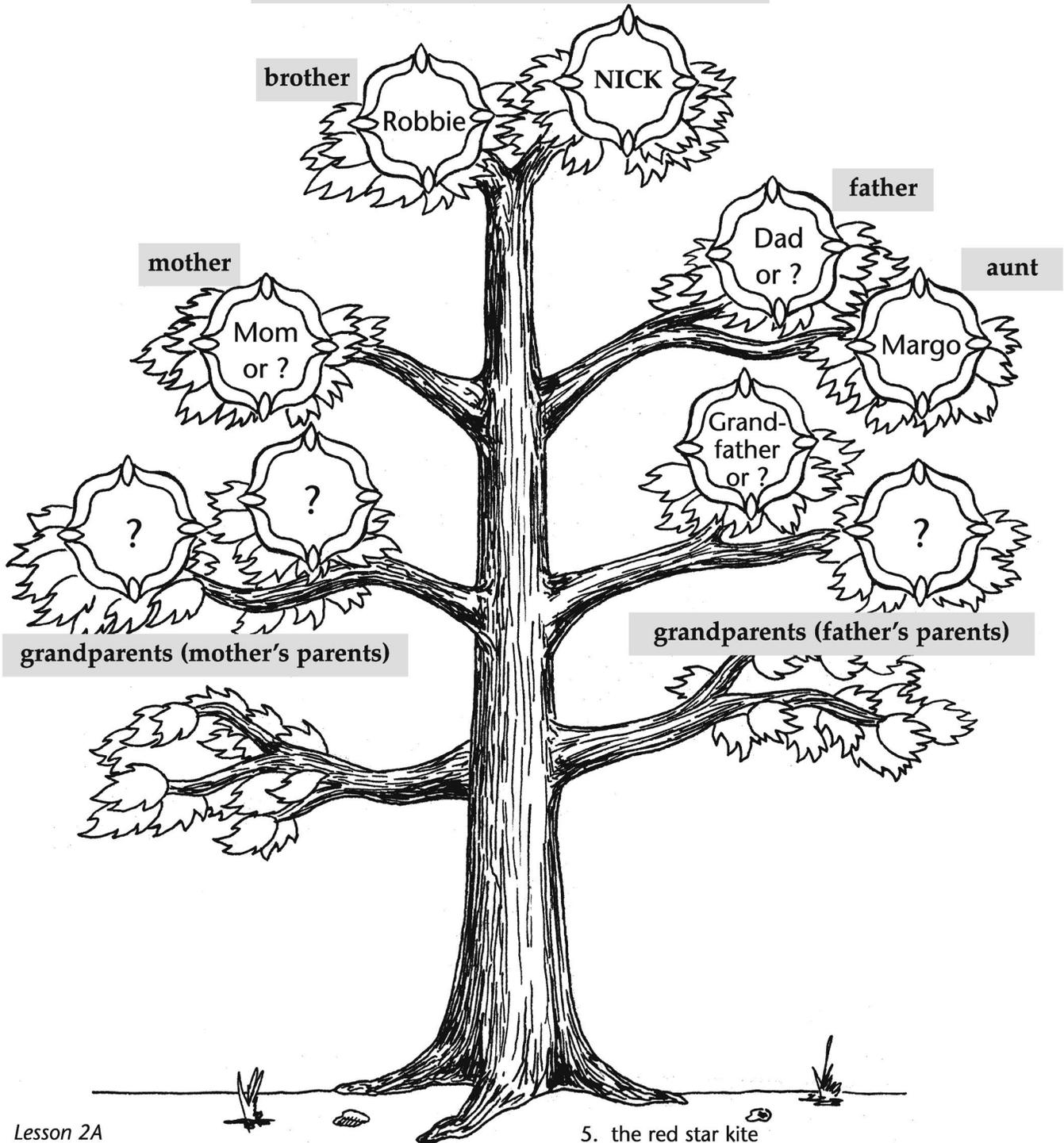
Be sure to send an informational letter home to parents well in advance of the event.



Answer Key

Lesson 1A

THE Radford FAMILY TREE



Lesson 2A

1. Answers will vary.
2. Mother said it was winter.
3. "Be careful; it's slippery."
4. Possible answers: His legs were too short to step across them like Robbie did. He jumped or took scrambling steps. He slipped once or twice.

5. the red star kite

Lesson 2B

1. Answers will vary but should include the idea that the beach was washed away.
2. A giant spoon had scooped the sand.
3. Answers will vary.

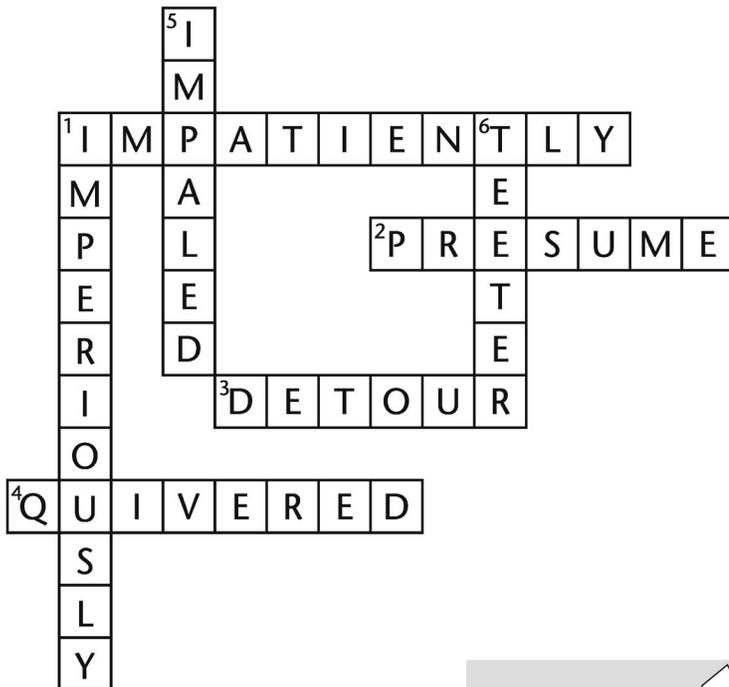
Lesson 5A

- 16
- 48
- 3 teaspoons
- Answers will vary.

Lesson 5B

- 1. C
- 2. D
- 3. B
- 4. E
- 5. A
- Answers will vary.

Lesson 7A



Lesson 7B

- 1. II Sam. 9:7 (II Sam. 9:1 is also acceptable.)
- 2. Prov. 31:26
- 3. II Pet. 1:7
- 4. Col. 3:12

Lesson 8A

- 1. fi wind speed
- 2. fi thunder or storm
- 3. fi thunder and storm
- 4. Answers will vary.

Lesson 8B

- 1. 10° (blue)
- 2. -49° (red)
- 3. -9° (yellow)
- 4. -15° (green)
- 5. 20 and 30; 10 and 15
- 6. Robbie

Lesson 9A

Key Words	Details
tackle	equipment that is different for saltwater and freshwater
fish food	sand worms, mud worms, small fish
bait fishing	uses food the fish normally eats
sinker	used to keep the bait under water
waders	help keep surfcasters dry
surfcaster	wades out into the ocean; may cast as far as 480 feet
trolling	you pull the bait behind a moving boat

Answers for the rest of Lesson 9A will vary.

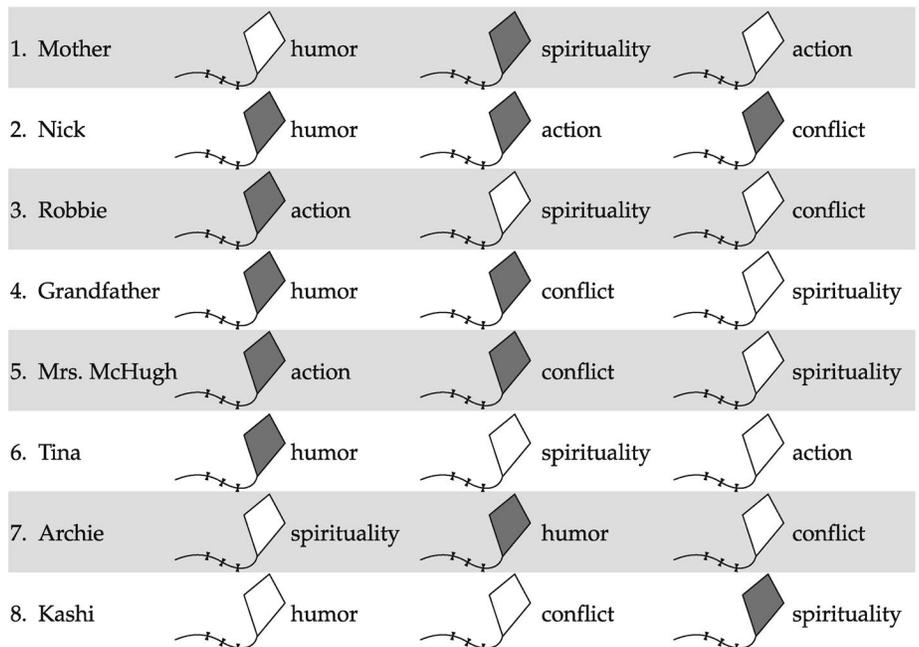
Lesson 10

- X How kites were used in celebrations
- X Where the first kites were flown
- X How kites can carry tools

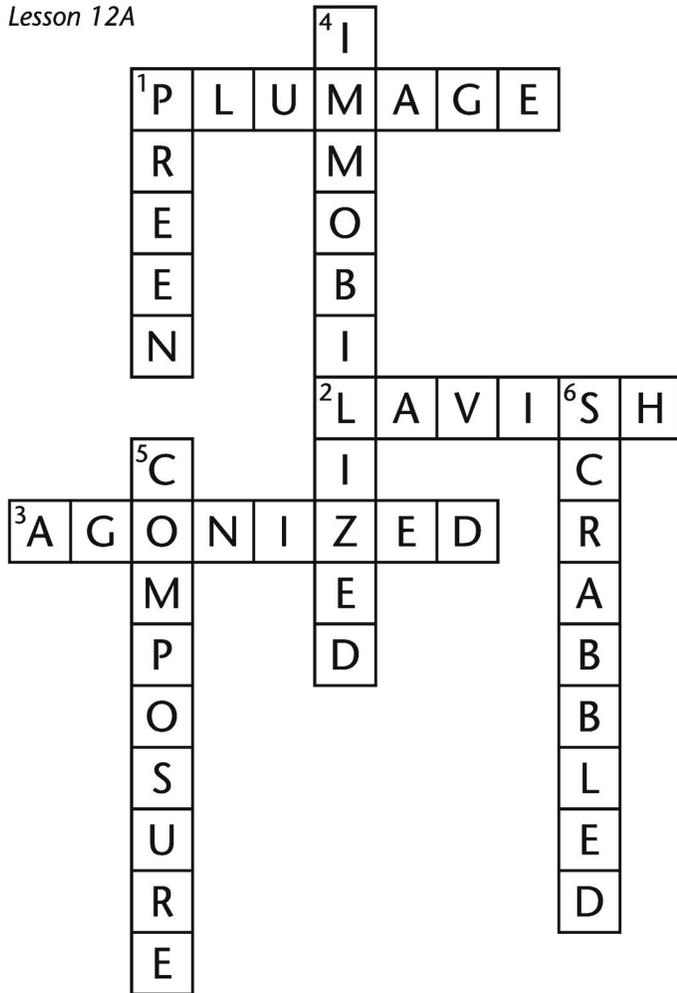
Lesson 11A

- 1. Mrs. McHugh
- 2. Kashi
- 3. Grandfather
- 4. Robbie
- 5. Tina
- 6. Robbie
- 7. Mrs. McHugh
- 8. Mother
- 9. Grandfather
- 10. Answers will vary.

Lesson 11B



Lesson 12A



Lesson 14

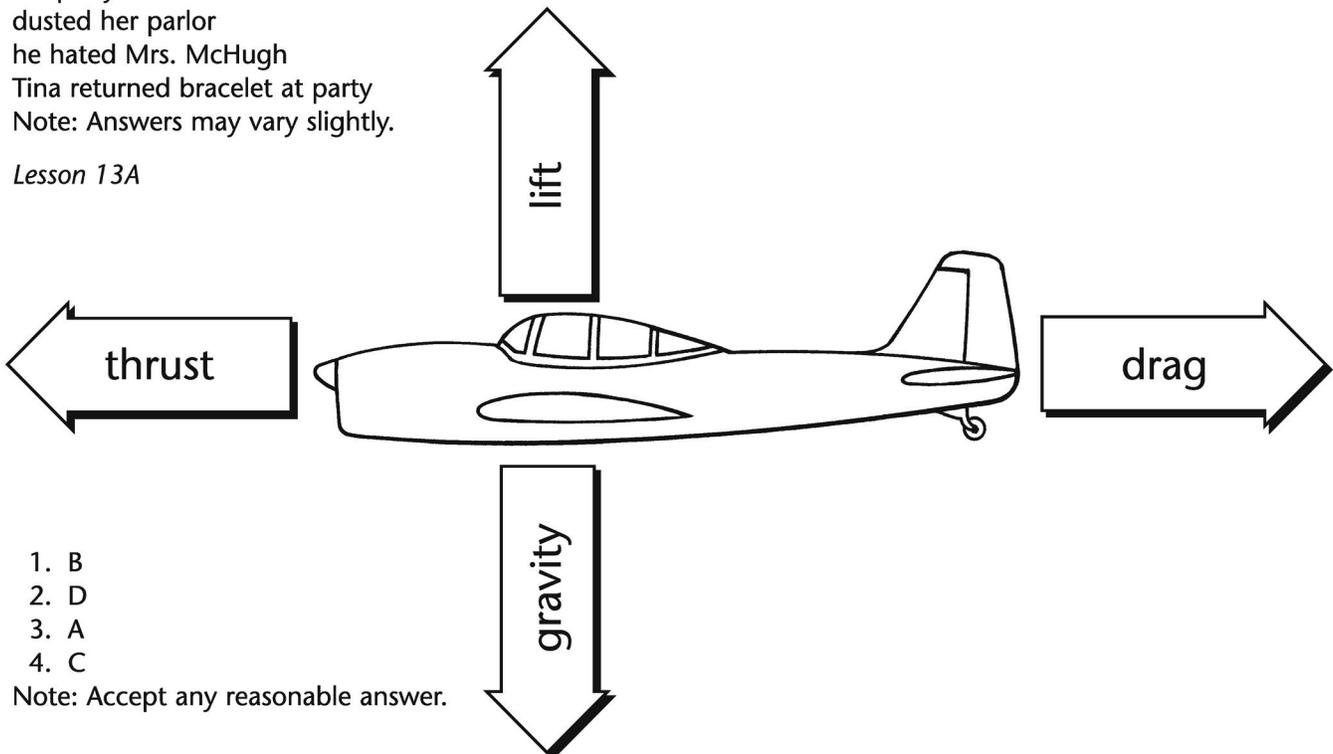
Possible answers:

pine trees destroyed; sand washed away from the beach
 tree branches broken off; roof crumpled; hole in kitchen ceiling; phone lines down; beach washed out

Lesson 12B

Nick
 tea party
 dusted her parlor
 he hated Mrs. McHugh
 Tina returned bracelet at party
 Note: Answers may vary slightly.

Lesson 13A



1. B
2. D
3. A
4. C

Note: Accept any reasonable answer.