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Section 2

Lesson 6, pp. 18-21

First Hunt

The Road Less Traveled, pp. 18-21

Objectives

- Learn the definitions of *coordination*, *expanse*, *initiate*, *iridescent*, *retract*, *rime* **A**
- Learn about the author and recall information **B**
- Identify the conflict, theme, and point of view **C**
- Identify the senses that imagery appeals to **D**
- Use context to determine word meanings **E**
- Evaluate characters' responses to their different interests **F**
- Explain how to build a good relationship in spite of differences **G**

Review

- **Descriptive writing** (*a type of writing that describes an object, person, or place*)
Have students write sentences describing objects, using imagery and descriptive verbs and adjectives. Give students an example to help them get started. For example, "A mountain of trash fills the dented metal trash can and spills over its rusted edges."
- **Theme** (*the central message or focus of a piece of literature*)
To review theme, use familiar Bible stories such as the story of Joseph, Daniel in the lions' den, or David and Goliath. Have students complete the following steps to determine the theme of each story. For example, Joseph's story:
 1. List a few words the story reminds you of. (*Examples: forgiveness, courage*)
 2. Ask yourself what the story says about one of the key words. (*Example: The story shows that even though Joseph's brothers mistreated him, he was willing to forgive them.*)
 3. Write a statement that covers these two aspects; make the wording general and remember that many stories could be written about this theme. (*Example: Willingness to forgive helps restore relationships.*)
- **Vocabulary words**
 - A. Review definitions. Then ask students to use the words in sentences.
 1. discreet – not attracting attention; not readily noticeable
 2. stipple – to speckle or fleck
 - B. Discuss the following questions:
 1. What type of **disposition** does a friendly person usually have? (*A friendly person often has a cheerful, pleasant disposition.*)
 2. What do you call the **interval** between the end of one school year and the beginning of the next? (*Example: summer vacation*)
 3. What might a **heedless** person forget to do before school? (*Example: A heedless person might forget to bring his lunch or his homework to school.*)

Introduction

- **Suggested introductory activities:**
 1. Ask students what the word *hunt* makes them think of. Discuss why this word might excite some people but not others.
 2. Have the class imagine going on an outing with half of them planning to shoot ducks and the other half planning to photograph ducks. Discuss how these two plans could conflict with each other.
 3. Discuss what these Bible verses teach about relationships:
 - a. "In lowliness of mind let each esteem other better than themselves" (Philippians 2:3).
 - b. "With all lowliness and meekness, with longsuffering, forbearing one another in love" (Ephesians 4:2).
 - c. "Be kindly affectioned one to another with brotherly love; in honour preferring one another" (Romans 12:10).
- **Focus questions:**
 1. What role does conflict play in the story?
 2. How does respecting the interests of others help build healthy relationships?

Oral Reading

Have students practice their enunciation before reading the story aloud.

- **Word pronunciations:** Look up any unfamiliar words and practice pronouncing them correctly. Examples from this story: *initiated, decoys, silhouette, metallic, iridescent, gadget*
- **Unaccented vowels:** Do not run syllables together or drop vowel sounds. Examples from this story: *companionable, clarity, ordinarily*
- **Consonant sounds:** Enunciate each consonant sound. Examples from this story: *mittened, moment, marshland, picture, swept*



Read “First Hunt” (pages 18-21).

Questions for Discussion

1. What do you learn about Jeremy from his words, actions, and responses?
 - a. What does Jeremy’s dread of hunting but determination to please his father tell you about him? (*Example: Pleasing his father is important to him even though he hates hunting.*)
 - b. What does Jeremy’s prayer that the ducks would stay away tell you about him? (*Example: He doesn’t want to have to make the decision to shoot.*)
 - c. What does Jeremy’s bursting into tears tell you about him? (*Example: He feels tension and is disappointed in himself.*)
 - d. What do Jeremy’s words, “I got him! I got him!” tell you about him? (*Example: He loves photography and is thrilled with this opportunity.*)
2. Which character do you identify with better—Jeremy or his father? Why?
3. Although you may have chosen to shoot the duck, how do you think Jeremy’s decision takes courage? (*Example: He wants to please his father, but he cannot bring himself to shoot ducks that are so alive.*)
4. If you could write one more paragraph to add to the ending of the story, what would you write?
5. How might this story influence readers? (*Examples: Readers might be inspired to work on relationships or become interested in hunting or photography.*)
6. How do you think Jeremy and his father’s relationship might change after this story? (*Example: They might enjoy being together more since they understand each other better.*)

Section 2



△ Vocabulary coordination expanse initiate iridescent retract rime

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

1. **coordination:** the harmonious working together of parts
2. **expanse:** a wide, open area
3. **initiate:** to begin a process or activity
4. **iridescent:** shining with different colors when seen from different angles
5. **retract:** to pull or draw back
6. **rime:** a buildup of ice or frost on an object

Introducing the Story

Arthur Gordon was born in Savannah, Georgia, in 1912. As a young boy he spent long hours in bed because of a series of ear infections. His love for books, as well as a remarkable aunt who taught him to use his imagination to create stories, helped him pass his time in bed and prepared him for his lifework. As an adult, he became a magazine editor and also enjoyed writing descriptive essays and short stories, such as “First Hunt.”

“First Hunt” is the story of a boy and his father spending the day together out on the marshes. One of them is excited about hunting, but the other is not. How does respecting the interests of others help build healthy relationships?



Oral reading class: “First Hunt” (pages 18-21)

Understanding the Content

B Answer each question by circling the letter or writing the answer.

7. What types of things did Arthur Gordon write? essays and short stories



Lesson 6

8. What did Jeremy's father expect would happen on Jeremy's first hunt?
Example: He expected Jeremy to shoot his first duck.
9. What was the first hint that Jeremy was not excited about hunting ducks?
He had a hard time eating breakfast.
10. Which word describes the way Jeremy acted toward his father?
 a. disrespectful b. uninterested **c. respectful** d. irritated
- △ 11. How did you expect Jeremy's father to react when Jeremy did not shoot the duck?
Example: I expected him to be disappointed.

Examining the Narrative

The characters in a story usually face some type of **conflict** that they must resolve. This struggle or problem can be internal or external.

- **Internal conflict:** conflict that happens inside a character's mind as he struggles with feelings and ideas
- **External conflict:** conflict that happens outside a character as he struggles with other characters or events

C Complete each exercise.

12. Circle the letter of the main type of conflict in the story.
a. internal – within Jeremy
 b. external – between Jeremy and nature
 c. external – between Jeremy and his father
 d. external – between Jeremy's father and nature
13. Describe the conflict that Jeremy faced. He wanted to please his father, but he did not want to shoot ducks.
14. Explain how you know the conflict has been resolved at the end of the story. Examples: Jeremy was happy again. Jeremy saw his father was not disappointed.
15. Circle the letter of the sentence that best states the theme of the story.
 a. Photographing animals is better than hunting them with a gun.
 b. Jeremy and his father spent the morning together out on the marshes.
 c. Activities done in nature encourage good relationships between fathers and sons.
d. Love and respect make healthy relationships possible even when differences exist.
16. Circle the letter of the sentence that describes the point of view in the story.
 a. A first person narrator tells the story of his first hunt with his father.
b. A third person narrator tells what happened on Jeremy's first hunt with his father.

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Examining the Narrative

Conflict is the element in a story that holds readers' attention and creates suspense. Conflict can either be internal or external. Internal conflict happens as a character struggles within himself. External conflict happens as a character struggles with other characters, events, or nature. A story can include both types of conflict.

Ask students to identify the conflict in the following examples as internal or external.

- Two packs of hunting dogs run along the railroad track, chasing the mahogany fox, when suddenly a train comes around the bend, rushing toward them. (*external*)
- In order to survive, Old Mahogany must outrun, outlast, and outwit the three best packs of hunting dogs in the state of Connecticut. (*external*)
- Mr. Burroughs is angry with himself for having missed the opportunity to shoot a magnificent fox. (*internal*)

Lesson Verse

And he shall turn the heart of the fathers to the children, and the heart of the children to their fathers. Malachi 4:6

Good relationships are possible in spite of differences. Jeremy's father tries to learn more about what his son loves rather than insisting Jeremy learns to love hunting. He accepts Jeremy for who he is, not for what he does, showing Jeremy he does not have to earn approval. When we accept others rather than insisting they be like we are, we make it possible to have good relationships.

- Do you think differences make relationships stronger or weaker? Why do you think so? (*Example: Differences can make relationships stronger when people learn to love each other despite the differences. They can also make relationships weaker if people are not willing to accept the differences.*)
- What can you do to turn your heart toward another person? (*Examples: Respect the person, be interested in him, care about his life.*)
- How does respecting each other make school a better place? (*Example: Respecting others helps you value them rather than tearing them down.*)

Notes of Appreciation

As a way of reinforcing the concept of respect and good relationships, encourage students to write notes of appreciation to their fathers or other influential figures in their lives. Their notes should name specific things they appreciate.

Lesson 6

Appreciating the Language

- D** Write a descriptive word from the story to complete each phrase. Then write *sight*, *smell*, *sound*, or *touch* to identify the sense each example of imagery appeals to.

Description	Sense
17. the <u>companionable</u> smells of bacon and coffee	<u>smell</u>
18. the sun . . . flooding the marshes with <u>tawny</u> light	<u>sight</u>
19. glinted on his <u>ruddy</u> breast	<u>sight</u>
20. felt the <u>cold</u> stock against his cheek	<u>touch</u>
21. <u>whistling</u> like a feathered bullet downward	<u>sound</u>

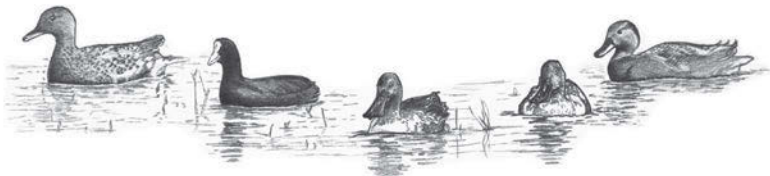
- E** Based on the context, write the meaning of the homonym *shot* as it is used in each sentence.

22. "They'll come in from left to right, against the wind, if they give us a *shot* at all." (page 19)

Example: a chance to shoot

23. "There'll be others along soon; you can get all sorts of *shots*." (page 21)

Example: pictures taken by a camera



Derived from Getty Images.

Life Application

Jeremy thought he needed to change to win his father's love. He thought that in order for his father to admire him, he had to like the same things his father liked.

- F** Answer each question.

24. Although they had differences, what did Jeremy and his father both enjoy?

They both enjoyed nature or the ducks.

25. How do you know the differences between them did not matter to Jeremy's father?

Example: He said Jeremy didn't have to love shooting.

Additional Reading

The Complete Guide to Nature Photography, Sean Arbabi. Written by an expert photographer, this book offers advice on every aspect of nature photography: packing your gear, selecting sites, staying safe, getting a perfect exposure, and composing images. It is written for beginners and includes more than two hundred inspiring photographs.



Lesson 6

26. What three things did Jeremy see in his father's eyes at the end of the story that told him how his father really felt toward him? He saw pride, sympathy, and love.
27. How did Jeremy's father respect Jeremy's skill as a photographer? He asked Jeremy to teach him how to use the camera.

G Write about a difference you have with a friend or family member. Give an example of a way you could respect this person's interests and build a healthy relationship.

- △ 28. Example: My sister likes to sew, and I like to hike and do outdoor activities. I could compliment her sewing skills rather than nag her about doing things outside with me. This would help us get along better.

Review

H Write a vocabulary word to match each clue.

disposition endorse heedless interval stipple

29. heedless *heed*, careful attention + *-less*, lacking = lacking careful attention
30. interval [*< L inter-*, between + *vallum*, wall, rampart] a word that came to mean "a space of time between events"
31. disposition nature, temperament, personality, traits
32. stipple from a Dutch word meaning "to spot, dot"; also refers to an art technique of using small dots or marks to draw or paint

I In the first blank write the letter of the type of relationship each word pair shares. In the second blank write a vocabulary word to complete each analogy.

agile discreet premises severe staunch

33. d anxious : troubled :: loyal : staunch a. antonyms
34. a perfect : flawed :: noticeable : discreet b. characteristic
35. b sloth : slow :: cheetah : agile c. part to whole
36. c room : house :: building : premises d. synonyms

Teacher's Notes
