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## Guidelines for Self-Scoring

1. Complete the lesson.
2. Get permission to score.
3. Check your work—put an **X** beside wrong answers.
4. Return to your desk and use your textbook or LightUnit to correct the wrong answers.
5. Get permission to rescore.
6. Recheck your work. If corrected, circle the **X**. If wrong, make another **X**. Repeat Steps 4-6 as necessary.
7. Circle each page number after all mistakes have been corrected and the page is finished.



# 7 The Bell of Atri

Oral reading class: "The Bell of Atri" (pages 70-77)

## Story Comprehension

**A** Write *yes* or *no* to answer each question. Then write a clue that helped you draw that conclusion.

- Were the king's workmen good at keeping a secret? yes  
Clue Example: They refused to answer the people's questions.
- Was a knight paid well for serving the king? yes  
Clue Example: Sir Squeeze-gold had made a lot of money.
- Does a knight serve the king all his life? no  
Clue Ex.: Sir Squeeze-gold had grown too old to serve as a knight.

**B** Write two things Sir Squeeze-gold might have said to himself after he returned home.

- △ 4. Examples: "How foolish I was."  
"What a lot of money wasted on my old horse."

△ **C** Changing the details of the plot of a story would change the whole story. Complete each sentence, using your imagination.

- Instead of chasing his horse away, Sir Squeeze-gold could have...  
Example: fed him
- Instead of chewing the grapevine, the horse could have...  
Example: died of hunger
- Instead of showing justice to the horse, the judges could have...  
Example: laughed at it

## Lesson 7

**D** Write a sentence to answer each question.

- What had Sir Squeeze-gold been like in his youth? Example: He had faithfully served the king as a brave knight.
- What was Sir Squeeze-gold like as an older man? Example: He wanted to do nothing but sit in his mansion and count his gold.



### Lesson Verse

Defend the poor and fatherless: do justice to the afflicted and needy. Psalm 82:3

The verse tells us to treat needy people fairly. Sometimes those who need justice are people, but in this story, it was an animal.

**E** Write the letter of the meaning of each word from the verse.

- |                         |                     |                        |                  |
|-------------------------|---------------------|------------------------|------------------|
| 10. <u>b</u> defend     | a. lacking money    | 13. <u>d</u> justice   | d. fairness      |
| 11. <u>a</u> poor       | b. look after       | 14. <u>f</u> afflicted | e. being in want |
| 12. <u>c</u> fatherless | c. without a father | 15. <u>e</u> needy     | f. suffering     |

△ **F** Complete each activity to apply the verse to your life. **Answers will vary.**

- Name someone you know who is poor, fatherless, afflicted, or needy.  
\_\_\_\_\_
- Write something you could do for this person. \_\_\_\_\_  
\_\_\_\_\_



## Looking Back

**G** Underline the answer to the question about the poem on page 28 of the reader.

- What is the rhyme pattern of each stanza of "Chinook"?  
aabb abab abcb

Lesson 7

**H** Complete each definition, based on the meanings of the prefixes.

- 19. antifungal: something that works **against** a fungus
- 20. encircle: to **put** **into** a circle
- 21. subzero: **below** zero

**I** Write *biography* or *autobiography* to identify each book.

- 22. **autobiography** *Joni: An Unforgettable Story* by Joni Eareckson Tada
- 23. **biography** *Ann Judson: Missionary Wife* by Arabella Stuart
- 24. **biography** *The Life of Isaac Newton* by Richard S. Westfall

**J** Write the vocabulary word that belongs in each group of synonyms.

devise furtive imperil incite specify unnerved

- 25. frightened, upset, **unnerved**
- 26. risk, endanger, **imperil**
- 27. make up, invent, **devise**
- 28. secret, sneaky, **furtive**
- 29. raise, stir, **incite**
- 30. identify, select, **specify**

**K** Complete each sentence. The italicized words are vocabulary words.

- 31. If you touched an *ember*, **Example: you would get burned**.
- 32. A *miser* enjoys **Example: counting his money**.
- 33. Children might have a *dispute* **Example: about whose idea is best**.
- 34. A fifth grader might *resent* **Example: being treated like a first grader**.
- 35. **Example: Being scolded in class** would be *humiliating*.

**L** Complete the memory verse.

- 36. The **counsel of the Lord** standeth forever, the **thoughts of his heart** to all generations. Psalm 33:11



8 Test Room



Vocabulary

△ applicant integrity interview meddle

**A** Look up the vocabulary words in the glossary. Complete each definition.

- 1. **applicant**: a person who **asks** or **applies** for something, especially a **job**.
- 2. **integrity**: the quality of possessing a **high** standard of **character**.
- 3. **interview**: a **meeting** to answer **questions** or to get information.
- 4. **meddle**: to become **involved** with something that is not your **business**.

Word Focus

adjoining principle

The prefix *ad-* means “next to.” An **adjoining** room is one that is next to and joined with another room.

A **principle** is a rule or belief for right living. Do not confuse *principle* with its homophone *principal*. Just as a *pal* is a person, so a *principal* is a person who is the head of a school or the main leader of another group. Also, the main part of anything can be called its principal part.

**B** Complete each activity.

- △ 5. Name a room or place that adjoins the one you are sitting in as you work on your lesson. **Answers may vary.**
- 6. Look up Ephesians 4:32 in the Bible. Write the first seven words that give you a principle for getting along with others. **And be ye kind one to another**

Lesson 8

 **Story Comprehension**

**C** Read the introduction and write an answer to the question.

A test is used to check something. The tests you take at school check your understanding of your schoolwork. Other tests check your integrity or character.

The story is about a special room full of tests, but the seven boys in the story did not realize they were being tested. Would you like to take a test without knowing you were being tested? Why or why not?

△ 7. **Answers will vary.**

 Silently read "Test Room" (pages 78-83).

**D** Write the letter of the answer to each question to summarize "Test Room."

- |                     |   |
|---------------------|---|
| 8. <u>e</u> Who?    | a. prepared a test room                     |
| 9. <u>c</u> When?   | b. in a mansion called Elm Tree Hall        |
| 10. <u>b</u> Where? | c. long ago                                 |
| 11. <u>a</u> What?  | d. to figure out which boy could be trusted |
| 12. <u>d</u> Why?   | e. a wealthy old gentleman                  |

**E** Think about the main character, the important thing he did, and what the author wants you to remember. Complete the sentence to state the main idea of the story.

△ 13. By using tests, the old gentleman **Example: found a boy who was trust-worthy and honest**.

**F** Put a check mark beside two details from the story that support the main idea.

- 14.  Twenty boys applied for the position.
- 15.  Harry Gordon never stirred from his chair; he had integrity in his heart.
- 16.  The old gentleman prepared a room in which to test the applicants.
- 17.  Henry was uncommonly fond of cherries.

Lesson 8

△ **G** Based on the context, write a synonym for each word. **Examples:**

18. ushered (page 79) led, guided      19. legacy (page 83) inheritance, reward

**Literary Technique: Personification**

**Personification** (pər sā' nə fə kā' shən) is figurative language that makes an animal or object seem as if it were a person. Writers use this literary technique to create word pictures.

The rainbow smiled down on us from the sky.

People can smile, but rainbows cannot. The writer personified the rainbow by saying it smiled. This illustrates the pleasant feeling a rainbow gives.



**H** Write *P* beside the sentence in each set that uses personification.

- 20. P Sunbeams tiptoed through my bedroom window.  
 The sun shone in my bedroom window.
- 21.  The bird trilled a sweet song as we walked into the garden.  
P The cheery bird welcomed us into the garden.

 **Looking Back**

**I** Write the definition of each prefix.

- 22. em-/en- to put into or onto
- 23. sub- below; less important
- 24. anti- opposite of; against
- 25. fore- before; in front of
- 26. semi- half; partly

**J** Write the term that matches the definition.

27. onomatopoeia the use of words that imitate the sound they describe

## 4

## Never Turned a Mill



Oral reading class: "Never Turned a Mill" (pages 175-179)



## Story Comprehension

## A Write the answer to each question.

- What proverb did the miller repeat several times in the story?  
Water that runs at its own will is never known to turn a mill.
- When did the water run at its own will—before or after the miller dug a new channel?  
before
- How was the water useful when it ran at the miller's will?  
It turned a mill.
- How was Jake like water that ran at its own will?  
Example: He did whatever he wanted.

## B Circle the letter of the answer to each question.

- Jake had never been a miller. In what other way had he never turned a mill?
  - He had never run a mill to grind grist into flour.
  - He had never stuck to a job and accomplished anything worthwhile.
  - He had never seen a waterwheel being turned by a stream of water.
- Read the last paragraph of the story again. What type of conflict was Jake facing?
  - external conflict with the boys who were making him feel bad
  - external conflict with the cows when he was a cowboy
  - internal conflict, wondering if he should change his habits

## Lesson 4

- C Think about a way Jake may have changed after the story. Write a sentence telling what could have happened after Jake sat by the stream.
- △ 7. **Example: Jake decided to stick with his next job whether he liked it or not.**



## Lesson Verse

The sluggard will not plow by reason of the cold; therefore shall he beg in harvest, and have nothing. Proverbs 20:4

Both the verse and the miller's proverb teach a lesson about being lazy. A lazy person only does what he wants to do and does not accomplish much.

## D Put an x beside each choice that shows laziness.

- The miller dug a channel and built a dam.
- Jake looked for an exciting job instead of studying as his father preferred.
- Jake quit his job of driving cattle because it was dusty and boring.
- Jake quit his job at the machine shop because he did not enjoy it.



## The Brook

Pages  
180-182

In this poem the brook describes its journey to the river. The poet used descriptive words and literary techniques to create special sound effects and word pictures.

## E Complete each activity about the poem.

- Underline the rhyme pattern of the first stanza of the poem.  
aabb abab abcb
- Underline the example of imperfect rhyme used in the poem.  
sally – valley sailing – grayling river – forever
- Mark the iambic rhythm of the line.  
İ́ còme fròm haunts óf còot ànd hèrn



Lesson 4

- △ 15. Write any two examples of alliteration used in the poem.  
**Examples: sudden sally, half a hundred, Philip's farm, etc.**
16. Write an example of onomatopoeia that helps you *hear* the brook.  
**Examples: chatter, bubble, babble, murmur**
17. Copy the lines that are repeated four times and tell the difference between men and the brook. **For men may come and men may go, but I go on forever.**

- △ 18. Look up two of these unfamiliar words in the dictionary. Write their definitions.  
 coot, cress, grayling, mallow, sally, thorp
- coot** : a small water bird      **sally**: to leave a place
- cress** : a small plant with spicy leaves      **thorp**: a village
- grayling**: a fresh-water fish in the salmon family
- mallow**: an herb with showy flowers

☆ F Many descriptive verbs in the poem show the action of the brook. Find and circle each verb in the word search puzzle.

babble	chatter	fret	hurry	murmur	sparkle
bicker	curve	glance	linger	slide	steal
bubble	flow	gloom	loiter	slip	wind

19.

Lesson 4

Looking Back

- G Circle the letter of the answer to the question.
20. What is a common phrase or expression that cannot be understood literally?  
 a. metaphor      b. simile      c. idiom      d. alliteration
- H Write a sentence of your own using the idiom *stick to it or nose in a book*.
- △ 21. **Answers will vary.**
- I Complete each activity about the vocabulary words.
22. Circle three things you could *divert*.  
 stream thoughts stars attention
23. Cross out the word that does not describe a person with *zest* for life.  
 eager enthusiastic ~~dull~~ energetic
- △ 24. Explain how the word *part* helps define the word *partition*.  
**Example: A partition divides something into parts.**
- △ 25. Write a sentence of your own using the word *discipline*.  
**Answers will vary.**
- J Cross out the word that does not belong in each category. The first word in each row is a vocabulary word.
26. blunder      stumble      stagger      lurch      ~~march~~
27. carcass      ~~chicken~~      remains      bones      skeleton
28. lament      regret      mourn      ~~appreciate~~      groan
- K Complete the memory verse.
29. O LORD, how **manifold** are thy **works**! In **wisdom** hast thou **made** them all: the **earth** is **full** of thy **riches**. Psalm 104:24