

Lesson 3

Adventure After Dark

Pages 7-9

Objectives

- Learn the meanings of *fade*, *trilling*, *warts* **A**
- Make a prediction about the story **B**
- Recall story information **C**
- Match story characters to actions **D**
- Become familiar with 1 Chronicles 29:11 **E**
- Identify the accented syllable in a word **F G H**

Board Preparation

- Write these words on the board to practice the new concept of accented syllables:
flow' er, re lax', a like', bro' ken, cro' co dile, to ge' ther

Review



- Pronunciation key: Use flash cards or write the more difficult symbols on the board for students to review.
- Bible verse: *Let us walk honestly. Romans 13:13*

**A Study Words**

Allow students to look up the Study Words on their own if they are capable of doing this. You may need to help them the first time or two, but students should do the exercise independently. Read more about teaching Study Words on page x of the Introduction.

If you are using a *Doors to Discovery* reader prior to the sixth printing (2014) full-color version, you will notice some discrepancies in the Study Words and Bible verses.

Students who are using old readers must use the glossary in the back of their LightUnits instead of the one in their readers.

Lesson 3

Adventure After Dark

Study Words fade trilling warts

A Look up these words in the LightUnit glossary on pages 45, 46. Write each Study Word beside its definition. ☒

1. trilling singing with pleasantly trembling sounds
2. fade to become pale or less bright
3. warts small fleshy growths on the skin

Exploring the Story

B Read the introduction. Write an answer to the question. ☒

Jim, Dick, and Nancy went to the pond after dark one spring evening. Jim took his big new flashlight along. What is an animal the children may have seen?

Accept any reasonable answer.

Silently read "Adventure After Dark" (pages 9-14). ☒

C Write the answer to the question. ☒

4. What did Jim want to watch the frogs do at the pond?

puff out their necks and sing

7

Introducing the Story

During the day, a pond is a friendly place to be. Ducks swim around, insects buzz through the air, turtles sun themselves, fish dart about, and frogs splash into the water. When night comes, it is dark and shadowy at the pond. Only the moon and stars give light. Small creatures rustle through the grass, but you cannot see what they are.

Dick was sure his sister Nancy would be afraid to go to the pond at night with him and his friend Jim. Father knew that staying away from frightening things would not help Nancy learn not to be afraid of them. He knew it would help if Dick took her along and told her about things.

Would you enjoy visiting the pond at night?

 Assign "Adventure After Dark" (pages 9-14).

C Recalling Story Information

No.	Type	Location
4	Literal	page 9



D Recalling Story Information

No.	Type	Location
5	Inference	pages 12, 13
6	Literal	page 14
7	Literal	page 14

New Accented Syllable

Read the teaching box. We learn to emphasize the accented syllables in words when we learn to talk. We speak this way without giving it conscience thought; but when we come to an unfamiliar word, we can use the dictionary to learn the pronunciation and the correct syllable to accent.

In the last half of Reading 200, the accented syllable was boldfaced. Now students will look for the accent mark to show which syllable to emphasize.

Ask students to read the words on the board, making sure they emphasize the accented syllable.

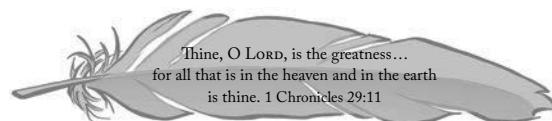
flow' er	a like'	cro' co dile
re lax'	bro' ken	to ge' ther



D Match each person to what he did. ☒

- | | |
|----------|--------------------------------------|
| 5. Jim | learned not to be afraid of the dark |
| 6. Dick | saved Hoppy from a snake |
| 7. Nancy | picked up a toad |

E Read the Bible verse to yourself three times. ☒



Accented Syllable

Look at the example words below. The little mark you see is called an accent mark. It shows which syllable should be said more loudly. We call this the **accented syllable**.

hon' est de stroy'

The accent mark is used in the glossary and dictionary.

F Read the words to your teacher.

- | | |
|-------------|------------|
| 8. won' der | sen' tence |
| a long' | un til' |
| re joice' | play' ing |



8



G Look up each word in the glossary. Put the accent mark on the correct syllable. ☒

9. ungrateful ən grāt' fəl
10. waddled wă' dəld



H Underline the bold word that completes each sentence. ☒

11. The accent mark shows which syllable is said more **quietly**, **loudly**.
12. The loudest syllable is called the **accented syllable**, **biggest syllable**.



We Remember

I Match each symbol to the word that has the sound. ☒

- | | | | |
|--------|----------|--------|-------|
| 13. ä | spice | 18. e | drink |
| 14. i | pleasure | 19. ē | shell |
| 15. zh | stack | 20. ŋ | love |
| 16. ū | spots | 21. ə | that |
| 17. a | shoe | 22. th | beach |

J Write the missing words to complete the Bible verse. ☒

23. Let us walk honestly. Romans 13:13

9



Clap out the words, demonstrating how we emphasize one of the syllables—we say it a little more loudly or firmly than the others. Exaggerate the accented syllable with more volume and a louder clap. You could also illustrate how the words would sound if you accented another syllable in the word.

Ask each student to clap out his name. Those who have names with more than one syllable should say which syllable gets the accent.

- F** Listen to each student read the words, making sure they accent the correct syllables.

The *We Remember* sections are made up of review exercises that students should be able to do independently. If they cannot, it may indicate that more review is needed.

Lesson 4

Adventure After Dark

Pages 10-12

Objectives

- Recall story information **A**
- Analyze a story character's actions **B**
- Read 1 Chronicles 29:11 and identify animals heard at night **C**
- Complete a figure of speech from the poem **D**

Board Preparation

- Accented syllable review: *sta ple, twen ty, re port, light ning, par a graph*

Review



- Study Words: Review definitions. Then ask students to use the words in sentences.
 1. fade – to become pale or less bright
 2. trilling – singing with pleasantly trembling sounds
 3. warts – small fleshy growths on the skin
- Bible verse: *Let us walk honestly. Romans 13:13*



- Accented syllable: Read the words, clearly emphasizing the accented syllable. Ask students to come to the board and draw the accent mark on the correct syllable.

sta' ple twen' ty re port' light' ning par' a graph

Oral Reading

Prompt students to visualize scenes from the story by asking, “Do you have a picture in your mind about this?” Describe to students what you are imagining in your mind and ask them to do the same. If a student is visualizing as he reads, he is comprehending the story.

Places such as the following are good places to stop and discuss what students visualize:

- Page 10 – when the children saw two great eyes shining in the full light of the flashlight
- Page 11 – when two shining little eyes looked at them from a hole in the rocks
- Page 12 – when the snake began to swallow Hoppy Hoptoad
- Page 13 – when Jim turned off the flashlight and they waited for the toads and frogs to sing
- Page 14 – when Dick lifted the toad carefully



Read “Adventure After Dark” (pages 9-14).

Questions for Discussion

1. Why didn’t Dick want to take Nancy along to the pond? (*because he thought she would be afraid and would yell when she got scared*)
2. How do you know Nancy was afraid at first? (*She held fast to Dick’s hand. She wanted to go back when she saw something in the tree.*)
3. Name the creatures the children saw or heard. (*owl, white-footed mouse, toads, spring peepers, frogs, Hoppy Hoptoad, snake, little green frogs, old grandfather bullfrogs*)
4. What sounds came from the pond? (*trilling, peeping, and croaking*)
5. Why did it look as if the snake had legs and arms growing out of its mouth? (*The snake had a toad in its mouth.*)
6. How did Jim rescue Hoppy from the snake? (*He put his hand around the snake near its head, and that made Hoppy fall out.*)
7. What did Nancy learn from her adventure at the pond? (*The darkness is full of many things you cannot see in the daylight. There is nothing to be afraid of, nothing at all.*)



Have each student choose an animal from the story: frog, toad, mouse, owl, or snake. Tell them to search for facts about the creatures they selected and make a list of the things they discover. Sources to find facts are the dictionary, encyclopedias, field guides, other books and stories, parents, and personal observation.

The following questions provide students a starting point for their lists.

- | | |
|--|------------------------------------|
| 1. What is its size, shape, and color? | 5. What are its enemies? |
| 2. What sounds does it make? | 6. Does it care for its babies? |
| 3. Where does it live? | 7. Is it useful or harmful to man? |
| 4. What does it eat? | |

Each student could also draw and color a picture of the creature he has chosen. Post the lists and the pictures on the bulletin board.



A Recalling Story Information

No.	Type	Location
1	Inference	page 10
2	Literal	page 11
3	Literal	page 11
4	Inference	pages 11-13
5	Inference	page 12
6	Literal	page 13

B Cause and Effect

No.	Type	Location
7	Inference	page 14



Oral reading class: "Adventure After Dark" (pages 9-14)

A Write the name of an animal to complete each sentence about the story. ☒

- The children saw two great eyes of an owl.
- They thought it wanted to eat a white-footed mouse for its supper.
- Jim said that toads trill, spring peepers peep, and bigger frogs croak.
- Hoppy Hoptoad was a toad.
- He did not notice the snake until it started to swallow him.
- After the children saved Hoppy and things were quiet once more, the little green frogs and the old grandfather bullfrogs began to sing again.



B Circle the letter of the answer to the question. ☒

- Why did Nancy not hold Dick's hand on the way back to the house?
 - She was tired of holding so tightly to Dick's hand.
 - ☒ She had learned that there was nothing to be afraid of.
 - She could see the lights from the house.

10



Bible Verse

Our God is very great. Everything in the heavens and in the earth belongs to Him.

Write the word *nocturnal* on the board and explain that it means "active at night." Ask students to think of some of God's creatures that are nocturnal. (Examples: raccoon, owl, coyote, wolf, rabbit, skunk, etc.)

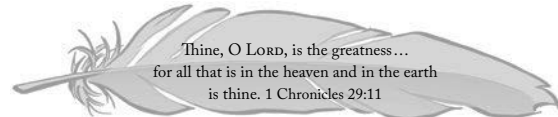
Listen to each student read the verse.

"A Song for Twilight" (page 15)

Tell students that you will read the poem aloud. Ask them to listen quietly and think about how it makes them feel. It will probably give them a restful feeling, one that makes them think of evening and bedtime.

After you read the poem, discuss the way the poet sees the stars and the wind. She compares the stars to sheep and the wind to a person walking.

△ C Read the Bible verse to your teacher.

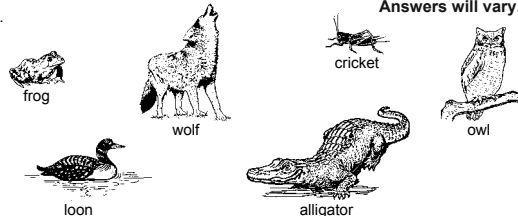


Thine, O LORD, is the greatness...
for all that is in the heaven and in the earth
is thine. 1 Chronicles 29:11

The many different animals God made all belong to Him.
Many animals can be seen during the day. Some animals can
also be seen and heard at night.

Circle the name of each animal you have heard at night. ☒

△ 8. Answers will vary.



Page 15

A Song for Twilight

In this poem, the poet imagined the stars to be like an animal.

D Write the word from the poem that completes the sentence. ☒

- The stars are still as huddled sheep.

11

You may want to teach your students the lullaby, "Sleep, Baby Sleep." Notice that this writer also saw the stars as sheep.



E Emphasize the accented syllables as you read the following words:

- | | |
|---------------|-----------------|
| 10. tem' ple | 12. to mor' row |
| 11. ex plain' | 13. shi' ny |



Lesson 4

E Listen to your teacher read these words. Put the accent mark on the correct syllable. ☒

- | | |
|---------------|-----------------|
| 10. tem' ple | 12. to mor' row |
| 11. ex plain' | 13. shi' ny |



We Remember

F Write the letter of the definition of each Study Word. ☒

- | | |
|-----------------------|---|
| 14. <u>b</u> fade | a. small fleshy growths on the skin |
| 15. <u>c</u> trilling | b. to become pale or less bright |
| 16. <u>a</u> warts | c. singing with pleasantly trembling sounds |

G Circle the letter of the sentence in each set that uses the Study Word correctly. ☒

17. (a) The color began to **fade** from the old shirt.
b. The books started to **fade** off the bookshelf.
18. (a) Marie awoke when she heard a **trilling** sound outside.
b. Two cars went **trilling** down the road.
19. a. Bryan found **warts** growing in the garden.
(b) Jim found two **warts** on his thumb.

H Write the missing words to complete the Bible verse. ☒

20. Let us walk honestly. Romans 13:13

12

Sleep, Baby, Sleep

Traditional

North German Lullaby



1. Sleep, ba - by, sleep! Thy fa - ther guards the sheep, Thy
2. Sleep, ba - by, sleep! The large stars are the sheep, The



mo - ther shakes the dream - land tree, And from it fall sweet
lit - tle ones the lambs, I guess, The gen - tle moon the



dreams for thee; Sleep, ba - by, sleep! Sleep, ba - by sleep!
shep - herd - ess, Sleep, ba - by, sleep! Sleep, ba - by, sleep!