

# Contents

Reading 601 .....	1
Reading 602 .....	27
Reading 603 .....	52
Reading 604 .....	78
Reading 605 .....	104

## Guidelines for Self-Scoring

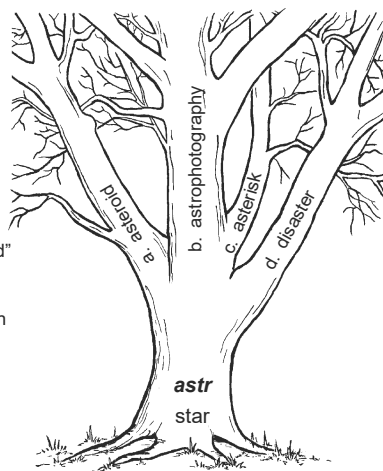
1. Complete the lesson.
2. Get permission to score.
3. Check your work—put an ✕ beside wrong answers.
4. Return to your desk and use your textbook or LightUnit to correct the wrong answers.
5. Get permission to rescore.
6. Recheck your work. If corrected, circle the ✕. If wrong, make another ✕. Repeat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

## Lesson 2

Languages are always changing and growing. Just as a tree grows many branches from one trunk, many words can "grow" from one original root.

- K** Write the letter of each word from the tree beside its definition. Use a dictionary if needed.

17. c a star-shaped symbol (\*)
18. d misfortune; originally meant "ill-starred"
19. b the photographing of objects in space
20. a a small rocky object that orbits the sun



## Looking Back

- L** In each word underline the root *astr*, *aud*, or *struct*. Write the definition of the root.

21. inaudible to hear      instructor to build      astronomer star

- M** Write a vocabulary word to complete each sentence.

cinder    gullible    pledge

22. A hot cinder from the campfire burned a small hole in Dale's shirt.
23. Samantha worked hard to fulfill her pledge to the mission committee.
24. When Wyatt realized the boys were joking, he wished he hadn't been so gullible.

- N** Complete the memory verse. See the introductory page of this LightUnit.

25. A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels. Proverbs 1:5

## 3. Making Joe's Lunch

*He that oppresseth the poor reproacheth his Maker: but he that honoureth him hath mercy on the poor. PROVERBS 14:31*



### △ Vocabulary    ration    scoff

- A** Look up the vocabulary words in the glossary. Write the definition of each word.

1. ration an allowance of food
2. scoff to express scorn; to mock or show great disrespect

### Introducing the Story

One person's actions can change another person's life. As you read the story, notice how one character's creative act of kindness affected other characters' lives.



Read "Making Joe's Lunch" (pages 13-16). After you read it, initial the line. \_\_\_\_\_

### Understanding the Content

- B** Write the answer to each question and complete the main idea of the story.

3. Which character needed both food and a friend? Joe
4. Which character showed kindness to him? Alan
5. What was the kind deed he did?  
He replaced the coal in Joe's bag with his own lunch.
6. How did this kind deed affect Joe?  
Examples: He ate a good lunch, he found a friend, he played ball.
7. How did this kind deed affect the other boys?  
Example: They were ashamed of what they had done to Joe.
8. Main idea: Several school boys learned a lesson about  
Example: showing kindness to others.

## Lesson 3

△ C Write a sentence to answer each question, making inferences from the story details.

9. Alan was the last to leave the coat closet, slipping into his seat just as the bell rang. What do you think he was doing?

Example: Alan quickly put his lunch into Joe's bag.

10. Alan went home to eat lunch instead of eating with the boys. Why do you think he went home?

Example: He had given Joe his lunch and had nothing to eat.

11. Will noticed that it began to feel unusually warm as the boys sat on the lawn and guessed what Alan had done. Why did he feel warm when he thought about what had happened?

Example: Will was ashamed of what he had done.

## Analyzing the Story Elements

D Write the letter of the description that matches each story character.

- |                     |   |
|---------------------|---|
| 12. <u>b</u> Howard | a. a leader among the boys; thought more of himself than of others  |
| 13. <u>a</u> Will   | b. a follower; did whatever everyone else did without thinking how it would affect others                   |
| 14. <u>c</u> Alan   | c. neither a leader nor a follower; was thoughtful of others and did what was right even if no one else did |

E Put a check mark beside each sentence that is true about the setting of the story.

15. \_\_\_\_ The events of the story cover a period of one week.  
 16. ☒ The events of the story cover parts of two days.  
 17. ☒ The school had trees and a playground.  
 18. ☒ The weather was warm.  
 19. \_\_\_\_ The weather was cold.

## Appreciating the Language

F Write a word or phrase of your own to complete each metaphor. The first one is done for you.

20. Alan was a lighthouse showing the other boys the right way to take.  
 △ 21. The brown bag was a Example: treasure chest full of good things to eat.  
 △ 22. The ball was a Example: bullet flying from Joe's hand to first base.

## Lesson 3

## Literary Technique: Idiom

An **idiom** is a common phrase that cannot be understood from the literal meanings of its words. Idioms are a part of ordinary speech. Writers sometimes use idioms in dialogue to make the characters realistic.

Barry's story about catching a bear does not *hold water*.

The sentence does not make sense if you think of holding water in a literal way. Instead, the idiom means that something cannot be proven to be true.

G Circle the letter of the best explanation of each idiom.

23. "Hope his dinner doesn't *lie too hard on his stomach*," Will whispered.  
 a. Hope his dinner doesn't tell him a lie.  
 (b) Hope his dinner doesn't give him a stomachache.  
 c. Hope his dinner doesn't sleep well in his stomach.
24. It was a dinner *fit for a king*, the watching boys thought.  
 (a) It was a very nice dinner.  
 b. It was a dinner that would fit on a king's plate.  
 c. It was a dinner worth having a fit about.
25. "Hey, Joe," Howard called. "We're *shy on* infielders."  
 a. We are bashful toward other players.  
 (b) We don't have enough infielders.  
 c. We play timidly in the infield.

## Learning From the Story

H Complete each exercise.

- △ 26. Alan applied the lesson verse by having mercy on Joe instead of treating him unkindly. Write a way you can show mercy to the poor.

Examples: by sending money to them, by sharing food with them

27. Circle the letter of the statement that best explains how Alan's action took courage.

- (a) He chose a different action than his friends and risked being scoffed at.  
 b. He chose to give his lunch away and risked going hungry.  
 c. He chose to leave the closet last and risked not getting to his seat in time.

## Lesson 3

## Word Study

- 1 The suffix **-ous** means “full of.” Write a word with the suffix **-ous** from page 14 of the reader to match each definition.
28. **mischievous** full of mischief      29. **mysterious** full of mystery

- J** Here are more words with the suffix *-ous*. Write each word beside its definition.

cautious	courageous	hazardous	hilarious
----------	------------	-----------	-----------

30. **hazardous** full of hazards
- courageous** full of courage
- cautious** full of caution
- hilarious** full of hilarity
- ous: full of**

## Looking Back

- K** Write the definition of the term.

31. etymology the history of a word

Complete the following two exercises with vocabulary words from the box.

cinder    extract    gullible    invades    pledge    rhythmic

- L** Write a vocabulary word to complete each sentence.

32. Across the meadow came the rhythmic melody of the whip-poor-will's song.
33. When bacteria invades our bodies, infection often results.
34. The mountain people knew how to extract medicines from plants.

- M** Write a vocabulary word to match each clue.

35. **gullible** related to *throat* (gullet); from the root *gull*; to swallow anything
36. **pledge** related to *plight*; from *plinten* (guarantee); promise with great risk
37. **cinder** combined form of *synder* (slag) and *cendre* (ashes)

#### 4. Poetry: September; Rebellion in September



## Introducing the Poems

If you were asked to write a poem about your favorite time of year, which month would you choose: a cold, snowy January; a warm, sunny July; or a crisp and colorful September? Although the two poems in this lesson are written by different poets, they both focus on the same month of the year.



Read "September" (page 12). After you read it, initial the line. \_\_\_\_\_

### Rhyme Scheme

The rhyming pattern of a poem is called its **rhyme scheme**. Identify the rhyme scheme by writing the letter *a* beside the first line. Any line that rhymes with the first line is also labeled with an *a*. The next line that does not rhyme with line *a* is labeled *b*, the next line that does not rhyme with either *a* or *b* is labeled with *c*, and so forth. Rhyming lines are always marked with the same letter.

- A** Complete the rhyme scheme for the first two stanzas of “September.”

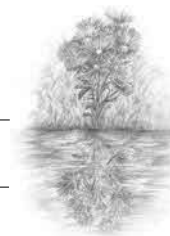
- |                              |          |                              |          |
|------------------------------|----------|------------------------------|----------|
| 1. The goldenrod is yellow;  | <u>a</u> | The gentian's bluest fringes | <u>d</u> |
| The corn is turning brown;   | <u>b</u> | Are curling in the sun;      | <u>e</u> |
| The trees in apple orchards  | <u>c</u> | In dusty pods the milkweed   | <u>f</u> |
| With fruit are bending down. | <u>b</u> | Its hidden silk has spun.    | <u>e</u> |

- B** Complete each exercise about “September.”

2. Explain how asters *by* the brook side make asters *in* the brook.

Asters are reflected in the brook.

3. Write the line from the poem that causes you to use your sense of smell. The grapes' sweet odors rise



## Lesson 4

4. Circle the letter of the purpose of the poem.
- to tell a story that happened in September
  - to create feelings of appreciation for September's beauty



Read "Rebellion in September" (page 17). After you read it, initial the line. \_\_\_\_\_

## Couplet

A **couplet** is two lines of poetry that form a unit. The two lines usually rhyme and have the same rhythm.

I think that I shall never see a A tree whose hungry mouth is pressed b  
A poem lovely as a tree. a Against the earth's sweet flowing breast. b

## C Answer each question by circling the letter or writing the answer.

5. How many couplets did the poet use in "Rebellion in September?" 6
6. What is the rhyme scheme of the first three stanzas? a a b b c c
7. In each couplet, one line is italicized. What do the italicized words refer to?
- the beauty of September
  - rebellious thoughts about schoolwork
8. Where is the speaker in this poem and what is she doing?
- She is sitting on a log in the forest, looking at the beautiful woods.
  - She is sitting at a desk in her schoolroom, looking out the window.
  - She is sitting in a car on a crowded freeway, waiting in traffic.
9. Both poems mention asters, a type of flower. Think about the root *astr*. What is an aster shaped like? a star

## D Read the paragraph about the poet. Write the answer to the question.

Rachel Field grew up in Massachusetts. Since she had no playmates her own age, her favorite pastime became exploring the outdoors. Flowers, trees, sticks, and birds were her best friends. In school, Rachel loved to listen to poems and stories but had difficulty with math, reading, and history.

10. Rachel's love for the outdoors is evident in her poem. What else about her childhood is evident? her difficulty with schoolwork

## Lesson 4

## Looking Back

## E Write the definition of each root and a word that contains it.

11. *astr* star      △ Example word Answers will vary.
12. *aud* to hear      △ Example word (Page 52 lists words
13. *struct* to build      △ Example word that may be used.)

## F Write the term that matches each definition.

14. etymology the history of a word
15. metaphor a comparison that suggests one thing has characteristics of another
16. idiom a common phrase that cannot be understood from the literal meanings of its words

## G Write a vocabulary word to match each clue.

extract    gullible    invader    rhythmic

17. invader one who enters a place where he is not wanted
18. extract an antonym of *insert*
19. rhythmic a characteristic of songs

## △ H Write a sentence using each vocabulary word or a form of it correctly. Answers will vary.

20. ration \_\_\_\_\_
21. scoff \_\_\_\_\_

## I Complete the memory verse.

22. A wise man will hear, and will increase  
learning; and a man of understanding  
shall attain unto wise counsels. Proverbs 1:5

# Reading 605

## Responsibility

*Responsibility* is an important word. It means accepting your duties and doing them so well that, if asked, you will be able to give a good explanation for what you have done.

How does a person learn to be responsible? What characteristics mark a responsible person? The stories for this LightUnit will provide you with examples, both of responsible people and of events that taught responsibility.

As you read these stories, you will meet men and boys, such as Peter in the sugar bush at sugaring time, Jakob on the farm at harvesttime, Henry in the courtroom during the Revolutionary War, and mushers in Alaska carrying precious medicine to Dr. Welch.

This LightUnit is used with pages 245-314  
of *Calls to Courage*, the reader for Grade 6  
of Christian Light Education's Reading Series.

### Memory Verse

*He that is faithful in that which is least is faithful also in much:  
and he that is unjust in the least is unjust also in much. Luke 16:10*

## Section 1

### 1. In the Sugar Bush, Part 1

*And out of the ground made the LORD God to grow every tree that  
is pleasant to the sight, and good for food. GENESIS 2:9*



#### △ Vocabulary giddy gratifying robust

#### A Write each vocabulary word beside its definition.

1. robust strong and healthy; vigorous
2. giddy dizzily happy or excited
3. gratifying giving satisfaction or pleasure

#### Introducing the Story

Stories about people who have learned responsibility can inspire you to take on new responsibilities. "In the Sugar Bush" is taken from the book *A Place for Peter*. The main character is a boy who took on a job that he had never before done by himself. Read about the ways in which taking on this responsibility became a satisfying experience for him.



Oral reading class: "In the Sugar Bush," Part 1 (pages 246-253)

#### Understanding the Content

#### B Summarize the story by writing the answers to the five W questions.

4. **Who** was the main character in the story? Peter
5. **What** did he want to try on his own? the sugaring
6. **Where** did he go every morning before school that week? to the sugar bush
7. **When** did he start tapping the maple trees? on Friday morning
8. **Why** did he feel almost giddy with delight when he left the grove on the last morning?

Example: He was handling a big project on his own.

## Lesson 1

**C** Each of these statements is true. Write a clue that helps you make that inference.

9. Peter had not always been responsible with his chores.

Clue Example: His father often had to remind Peter to feed the hens.

10. Peter was worried about his uncle.

Clue Example: He asked his father if Uncle Leonard would get better.

11. Peter had often helped with sugaring.

Clue Example: He knew the steps of the work.

**D** Write the answer to each question.

12. Why was Peter's mother unable to do the sugaring this year?

She had gone to nurse Uncle Leonard back to health.

13. Why would Peter's classmates have wanted to change places with him?

It would be fun to be in charge of sugaring.

14. Why did Peter want Shep to go with him to do the sugaring?

It would help him feel less lonely.

## Analyzing the Story Elements

### Story Elements: Theme

The **theme** is the central message or focus of a story. A theme may be stated directly but must often be inferred from the plot, conflict, and characters' actions.

While each story has its own main idea, many stories can be written about the same theme. The theme is expressed as a general statement that does not include the names of characters or events from the story.

Example: "Jack's Foolishness"

**Main Idea:** Jack's courageous witness led Mr. Hawkins to become a Christian.

**Theme:** Courageous people witness for Jesus even if it brings suffering.

**E** Write *theme* or *main idea* to identify each statement.

15. main idea Peter was excited about doing the sugaring on his own.

16. theme Enthusiasm for work can make a difficult task seem enjoyable.

## Lesson 1

### Appreciating the Language

**F** Complete each sentence, changing the figurative language to literal language.

17. After school Thursday Peter walked up the road with his skis over his shoulder, until he came to the farm lane where the mailbox stood. As he opened it eagerly, its *emptiness yawned at him*.

As he opened it eagerly, Example: he found it completely empty.

18. At school, the boys and girls were *bubbling over with talk* of what they were going to do during their week's vacation.

The boys and girls were Example: talking excitedly.

19. Peter found it hard to *keep his mind on his books*.

Peter found it hard to Example: focus on his work.




**G** Using the footnotes in the reader, explain how each item was used in the sugaring process.

20. evaporator It was used for boiling sap.

21. brace and bit It was used for drilling holes into the trees.

### Word Study: Roots

Study the chart. Learn the definition of each root.

Root	Definition	Example
<i>pend</i>	to hang 	To <u>suspend</u> something is to <u>hang</u> it from above so that it can swing freely.
<i>phil</i>	love 	<u>Philadelphia</u> is known as the city of brotherly <u>love</u> .
<i>vac</i>	to empty 	To <u>vacate</u> an apartment is to <u>empty</u> it.

**H** Write the letter of the definition of each root and word.

22. a *vac*      a. to empty      25. f philosopher      d. a hanging weight  
 23. c *pend*      b. love      26. e evacuate      e. to make empty  
 24. b *phil*      c. to hang      27. d pendulum      f. lover of wisdom

## Lesson 1

## I Study the etymology and complete each exercise.

**vacation** [< L *vacatio*, freedom, < *vacare*, to empty]

28. Write the language of the word's origin. **Latin**
29. Write the definitions of the words it came from.  
*vacatio* **freedom**      *vacare* **to empty**
30. A vacation is a time of **freedom**; it is a relaxing time that is **empty** of normal duties.

## J Write the letter of a word to match each situation. Use a dictionary if needed.

a. vacant    b. vacate    c. vacuum cleaner

31. **b** The Groves packed up their belongings in order to empty the house.
32. **a** We were surprised to see rows of empty houses along one side of the street.
33. **c** Joanna cleaned the carpets and upholstery, removing the dust and grime.

## Looking Back

## K Review the roots you have learned. Write the letter of the root and definition that matches each group of words.

- |  |                                   |
|--|-----------------------------------|
| 34. <b>f</b> emit, mission, manumit                | a. <i>astr</i> – star             |
| 35. <b>a</b> astronaut, asterisk, asterism         | b. <i>aud</i> – to hear           |
| 36. <b>e</b> pantomime, mimic, mimetic             | c. <i>bene</i> – good             |
| 37. <b>b</b> audible, audience, auding             | d. <i>mand</i> – to order         |
| 38. <b>d</b> command, mandate, remand              | e. <i>mim</i> – to repeat         |
| 39. <b>c</b> benevolent, benediction, beneficiary  | f. <i>miss/mit</i> – to send      |
| 40. <b>l</b> provide, visible, visage              | g. <i>path</i> – feelings         |
| 41. <b>g</b> sympathy, pathetic, antipathy         | h. <i>port</i> – to carry         |
| 42. <b>k</b> structure, instruct, obstructive      | i. <i>scrib/script</i> – to write |
| 43. <b>h</b> export, portable, portamento          | j. <i>spect</i> – to look         |
| 44. <b>j</b> spectator, perspective, introspection | k. <i>struct</i> – to build       |
| 45. <b>i</b> describe, scribble, scriptorium       | l. <i>vid/vis</i> – to see        |

## 2. In the Sugar Bush, Part 2

*For thou shalt eat the labour of thine hands: happy shalt thou be, and it shall be well with thee. PSALM 128:2*



## △ Vocabulary exultant leisurely stoke tinge

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

1. exultant: **filled** with **triumph** or **joy**
2. leisurely: **relaxed** and **unhurried**
3. stoke: to **stir** up or **feed**
4. tinge: to **color** **lightly**

## Introducing the Story

European immigrants learned about sugaring from Native Americans who lived in the northeastern part of the United States. For many people in the early days of America, maple syrup was the only sugar or sweetener they could afford.



Read “In the Sugar Bush,” Part 2 (pages 254–258).

After you read it, initial the line. \_\_\_\_\_

## Understanding the Content

## B Write the answer to each question.

5. Based on the introduction above, where might the story have taken place?  
**in the northeastern part of the United States**
- △ 6. Early settlers used maple syrup in place of sugar. Why do you think Peter spent so much time making one jar of maple syrup?  
**Example: He and his family enjoyed maple syrup as a sweetener.**
7. How many gallons of sap did it take for Peter to make a pint of maple syrup? **twenty**
8. Since the sugar house did not have running water, how did Peter wash up the utensils when he was finished making syrup?  
**He melted snow and used it to wash the utensils.**



## Lesson 2

**C** Circle the letter of the set of words that best completes each analogy.

9. maple syrup : sap :: \_\_\_\_\_  
 a. candle : wax  
 b. sugar : sweet  
**C** honey : nectar  
 d. kettle : boil
10. snowshoe hare : fur :: \_\_\_\_\_  
 a. squirrel : tail  
 b. grosbeak : bird  
**C** pheasant : feathers  
 d. woodpecker : insect

## Analyzing the Story Elements

△ **D** The characters' actions help you to feel the mood of the story. Write one or more of Peter's actions that demonstrate each character quality he displayed.

11. enthusiasm Examples: Peter felt like shouting with joy. He shouted hello to the sun. He carried the jar of syrup home exultantly.
12. diligence Examples: Peter got a roaring fire going and split extra wood. He melted snow and used it to clean the big pan and utensils.

## Story Elements: Broad and Specific Setting

The setting of a story is the time and place in which it occurs. The **broad setting** refers to the general time or area in which a story takes place. The **specific setting** of a story refers to the exact details of the time or place of story events. The specific setting of story scenes may change throughout the story.

Example: "Going to Market"

**Broad setting:** New York City in the early 1900s

**Specific setting:** Riverside Street on Thursday afternoon

**E** Circle the letter of the answer to each question.

13. What is the broad setting of "In the Sugar Bush"?  
 a. a city in California    b. a small Midwestern town    **C** a farm in New England
14. During which season is "In the Sugar Bush" set?  
 a. middle of summer    **B** early spring    c. middle of winter
15. What is the specific setting for the main events in the story?  
**A** the sugar bush    b. the farmhouse    c. the school

## Lesson 2

## Appreciating the Language

**F** Write the letter of each literary technique beside its example from the story. One technique will be used twice, and Number 18 has two answers.

- |   |                    |
|---|--------------------|
| 16. <b>B</b> Spring was <i>in the air</i> .                           | a. hyperbole       |
| 17. <b>E</b> The curling blue smoke was <i>like a hand waving</i> .   | b. idiom           |
| 18. <b>D</b> His <i>skis sang</i> with speed.                         | c. onomatopoeia    |
| 19. <b>C</b> There was a frying pan with bacon <i>sizzling</i> in it. | d. personification |
| 20. <b>A</b> <b>E</b> "I'm as hungry as a horse."                     | e. simile          |

**G** Look up each word in the dictionary and write its definition.

21. undulating (page 255) Example: to move in waves
22. rucksack (page 257) Examples: knapsack; a bag used for carrying supplies

## Learning From the Story

**H** Write the answer to each question.

23. In the first part of the story, you read that Peter's father had often reminded Peter to feed the hens. What may have changed after Peter's experience with sugaring?

Example: He may have become more responsible with all of his chores.

- △ 24. What difficult job could you do by yourself that would help you learn responsibility?

Examples: prepare a meal, wash and wax a vehicle, plant a garden

☆ **I** Besides teaching a lesson about responsibility, the story includes information about sugaring. Learn more facts about sugaring by looking up maple syrup in the encyclopedia. Write the answer to each question.

25. What type of maple tree produces the best syrup? sugar maple
26. Which state produces the most maple syrup in the United States? Vermont
27. Which province in Canada is the biggest producer of maple syrup? Quebec
28. How long does the sugaring season last? from three to six weeks