



# Grade 4 Reading

## Mom's Minutes

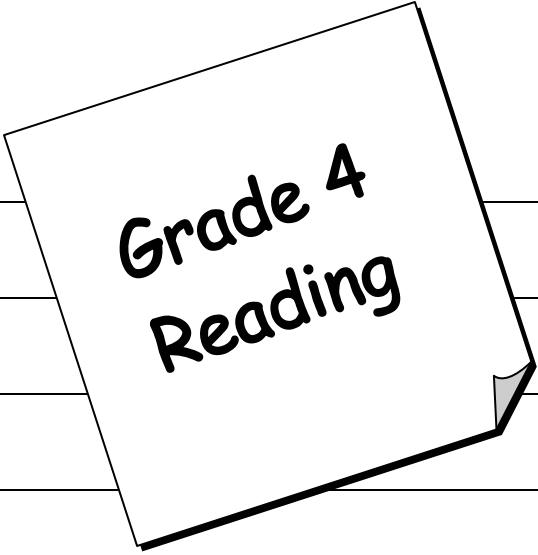
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## Grade 4 Reading

# Acknowledgments

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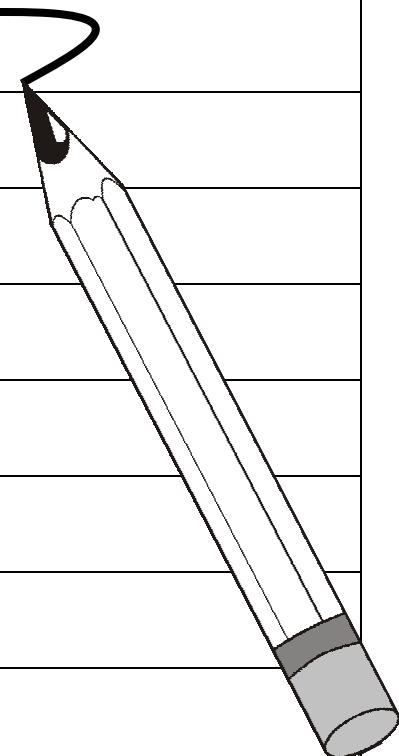
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Dear Parent/Facilitator,

What better result could a parent have than children who love to read—and do read, thoughtfully and fluently? Because *Reading 4 for Christian Schools*<sup>®</sup> emphasizes comprehension and develops phonics systematically, it produces confident, eager readers who continue to read all their lives.

These materials not only teach reading well but also encourage growth in Christian character. A variety of selections—Christian realism, historical fiction, biographies, articles, folktales, poems, and plays—provides both pleasure and understanding.

Teaching the life skill of reading requires an emphasis on silent reading.

Silent reading enables the student to focus on comprehending the author's message. Before your student begins his silent reading, I'll introduce any words that might hinder your student's comprehension while he is reading. Then I'll introduce each story and ask the motivation questions to develop a purpose for reading.

While discussing the story, I'll ask questions on the four levels of comprehension: literal, interpretive, critical, and appreciative. These questions will guide your student to higher levels of thinking. At the end of the lesson, I'll explain the Worktext pages and Dig Deeper activity. The Dig Deeper activities take your student a "little deeper," and the activity is usually based upon information presented in the lesson.

Midway through the year, we'll break from our regular schedule and read the Level 1 BookLinks, *Sheriff at Waterstop*. The BookLinks will broaden the reading opportunities for your student. At the end of the year, we'll read the Level 2 BookLinks, *Medallion*, and the Level 3 BookLinks, *Mountain Born*.

Be sure to watch the Orientation Lesson. In it I will share some helpful information that should get your student off to a better start in Grade Four Reading. (This is the first lesson of the course.)

I'm thrilled that you'll be seeing your student growing in knowledge and character as we advance through Grade Four Reading, and it's a joy for me to have a part!

Sincerely,



Tara Liston

## **Regarding State and Local Requirements**

You should be aware of the requirements you need to meet in order to satisfy your state and local authorities. Local requirements can be acquired from your county's public education office. State requirements may be available from these offices as well, but not always. Examples of possible requirements include the following:

- A required number of days your homeschool is in session\*
- A required number of lessons per subject
- Required subjects taught in each grade
- A required amount of time spent on each subject
- Field trips that are required or allowed
- Required achievement testing\*\*
- Where or to whom you need to send attendance records, grades, test scores, immunization records, etc.

\*The teachers and teacher's manuals suggest additional trips, experiments, and projects. If your homeschool is required to be in session a certain number of days, other activities (besides watching the lessons) count as legitimate class time. These activities include field trips, projects, library trips, research days, all of the science experiments, and "test days" (days in which you administer a test to your student).

\*\*Testing materials are available through BJU Press Testing & Evaluation.

Note: Lesson numbers do not necessarily correspond with the days of school because of "test days" or combined lessons. This varies from teacher to teacher and subject to subject; however, the lessons will progress sequentially.

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## Grade 4 Reading

# Schedule of Lessons/Materials List

<b>Lesson</b>	<b>Story</b>	<b>Reader</b>	<b>Worktext</b>	<b>Materials</b>	<b>Optional Activities</b>
For each lesson, your student will need a daily supply box. The box should include the following: crayons or markers, glue, 2 pencils, and scissors.					
<i>PMM = Printed Mom's Minutes</i>					
1	Watching Wallace	2–5	1	Unit 1 bookmark, Unit One Reading Contest	
2		6–9	2–4		
3	Over the Top	10–11	5–6		Dig Deeper: 5" x 7" notebook, chamois, brown embroidery thread, sewing needle
4	Skill Station Day		208–11		Dig Deeper: bandana
5	River's Rising	12–15	7		
6		16–19	8		
7		20–22	9–10	Bible	Dig Deeper: soup can, 12" wire, hammer, large nail, hand towel, marker, tealight, matches
8	Skill Lesson	23–26	11–12	Ruler	
9	Skill Station Day		212–15		
10	A Wise King and a Wise Son	27–31	13		
11a		32–35	14		
11b					Dig Deeper: 1 pink and 1 gold poster board, 1 yd. lightweight or sheer fabric, $\frac{1}{2}$ yd. lace or trim, $\frac{1}{2}$ yd. of 1/8" elastic, craft jewels, crown pattern from PMM, scissors, glue, stapler, tape
12	Skill Station Day		216–17	Worksheet from PMM	
13	An Emergency	36–40	15		
14	An Emergency	41–45	16–18		Dig Deeper: construction paper, scissors, markers
15	Llama Glama	46–50	19–20		Dig Deeper: llama patterns in PPM, bar of Ivory® soap, sharp knife, sharp pencil, carbon paper, paper towel
16	Skill Station Day		218–19		Dig Deeper: 16 craft sticks, wood glue, 3' of narrow rope or jute
17	Yukon Trail	51–55	21		Dig Deeper: 4' of thin rope or heavy lacing, $\frac{1}{4}$ yd. fur fabric, marker, scissors, ruler, 40 pennies
18		56–59	22		Dig Deeper: worksheet from PMM, crayons or colored pencils, pencil
19	Pecos Bill Gets a Wife	60–63	23–24		
20	Literature Lesson	64–65	25–26		Dig Deeper: piece of paper, crayons or markers
21	Project Submarine	66–72	27–28		Dig Deeper: worksheet from PMM, scissors
22	Skill Station Day		220–21		Dig Deeper: 4 lemons, 1 cup sugar, 1 quart water

<b>Lesson</b>	<b>Story</b>	<b>Reader</b>	<b>Worktext</b>	<b>Materials</b>	<b>Optional Activities</b>
23	Kit Carson and the Grizzly Bears	74–77	29–30	Unit 2 bookmark, Unit 2 Reading Contest	Dig Deeper: 1 T. butter, 1 tsp. salt, 1 T. sugar, 1 cup cornmeal (preferably white), 1 cup water, $\frac{1}{2}$ cup milk, vegetable shortening or oil
24	There Was an Old Man from Pompeii There Was a Young Miner in Yuma	78–79		Limerick worksheet	
25	Skill Station Day		222–23	Bible	
26	Roger's Choice	80–85	31–32		Dig Deeper: paper grocery bag, 2 sheets of decorative paper or $\frac{1}{2}$ yd. fabric, scissors, glue stick or glue gun; <i>Optional</i> : spray mount glue, various decorative supplies, lace, buttons, etc.
27	Skill Station Day		224–25		
28	On the Road to Damascus	86–89	33		
29	Skill Station Day		34, 226–27	Bible	
30	The Darkest Time	90–91	35–36		Dig Deeper: worksheet from PMM
31	Abraham Lincoln Was My Friend	92–95	37–38		Dig Deeper: plaque or piece of wood, worksheet from PMM, spray enamel or shellac, sheet of paper, spray mount glue or glue stick
32	Skill Station Day		228–29		Dig Deeper: 4 old socks; gravel, sand, or dry beans; scissors; string; 2' square piece of poster board or cardboard; marker; yardstick
33	Johnny and His Mule	96–99	39		Dig Deeper: sponge, paper towel, shallow container, brown tempera paint, blank paper
34		100–3	40–41		
35		104–7	42–44		Dig Deeper: sponge, paper towel, shallow container, brown tempera paint, blank paper
36	American Folksongs	108–10	45–46		
37	Word of Honor	112–15	47–48		Dig Deeper: chart from PMM
38		116–20	49–50		Dig Deeper: award from PMM, crayons or markers, scissors
39	Skill Station Day		230–31		Dig Deeper: sock, 4" square of white and brown felt, 1" square of black felt, 3" square of felt the same as the sock color, $2\frac{1}{2}$ ' of craft leather or yarn, brown chenille wire, 2" foam ball, small foam cup, $\frac{1}{4}$ " dowel rod about 2' long, glue gun or fabric glue

<b>Lesson</b>	<b>Story</b>	<b>Reader</b>	<b>Worktext</b>	<b>Materials</b>	<b>Optional Activities</b>
40	Hamlet, Augusta Jones, and Me	121–23	51–52		Dig Deeper: “Nail Soup” play from PMM, worksheet from PMM
41		124–27	53–54		Dig Deeper: “Nail Soup” from PMM, worksheet from PMM
42		128–30	55–56	Bible	Dig Deeper: worksheet from PMM
43	Skill Station Day		232–33	Ruler	Dig Deeper: 1 can biscuits, 8 oz. mozzarella cheese, $\frac{3}{4}$ c. pizza sauce, butter, garlic salt, pepperoni or other toppings
44	William Shakespeare	131–33	57–59		Dig Deeper: books about William Shakespeare; 3 sheets of plain, decorative, or construction paper; crayons, colored pencils, or markers; scissors
45	Skill Lesson: Diagrams	134–35	60		Dig Deeper: worksheets from PMM, 2 pieces of decorative paper or wall paper, scissors
46	Janwahr's Bridge	136–41	61		
47		142–47	62		Dig Deeper: bandana or scarf
48		148–52	63–64		Dig Deeper: worksheet from PMM
49	Skill Station Day	153	234–35	Unit 3 Reading Contest	
50	Pony Penning Day	154–59	65	Unit 3 Bookmark from PMM, ruler	Dig Deeper: flour, wheat flour, wheat germ, baking powder, cinnamon, soda, ginger, salt, shortening, brown sugar, sugar, vanilla, milk
51		160–63	66–67		Dig Deeper: worksheet from PMM, U.S. map
52		164–67	68–70		Dig Deeper: worksheets from PMM
53	Skill Station Day		236–37		Dig Deeper: worksheets from PMM; crayons, colored pencils, or markers; scissors; poster board
54	Cherry Time	168			Dig Deeper: pie crust or crescent rolls, 1 can cherry pie filling, cream cheese, sugar, 1 egg, water
55	The Cherry Trees	169–75	71–72		Dig Deeper: cardboard, brown paper bag, misc. decorations, marker, wood glue, water
56	Skill Station Day		238–39		Dig Deeper: worksheet from PMM
57	Jakko's Answer	176–79	73		Dig Deeper: worksheet from PMM
58	Jakko's Answer	180–82	74		Dig Deeper: worksheet from PMM
59	Biblical Fiction	183–85	75–76		Dig Deeper: worksheet from PMM
60	The Snow-White Robin	186–89	77–78		Dig Deeper: poster board, markers, tempera paint, paint brush or small sponges
61		190–93	79–80		Dig Deeper: manila folder, paper, markers or crayons, tape or glue
62	Skill Station		240–43		Dig Deeper: piece of construction paper or poster board, ruler, markers, scissors
63	World War II	194–97	81–82		Dig Deeper: worksheet from PMM

Lesson	Story	Reader	Worktext	Materials	Optional Activities
64	Skill Station Day		244–45		Dig Deeper: poster board, markers, scissors, magazines, glue
65	When the War Is Over	198–205	83		Dig Deeper: worksheets from PMM, calculator, necessary food and supplies to make the meal
66	When the War Is Over	206–9	84		Dig Deeper: worksheet from PMM, Bible
67		210–13	85–86		Dig Deeper: worksheet from PMM
68	Skill Lesson: Encyclopedia (This lesson contains a simulated Web site.)	214–15	87–88		Dig Deeper: worksheet from PMM, encyclopedia
69	John 3:16-A True Story	216–20	89–90	Pillow	Dig Deeper: worksheets from PMM; piece of cardboard; twine, ribbon, or string; hole punch; scissors; crayons or colored pencils
70	John 3:16-A True Story	221–26	91–92	Pillow	Dig Deeper: worksheet from PMM, crayons, scissors
71	Skill Station Day		246–47	Unit 4 Reading Contest	
72	Cat	228–29	93–94	Unit 4 Bookmark from PMM	Dig Deeper: worksheet from Mom's Minutes Packet
73	Skill Station Day Dick Whittington and His Cat		248–49		Dig Deeper: worksheet from Mom's Minutes Packet, 1 quart jar with lid, $\frac{1}{4}$ piece of white or colored poster board, crayons, marker, or felt, hot glue gun and glue, regular glue, scissors, 2 white chenille wires, 2 black chenille wires
74		230–33	95–96	Lunch bag with several bread crusts, 5 lb. bag of sugar	Dig Deeper: old CD, sharpened pencil (about 6" long), 1" diameter cork, 12" piece of yarn
75		233–36	97–98		Dig Deeper: worksheet from Mom's Minutes Packet
76	Can You Tell the Difference?	237–42	99–100		

### BookLinks Level 1: *Sheriff at Waterstop*

The following 15-minute BookLinks lessons are aired during the normal Grade 4 Reading time block. These are taken from a BJU Press novel instead of the reader and include a variety of additional activities that link literature to content areas. For these lessons, you will need to have *Sheriff at Waterstop* Teaching Guide/Novel Set which includes the novel, guide pages, and reproducible pages. It is available through BJU Press, Item # 121046.

Lesson	Book Pages	Appendix	Extra Materials
1a			Small spiral notebook
1b	1–4	1A–1C	Deputy's log (small spiral notebook)
2	5–14	2	Deputy's log, chocolate chip cookie, toothpick, paper towel, timer or clock, BookLinks folder
3	15–24	3A–3B	Deputy's log; several clean empty half or full gallon milk cartons; small empty boxes (pasta boxes); brown corrugated cardboard; brown, gray, and black construction paper; tape; ruler; scissors; glue; pencil; black marker
4	25–32	4A–4C	Deputy's log, $\frac{1}{2}$ potato, plastic knife with serrated edge, pencil, tempera or other thick washable paint, tan construction paper or brown paper bag, BookLinks folder
5	33–38	5	Deputy's log
6	39–47	6A–6B	Deputy's log, BookLinks folder

<b>Lesson</b>	<b>Book Pages</b>	<b>Appendix</b>		<b>Extra Materials</b>	
7	49–62	7		Deputy's log	
8	63–73	8A–8C		Deputy's log, BookLinks folder	
9	75–83	9		Deputy's log, construction paper, scrap paper, paper bag, art materials, BookLinks folder	
10	85–96	10A–10C		Deputy's log	
11	97–105	11A–11B		Deputy's log	
12	107–15	12A–12B		Deputy's log	
13	117–25	13A–13E		Deputy's log, BookLinks folder	
<b>Lesson</b>	<b>Story</b>		<b>Reader</b>	<b>Worktext</b>	<b>Materials</b>
77	Ingersoll		243–47	101–2	Dig Deeper: 1 package of hot dogs, 1 can of biscuits <i>Optional:</i> cheese slices
78			248–51	103–4	Dig Deeper: worksheet from Mom's Minutes Packet
79	Skill Station Day			250–51	Dig Deeper: worksheets from Mom's Minutes Packet, cardstock or poster board, spray adhesive or glue, scissors
80	Rabbit Preschool		252–53	105–6	Dig Deeper: worksheets from Mom's Minutes Packet; white, pink, third color fun foam; hot glue gun; white construction paper; markers; empty soup can; miscellaneous decorations
81	Just an Albino Squirrel Kit		254–61	107–8	Dig Deeper: markers or crayons, construction paper
82	Skill Station Day			252–53	Dig Deeper: paper, markers or crayons
83	The Tales of Beatrix Potter		262–69	109–10	Dig Deeper: worksheets from Mom's Minutes Packet, cardstock, bendable straws, brads, tape, spray adhesive or glue
84	Eletelephony		270–71		Dig Deeper: no materials
85	The Pony Express		272–75	111–12	Dig Deeper: worksheet from Mom's Minutes Packet, game pieces, tape, spray adhesive or glue, manila folder, markers, scissors, game pieces (e.g., buttons), spinner from another game
86	Skill Lesson: Directions on a Map		276–77	113–14	Compass (for determining geographic direction)
87	Night Ride to River Station		278–83	115–16	Dig Deeper: shoebox, tin foil, 8" piece of rope, red construction paper, brad
88			284–89	117–18	Dig Deeper: worksheet from Mom's Minutes Packet, colored pencils or markers
89	Skill Station Day			254–55	Dig Deeper: worksheet from Mom's Minutes Packet
90	A Narrow Fellow in the Grass		290–91		Dig Deeper: felt (any color), 1 chenille wire, glue, red felt, small wiggle eyes, various decorations

Lesson	Story	Reader	Worktext	Materials	Optional Activities
91	Goliath	292–98	119–20		Dig Deeper: 8½ c. Rice Chex® cereal, ½ c. peanut butter, 6 oz. chocolate chips, ¼ c. margarine, 1 t. vanilla, 1½ c. powdered sugar, saucepan, resealable bag, cookie sheets, airtight container
92		299–304	121–22		Dig Deeper: worksheet from Mom's Minutes Packet, markers or crayons
93	Literature Lesson: Characters	305–6	123–24	Bible	Dig Deeper: worksheet from Mom's Minutes Packet, markers or crayons
94	Showdown	307–14	125–26		Dig Deeper: worksheet from Mom's Minutes Packet, markers or crayons
95		315–18	127–28		Dig Deeper: worksheet from Mom's Minutes Packet; cardstock or poster board; markers, crayons, or colored pencils; craft sticks; spray adhesive or glue
96	Skill Station Day		256–57	Unit 5 Reading Contest Unit 5 Bookmark from PMM	
97	A Prayer for Rain	320–24	129–30		Dig Deeper: photo album, missionary cards, missionary prayer letters, paper
98		325–29	131–32		Dig Deeper: missionary information, stationery
99	A Pocket Full of Money	330–35	133–34		
100		336–39	135–36		Dig Deeper: worksheet from Mom's Minutes Packet
101	Strange Fire in the White House	340–44	137–38		Dig Deeper: 6" of thin coated wire, "C" battery, flashlight bulb
102		345–49	139–40		Dig Deeper: paper, markers, picture frame ( <i>Optional</i> )
103	Wind Song	350–51			Dig Deeper: nylon fabric or other lightweight fabric (an old sleeve from a long-sleeved shirt or pant leg from an old pair of pants can be used), fabric scissors, glue or needle and thread, wire, small weight or rock, heavy string
104	Skill Station Day		258–59		Dig Deeper: worksheet from Mom's Minutes Packet, corrugated cardboard, hot glue gun, brown or black fun foam, decorative fabric or paper, scissors <i>Optional decorative materials:</i> worksheet from PMM; narrow tape; white or cream paper; silver, black, and brown paint; sponge; brad; small piece of masking tape; glue

<b>Lesson</b>	<b>Story</b>	<b>Reader</b>	<b>Worktext</b>	<b>Materials</b>	<b>Optional Activities</b>
105	Keep the Flags Flying	352–55	141–42		Dig Deeper: worksheet from Mom's Minutes Packet, picture of your state flag, colored pencils or markers
106	The Christian Flag/The American Flag	356–59	143–44		Dig Deeper: worksheet from Mom's Minutes Packet; red, white, and royal or navy blue tissue paper; tissue paper colors of your flag; liquid glue; pencil with a good eraser
107	Literature Lesson: Similes	360–61	145–46		Dig Deeper: worksheet from Mom's Minutes Packet
108	O Say, Can You See?	362		Sheet of paper	
109	Skill Station Day		260–61	Small bag of candy-coated chocolate pieces	Dig Deeper: paper, markers
110	Story about George Washington	363–69	147–48		Dig Deeper: potting soil, grass seed, large flat container (about 2" high), water, spoon
111	Uncommon Names	370–71			Dig Deeper: new pen, floral tape, silk flower, hot glue gun, utility knife or sharp scissors
112	A Tale of Chanticleer	372–76	149–50		Dig Deeper: paper
113	Skill Station Day		262–63		Dig Deeper: worksheet from Mom's Minutes Packet, (see worksheet for ingredients), glass jar, paper towel, rubber band
114	When the Wind Blows from the South	377–83	151		
115		384–88	152–53		Dig Deeper: worksheet from Mom's Minutes Packet, colored pencils or markers
116		389–93	154		Dig Deeper: bread dough; oil; honey, cinnamon and sugar, chocolate sauce, or powdered sugar
117	Up, Up, and—Way Up	394–97	155–56		Dig Deeper: worksheet from Mom's Minutes Packet, construction paper, glue, string, ribbon
118	The Kite	398–99			Dig Deeper: worksheet from Mom's Minutes Packet, 2 coffee stirrers, 8½" x 11" piece of brightly colored paper, clear packaging tape, markers or crayons, kite string, hole punch, ribbon or streamers
119	Skill Lesson: Prefixes	400–401	157–58		Dig Deeper: grocery store advertisements, drawing paper
120	Naming the Stars	402–5	159–60		Dig Deeper: worksheet from Mom's Minutes Packet, glow-in-the-dark stars
121		406–10	161–62		Dig Deeper: worksheet from Mom's Minutes Packet, empty 12-oz. soft drink can for each constellation, small nail, large nail, hammer, label for each can, tape, scissors
122	Look at the Stars	411–14	163–64		Dig Deeper: research materials

<b>Lesson</b>	<b>Story</b>	<b>Reader</b>	<b>Worktext</b>	<b>Materials</b>	<b>Optional Activities</b>
123	Skill Station Day		264–65	Unit 6 Reading Contest, Unit 6 Bookmark from PMM	Dig Deeper: worksheet from Mom's Minutes Packet, scissors
124	Friend or Foe	416–21	165–66		Dig Deeper: worksheet from Mom's Minutes Packet, 2 pieces of black construction paper or fun foam, tape, scissors
125		422–27	167–68		Dig Deeper: worksheet from Mom's Minutes Packet
126	Alone over the Atlantic	428–31	169–70		Dig Deeper: worksheet from Mom's Minutes Packet, foam meat tray, scissors, paper clip
127		432–35	171–72		Dig Deeper: paper, blank cassette tape, tape recorder
128	Sulphur Springs Challenge	436–38	173		Piece of paper
129		439–43	174–76		Dig Deeper: sticky note pad (any size)
130	Skill Station Day		266–67		Dig Deeper: 1 can of biscuits, vegetable oil, sugar or powdered sugar
131	Mort and the Sour Scheme	444–51	177–78		Dig Deeper: paper, crayons or markers
132		452–59	179–80		
133	Champion Stock	460–64	181–82		Dig Deeper: 2 paper clips, 12–16 pop tabs, gold spray paint, tape
134		465–68	183–84		
135	John Wesley: A Fiery Brand	469–76	185–86		Dig Deeper: hero of the faith book or video
136	Skill Lesson: Bible Study	477–79	187–88	Bible	Dig Deeper: fabric, Bible, needle, thread, scissors, ruler
137	Skill Station Day		268–69	Bible	Dig Deeper: worksheet from Mom's Minutes Packet, 2 c. flour, 2 T. sweet cane (sugar), 1 T. leaven (baking powder), ½ tsp. salt, ½ c. butter (softened), 1 egg, ½ c. milk
138	An Old Testament Hero	480–83			Dig Deeper: construction paper, tape or stapler, scissors
139	What Is Black?	484–85	189–90		Dig Deeper: ½" pom poms in black, red, white, yellow, and green; wooden clothespin; 2 wiggle eyes; chenille wire; glue
140	The Genuine Spring-Operated, Brass-Handled, Black Umbrella	486–92	191–92		Dig Deeper: miscellaneous
141		493–97	193–94		
142	The Omnibus	498–502	195–96		Dig Deeper: two large empty thread spools or four small ones, wood glue, craft sticks, cardboard, paper, fabric, or other building materials
143	Danger at Milner School	503–8	197–98		Dig Deeper: stationery
144	Literature Lesson: Foreshadowing	509–11	199–200		Dig Deeper: writing paper
145	Seven at One Blow	512–18	201–2		Dig Deeper: markers or crayons, tape or glue, paper plates, yarn or other decorating materials

Lesson	Story	Reader	Worktext	Materials	Optional Activities
146	Who's a Hero?	519–22	203		Dig Deeper: worksheet from Mom's Minutes Packet, crayons
147		523–28	204–6	Phone book	Dig Deeper: adhesive bandages, medical tape, CPR mask, gauze, ointment, scissors, or other medical supplies
148	Skill Station Day		270–71		

### **BookLinks Level 2: *Medallion***

The following 15-minute BookLinks lessons are aired during the normal Grade 4 Reading time block. These are taken from a BJU Press novel instead of the reader and include a variety of additional activities that link literature to content areas. For these lessons, you will need to have *Medallion* Teaching Guide/Novel Set which includes the novel, guide pages, and reproducible pages. It is available through BJU Press, Item # 121020.

Lesson	Book Pages	Appendix	Extra Materials
1a			Logbook
1b	1–16	1A–1B	Logbook, aluminum pie plate, paper, tape, ribbon or yarn, hole punch, BookLinks folder
2	17–32	2	Logbook, white bread, wheat bread, cheese, black olive, cream cheese, cookie cutters (heart, circle), BookLinks folder
3	33–48	3	Logbook, heavy paper, BookLinks folder
4	49–63	4A–4B	Logbook, drawing paper, BookLinks folder
5	65–82	5	Logbook, piece of wood (2" x 4" x 24"), 12 cards, hammer
6	83–90	6A–G	Logbook
7	91–101		Logbook, magazine, paper
8	103–18	8	Logbook; markers and paper, or fabric paint and fabric, BookLinks folder
9	119–27	9	Logbook
10	129–37	10	Logbook
11	139–48		Logbook, heavy unlined white paper, construction paper, scissors, glue, markers, BookLinks folder
12	149–57	12A–12B	Logbook, materials to make masks
13	159–63	13	Logbook, paper, scissors, paint or markers
14	165–74	14	Logbook
15	175–85	15	Logbook
16	187–200	16	Logbook
17	200–13		Logbook

### **BookLinks Level 3: *Mountain Born***

The following 15-minute BookLinks lessons are aired during the normal Grade 4 Reading time block. These are taken from a BJU Press novel instead of the reader and include a variety of additional activities that link literature to content areas. For these lessons, you will need to have *Mountain Born* Teaching Guide/Novel Set which includes the novel, guide pages, and reproducible pages. It is available through BJU Press, Item # 120618.

<b>Lesson</b>	<b>Book Pages</b>	<b>Appendix</b>	<b>Extra Materials</b>
1a			Small spiral notebook, crayons or markers, scissors
1b	1–10	1A <i>Optional:</i> 1B	BookLinks folder, a sheet of blue construction paper, sheet of white bond or other lightweight paper, glue, markers or crayons
2	11–17	2	
3	19–25	3A–3B	
4	26–31	4A–4B	Clock; <i>Optional:</i> compass, timer
5	33–38	5A–5B	BookLinks folder, paper, pencil
6	39–43	6	
7	45–50	7	Bible, BookLinks folder, construction paper (or two pockets from old pants), glue (or needle and thread), decorative doo-dads, glitter glue or fabric paint
8	51–59	8	
9	61–67	9A–9B	Encyclopedia or other information sources on wolves, tape, markers, BookLinks folder, photos or clip art of different kinds of wolves
10	68–73	10	
11	75–82	11	Small piece of fabric or favorite piece of clothing, crayons or markers, paper BookLinks folder, 12' of colorful ribbon, scissors, pictures from each month of the year, glue
12	83–87	12	BookLinks folder, clean foam meat tray, skein of multi-colored yarn, scissors, darning needle
13	89–98		BookLinks folder, protractor, table tennis ball, glue, 12" of lightweight string
14	99–106		BookLinks folder, two small glass jars, water, candy thermometer, wool sock, cotton sock, certificate from supplement

## Grade 4 Reading

# Comprehension Questions

The main goal of our reading curriculum is to teach a student to understand what he is reading. We focus on developing thinking skills by using a variety of questions. Each reader lesson has dozens of questions to ask. The questions are divided into four levels: literal, interpretive, appreciative, and critical. All four types of questions are asked during the *Guided Reading*. This exercises his higher-level thinking skills, but this is difficult to measure. The best way for you to determine your student's level of reading comprehension is for you to ask him some questions about what he has read. If you listen in on the *Reading* lesson, you may already have a good idea of his progress, but I also suggest that you ask a few questions later in the day. Ask these conversationally, not as a drill. Taking a few minutes to discuss his views and feelings about a story will not only be great conversation, but will give him incentive to pay attention and think while he is reading.

The following comprehension questions are a sampling of the literal, interpretive, critical, and appreciative questions from the Teacher's Edition. I have chosen three questions that encapsulate the essence of the story or lesson. (You may wish to choose your own questions from the Teacher's Edition.) These will help you determine if your student understands what he reads and how he thinks. If your student has difficulty answering any of the questions, it means he was not tuned in or is having some difficulty. You should review the lesson with him, leading him to a correct answer.

LESSON	QUESTIONS
1	1. Who is Wallace? 2. Why doesn't Timothy want to watch Wallace? 3. How does Mom help Timothy?
2	1. Why does Dad follow Timothy to Mr. Parker's house on Tuesday? 2. What does Timothy want to do with Wallace on Friday? 3. How does Timothy take control of Wallace?
3	1. What does the author compare the roller coaster with on its upward climb? 2. Why do you think the author refers to the people down below as being "plastic"? 3. What words make you feel like you are going very fast?
4	1. What does the setting of the story tell us? 2. How can an author help us see the setting without specifically describing it? 3. Is it necessary for the author to give a specific description of the setting in a story? Why or why not?
5	1. Why is Josh happy that it is raining? 2. How does Pa prepare for the possible flood? 3. Why is it important to clear the dock and landing?
6	1. What does the sheriff want Pa to do? 2. Why does Pa ask Josh to check the mooring lines? 3. In what ways does Josh demonstrate that he is responsible?
7	1. Why does Josh think it is a good idea to use the current to take them to Crab Island? 2. What does Josh do when he wakes up? 3. Why does Pa call Josh a real riverman?
8	1. Describe one type of map. 2. Why is a legend or key important on a map? 3. How is a scale useful to the map reader?
9	1. What is the difference between plot and conflict? 2. Which part of the story is the largest? 3. What kind of information would you find at the end of a story?
10	1. Why does the king want to find a husband for his daughter? 2. What is the blind man looking for when he stumbles into the wheat field? 3. Why do you think the oldest son did not pass the trial?

LESSON	QUESTIONS
11	1. When does the youngest son leave for the palace? 2. How does the youngest son behave differently than the other sons? 3. How do you think the princess feels when she learns who has won the contest?
12	1. What does the main idea tell us? 2. How do supporting details describe the main idea? 3. How can you find the main idea?
13	1. What does it mean when the dinner gong rings? 2. How does a male llama defend himself when fighting? 3. How do you think the gates were opened?
14	1. What made Penny decide to go to Ernie's Everything Outlet? 2. What kinds of animals is the llama mistaken for? 3. Why does Penny tell the florist that she is the llama's "maid"?
15	1. What do llamas eat? 2. What would cause a llama to spit at a person? 3. What makes a llama a good pack animal?
16	Skill Station Day
17	1. Why can't Uncle Jim meet Steve at the train station? 2. Why does Steve decide to go with Sam back to the Yukon? 3. What do you think Steve has learned about mushing?
18	1. How did Steve fall off the sled? 2. What did Steve do to get his team back? 3. How does the author let you know that Steve will enjoy his life in the Yukon?
19	1. Why do you think Pecos Bill likes Slewfoot Sue? 2. What is the first thing that Slewfoot Sue does after she is married? 3. Why is "Widow Maker" an appropriate name for Pecos Bill's horse?
20	1. What is a tall tale? 2. Why do you think that Slewfoot Sue was not the kind of girl a cowboy dreamed of meeting? 3. How did the tall-tale tellers attempt to draw pictures in their listener's minds?
21	1. Where do the thieves take Kyle? 2. How do the thieves try to scare Kyle? 3. Why do you think the author chooses not to tell you what happens to the kidnappers?
22	Skill Station Day
23	1. How does Kit find the elk? 2. Why doesn't Kit bring meat back with him to camp? 3. Do Kit's friends seem disappointed that they won't have any meat for dinner?
24	1. What does the old man lecture about? 2. What happens to the miner? 3. How do you know these two poems are limericks?
25	Skill Station Day
26	1. Why does Roger steal from Mr. Bradley's store? 2. What does Mr. Bradley give to Wendy? 3. Do you think Roger has learned his lesson? Why or why not?
27	Skill Station Day
28	1. How does Saul persecute Christians? 2. What happens to Saul on the road to Damascus? 3. In this choral reading, what two kinds of blindness is Saul healed from?
29	Skill Station Day
30	1. Who was President of the United States during the Civil War? 2. What made the Civil War the "darkest time" in our nation's history? 3. Why is President Lincoln remembered as one of the greatest presidents this country has ever had?
31	1. Why does Billy decide to visit the President? 2. Why does Abe Lincoln find this difficult to believe? 3. What character traits make Billy a true friend?
32	Skill Station Day

LESSON	QUESTIONS
33	1. Why is Johnny late to school? 2. How does the author let you know the teacher and children are surprised that Johnny is late? 3. Would Johnny and the other characters talk the way they do if they lived in a big city today?
34	1. How do the children finally get the mule to move? 2. Why does Johnny think his Pappy will be cross with him? 3. Why does Johnny's teacher walk home with him and the mule?
35	1. After talking to Aunt Betsy, why can't the teacher comfort Johnny? 2. How does Johnny's dad get the mule to plow the field? 3. How does Johnny feel about the mule now?
36	1. What is a ballad? 2. Why were folksongs passed down orally rather than through writing? 3. How were Western folksongs different from Southern folksongs?
37	1. Why does David admire his Sunday School teacher, Mr. Hines? 2. What does David have to do to be able to go on the trip? 3. Why is David's heart hammering as he signs the permission slip?
38	1. Why does David put his Bible at the bottom of his suitcase? 2. What promise does Mr. Hines point out in the Bible? 3. Why does David come to the conclusion that his word is no good?
39	Skill Station Day
40	1. Why does Tom think that Augusta Jones is strange? 2. Why do you think Tom signs up for the play? 3. Why does Tom whistle when he enters the garage?
41	1. Why does Tom become so interested in the play? 2. Who wrote the play that is going to be performed? 3. Why are the children so eager to perform their play?
42	1. What happens in the first scene that is the start of the problems? 2. What is Augusta referring to when she says, "This is a tragedy"? 3. What lessons do Tom and Augusta learn through all that happens with the play?
43	Skill Station Day
44	1. Why do you think the town William Shakespeare was born in was called Stratford-on-Avon? 2. What activity at school might have inspired William to write? 3. Why do you think William Shakespeare's plays became so popular?
45	1. How can a diagram be useful? 2. Where were many of Shakespeare's plays performed? 3. Why was there no curtain for the stage?
46	1. What unusual thing does Janwahr do? 2. How old is Prince Janwahr? 3. Do you think Janwahr gives good descriptions of blue and red?
47	1. What reason does the southern king have for attacking Janwahr's kingdom? 2. Why does Gemla blush when talking to her father? 3. How do you think the people feel when they see Danzee come up out of the water?
48	1. How do we know that Gemla trusts her brother Janwahr? 2. How much time has passed before hoofbeats and trumpets are heard? 3. Why does the southern king say, "You do not have me—I have you!"
49	Skill Station Day
50	1. How do you know Paul and Maureen believe that they will get the Phantom this time, even though no one has ever been able to catch it before? 2. Do you think Grandpa gives Paul good advice? Why or why not? 3. How does the author say they move through these woods?
51	1. How do you think Paul feels when he realizes that he is chasing the Phantom and her colt? 2. What stops the laughing and the quiet talk of the men watching the horses? 3. As Paul looks out across the water, what does he see?
52	1. What trouble does Paul run into? 2. Why is Grandpa standing on the horse's back? 3. Why does the author choose to compare Grandpa's voice to a towrope?

LESSON	QUESTIONS
53	Skill Station Day
54	<ol style="list-style-type: none"> <li>What season of the year is being described? How do you know?</li> <li>To what unusual thing does the author compare the cherry limbs?</li> <li>Who do you think will win?</li> </ol>
55	<ol style="list-style-type: none"> <li>Who is telling the story?</li> <li>Why does Dad use a cherry twig to answer Charis's question instead of just telling her that Grandma was weak?</li> <li>How does God help people who feel sad about losing loved ones?</li> </ol>
56	Skill Station Day
57	<ol style="list-style-type: none"> <li>"Jakko's Answer" is called <i>biblical fiction</i> because some parts of the story are from the Bible. What parts are true Bible facts?</li> <li>What does Samson tell Jakko about the god Dagon?</li> <li>If God is in control, why is Samson in prison?</li> </ol>
58	<ol style="list-style-type: none"> <li>How does God sometimes show love for His people?</li> <li>Why does Jakko ask the question, "And yet your God will accept you?"</li> <li>Do you think Jakko now believes that God is greater than Dagon?</li> </ol>
59	<ol style="list-style-type: none"> <li>What makes a story biblical fiction?</li> <li>How could we find out if a story is true biblical fiction?</li> <li>What are two important parts of the author's job when writing biblical fiction?</li> </ol>
60	<ol style="list-style-type: none"> <li>How does the evil guard get put in charge of the gate?</li> <li>Why are the people not able to have the wicked gatekeeper removed from his job?</li> <li>Why do you think the ministers are so slow to tell the plan to the king?</li> </ol>
61	<ol style="list-style-type: none"> <li>Are you surprised by the huntsman's choice of fifty lashes as his reward?</li> <li>Do you think the huntsman is afraid of the guard?</li> <li>What does the evil guard demand in order for the huntsman to see the king?</li> </ol>
62	Skill Station Day
63	<ol style="list-style-type: none"> <li>What did Hitler promise the people of Germany?</li> <li>How did Hitler move so quickly into a territory and take it over?</li> <li>What does the author mean by saying, "Only then could the French children return to childhood"?</li> </ol>
64	Skill Station Day
65	<ol style="list-style-type: none"> <li>What are some changes that take place at the orphanage after Zoli arrives?</li> <li>How does Zoli try to persuade the boys to change their work habits?</li> <li>Why does Zoli want to teach the boys the importance of working hard in school?</li> </ol>
66	<ol style="list-style-type: none"> <li>What news does Bootblack bring with him?</li> <li>What bold idea does Zoli use to get more food?</li> <li>Whom do you think gave Zoli this idea?</li> </ol>
67	<ol style="list-style-type: none"> <li>Why does Zoli decide to run for his freedom rather than stay in Hungary?</li> <li>What does the border of Austria look like?</li> <li>What is Zoli thinking as he holds his sons, kneeling and weeping on Austrian soil?</li> </ol>
68	<ol style="list-style-type: none"> <li>Why is <i>encyclopedia</i> a good name for books that contain general information?</li> <li>What do you use first to find information in an encyclopedia?</li> <li>What technology today provides a quick and easy way to do research?</li> </ol>
69	<ol style="list-style-type: none"> <li>Is it easy for Gladys to go on a mission when she does not know if she will have a place to sleep or food to eat?</li> <li>Why do Gladys and Dr. Huang stop to pray on the tenth day of the journey?</li> <li>What does Dr. Huang mean when he says, "This is the man"?</li> </ol>
70	<ol style="list-style-type: none"> <li>In what ways has the Lord prepared the lamas to hear the gospel?</li> <li>Why do the lamas want to hear about Calvary over and over?</li> <li>What does Gladys mean when she says, "It is as Paul said, 'I have planted, Apollos watered; but God gave the increase!'"?</li> </ol>
71	Skill Station Day
72	<ol style="list-style-type: none"> <li>How would you describe the cat?</li> <li>What does the cat do when she has finished yawning?</li> <li>How do you think the speaker in the poem feels about the cat?</li> </ol>
73	Skill Station Day

LESSON	QUESTIONS
74	1. What sad event does Dick tell the maid about? 2. Why is loving Alice a problem for Dick? 3. Does Dick spend his first penny wisely? How does he spend it?
75	1. Why is sending something on Merchant Lockharte's ship a reward for Dick? 2. Why does Dick leave London? 3. What do you think Dick will do with his new fortune?
76	1. How can Cindy figure out if her insect is a butterfly or a moth? 2. How is the skin of the toad and frog different? 3. Why do you think God created so many different animals?
77	1. What does Harold think convinced his father to welcome the pint-sized piglet into the house? 2. What does Harold think of his family's big ideas for this pet pig? 3. Does Harold really think Ingersoll is supposed to be a clean, intelligent, well-bred pig?
78	1. Why are the neighbors calling? 2. Why does the Otis family have to take Ingersoll back to the farm? 3. What has changed Harold's mind about Ingersoll?
79	Skill Station Day
80	1. Of what dangers does the little rabbit seem unaware? 2. Why are the last two lines of the poem humorous? 3. What is the significance of the title "Rabbit Preschool"?
81	1. Why does Robert Curtis tell Lydia Joy that she needs to take care of the squirrel? 2. Why does Lydia Joy make Pa take the leg braces off her? 3. What does Lydia Joy do that lets you know her attitude has changed for the better?
82	Skill Station Day
83	1. What important lessons can we learn from Beatrix Potter? 2. Why did Beatrix write <i>The Tale of Peter Rabbit</i> ? 3. Who encouraged Beatrix to keep on writing more books?
84	1. Why do you think the poet wrote this poem? 2. What two words does the poet mix together in different ways? 3. Is this a realistic or fanciful poem?
85	1. What was a big problem in 1860? 2. How did the pony express work? 3. Why has the pony express remained an exciting part of our history if it lasted for only a little over a year?
86	1. How do compasses and maps help in following directions? 2. How do you use a compass? 3. How is a compass rose like a compass?
87	1. How are the express horses treated differently than the other horses? 2. Why is Seth not allowed to ride the express horses? 3. Should Pa send Seth with the mail?
88	1. What problems does Seth face on the trail? 2. Why does Seth laugh when they reach the bottom of Devil's Slide? 3. How does God answer Seth's prayer for help?
89	Skill Station Day
90	1. What kinds of places does a snake like? 2. How does the speaker feel toward most animals? 3. How does the speaker feel when he meets a snake?
91	1. Is Goliath a good name for David's dog? Why or why not? 2. Why do you think David does not want to pray? 3. What does David decide to do so that Goliath can go with him?
92	1. How do Mr. and Mrs. Brooks feel about David's trying to train Goliath to be a city dog? 2. Why didn't Eric suggest earlier that Goliath stay with him? 3. What does Mr. Brooks say the Lord wants the family to learn?
93	1. How does the plot in a story help the reader? 2. What two kinds of characters do authors write about? 3. What things do authors do that help produce good stories?

LESSON	QUESTIONS
94	1. Who is the lawman that protects Dust River Gulch? 2. Why does the buzzard ask if J. D. can take on Gruff and his gang? 3. What is the showdown in this story?
95	1. What happens as soon as Gruff jumps onto J. D.'s back? 2. What do the townsfolk do when J. D. does not get up? 3. Why do the townsfolk start a ruckus?
96	Skill Station Day
97	1. Where does Laurie live? 2. Why is Laurie praying for rain? 3. Is Laurie's reason for praying for rain the best one? Why or why not?
98	1. Does Laurie's birthday turn out the way she has hoped? Why or why not? 2. What does Laurie do that lets you know her heart has changed and she has learned from this experience? 3. How do you think Laurie feels when she sees the high, white-frosted cake on the table?
99	1. What is happening in the town of Brian Cliff? 2. Why are Beanie and Freightier in such a hurry? 3. Do you think Beanie should have let Mr. Akers finish his explanation?
100	1. Why is all of Briar Cliff angry with Beanie? 2. How do Beanie and Freightier respond properly to the problem? 3. What secret do the boys discover?
101	1. Why does Ike turn the electric lights on and off each day? 2. Is Ebenezer Tate excited about visiting the White House? Why or why not? 3. Why does Mama call the electric lights "strange fire"?
102	1. What does Ike tell Eben about trying new things? 2. What does Eben see when he opens the library door? 3. Why is Eben willing to go to the doctor now?
103	1. Why do you think the poet chose the verbs she did? 2. What speaks when the wind blows? 3. What point does the writer make about the wind?
104	Skill Station Day
105	1. What are some of the different uses for flags? 2. What does the American flag symbolize? 3. What shape are most flags today? Why?
106	1. What is a pledge? 2. Who should say the pledge to the Christian flag? 3. Do you think it is important that our pledge include God? Why or why not?
107	1. What is a simile? 2. How can similes make your writing better? 3. What are the best ways to learn how to write good similes?
108	1. Why do you think the poet compares the fireworks noise to battle noise? 2. To what two things are the lights of fireworks compared? 3. Why do you think the title of this poem is "O Say, Can you See?"
109	Skill Station Day
110	1. What does Mr. Washington do in the garden without George's knowledge? 2. For what reason does Mr. Washington plant the seeds? 3. What does the author want you to learn by reading this story?
111	1. How do the children feel about Aunt Mergatroid? 2. Why is it humorous that Aunt Mergie can't remember the children's names? 3. What part of taking care of flowers do you like?
112	1. Who is Chanticleer? 2. What makes Chanticleer so proud? 3. Why does Chanticleer not see through the sly fox's trick?
113	Skill Station Day
114	1. What effect does the wind blowing from the south have on Waldo? 2. Where does Waldo go for help when his jeep gets stuck? 3. Why is it difficult for Pepe to get to America?

LESSON	QUESTIONS
115	1. What do Alfredo, Pepe, and Waldo see when they arrive at the sandbar? 2. Why does Waldo think the police arrested him? 3. Does the escape plan seem to be a good one? Why or why not?
116	1. What do Waldo and Pepe see as they are riding the train? 2. Why do you think Pepe risks his life to save Waldo? 3. Why does Pepe close all the windows when the wind blows from the south?
117	1. Who are thought to have first flown kites? 2. Why did Benjamin Franklin choose to use a kite? 3. What are some things you can do if you really enjoy kite flying?
118	1. To what does the poet compare the kite? 2. How is a kite like a ship? 3. How does the feeling of the poem change in the last few lines?
119	1. What is a prefix? 2. What is a transcontinental railroad? 3. How did you figure out the meaning of the word <i>transcontinental</i> ?
120	1. Why does Gramps live with Joel and his mother? 2. Why is Joel not excited about Gramps helping him? 3. What homework was Gramps unable to help Joel with last time?
121	1. How does Gramps know so much about the stars? 2. What does Joel learn about God and the stars from Gramps? 3. How do you know Joel's attitude toward Gramps has changed?
122	1. Are we able to see all the stars? Why or why not? 2. How are stars alike? 3. What is special about God's ability to tell the number of the stars and call them by name?
123	Skill Station Day
124	1. What do the Darraghs do during the war? Why? 2. Do you think other Quaker families would approve or disapprove of the Darraghs' participation in the war effort? 3. How does John's mother hide the secret message?
125	1. What happens to John along his journey to Whitemarsh? 2. Why do you think the army at Whitemarsh is in such poor condition? 3. Why does the guard believe John's excuse for the trip to the mill?
126	1. How does Charles feel as he prepares for his flight over the Atlantic? Why? 2. What is the last town Charles flies over before heading out to sea? 3. How do you think Charles feels, knowing this is the last town he will see until he reaches Europe?
127	1. Why can't Charles figure out why the cars are around the airfield? 2. How long has it taken Charles to fly from New York to Paris? 3. What is the new record Charles Lindbergh has set?
128	1. Why is today special for Travis? 2. Why does Zack think their parents might not let them go on the hike? 3. What makes the trail safe for the boys?
129	1. What does Zack want to do at the dam this year? 2. Why does Zack think Travis is a coward? 3. Why is Zack afraid to tell his dad what happened?
130	Skill Station Day
131	1. Why is the food at the back of the refrigerator grumbling? 2. How do you think Mort feels as he peers around the cookie jar and sees two green feet? 3. How does Mort escape from the toaster?
132	1. How do Miss Sugarbowl's defenders try to stop Mr. Lemon and his gooey group the first time? 2. What challenge does Mort have to face in order to make his plan work? 3. Why does all the food lie perfectly still when the light flips on?
133	1. What kind of life do Billy and his family have on their ranch? 2. How does Billy think his dream can come true? 3. How do you think Pa feels about not being able to buy the colt for Billy?
134	1. Where does the string lead? 2. How does Billy figure out how Pa bought the colt? 3. What lesson do you think Billy learns at the end of the story?

LESSON	QUESTIONS
135	1. What happens to John when he is six? 2. How does John become such a good student and reader? 3. Is John wise to ask his parents' advice before making his big decision?
136	1. What is the best way to study your Bible? 2. If you look up the cross-reference for each word, how will it help you? 3. Why might you want to add some of your own cross-references as you study or listen to a sermon?
137	Skill Station Day
138	1. How many times altogether are the Israelites supposed to march around the city of Jericho? 2. Who are the only people in Jericho that the Lord allows to live? 3. What does God teach us through the account of the Battle of Jericho?
139	1. How does the author give you a different idea of what black is? 2. What objects does the author use to describe black? 3. How does the author show that black can be something sad?
140	1. How would you describe Amelia? 2. What happens as Amelia and Elise ride the bus? 3. Do you think Amelia wishes she had not taken Simmon's umbrella? Why or why not?
141	1. How does Amelia feel about the umbrella as she gets off the bus? 2. What happens to Amelia as she climbs the stairs? 3. How do you think Amelia comes up with her idea to stop the thief so quickly?
142	1. What was the major mode of transportation in France in 1662? 2. Why did drivers race to the corner to pick up passengers? 3. Why do you think the horse-drawn buses went out of service?
143	1. Why is it a good time to teach the students to trust God when the town crazy man comes into their classroom? 2. How do Miss Larson and the students handle the town crazy man wisely? 3. What does Miss Larson discover that others were doing the day the crazy man came into the classroom?
144	1. What do you think sets apart a good writer from a bad writer? 2. What is it called when writers use clues in their story to help prepare the reader for the story ending? 3. Why is it important that the author of "Champion Stock" tell about Pa's gold spurs at the beginning of the story?
145a	1. What does the tailor do to his belt? 2. Why is it so easy for the tailor to trick the giant? 3. Do you think the giant is being polite by inviting the tailor to spend the night? Why or why not?
145b	1. What challenge and reward does the king present to the tailor? 2. Why does the king ask the tailor to kill the giants? 3. Is the tailor really wiser than he appears to be at the beginning of the folktale?
146	1. What does Jamal daydream about a lot? 2. How does Jamal feel about babysitting the twins? 3. Is babysitting the twins as bad as Jamal thought it would be? Why or why not?
147	1. What is Jamal's most difficult problem while baby-sitting? 2. Why doesn't Jamal think he is a hero? 3. What does Jamal's dad say makes a person a hero?
148	Skill Station Day

## Grade 4 Reading

### Correlated Book List

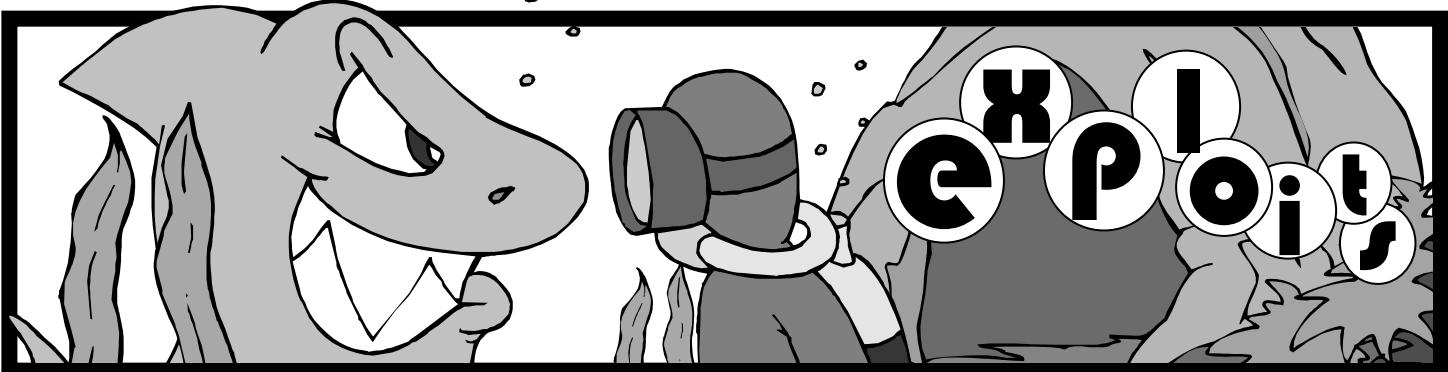
<b>Lessons</b>	<b>Title</b>	<b>Author</b>
1–2	<i>Higgins and the Great Big Scare</i>	Rebecca Caudill
3	<i>Doodle Dandies</i>	J. Patrick Lewis
5–7	<i>Two Logs Crossing</i>	Walter D. Edmonds
10–11	<i>The Light Princess</i>	George MacDonald
13–14	<i>Abandoned</i>	Jeri Massi
15	<i>Llamas</i>	Emilie Leptien
17–18	<i>Stone Fox</i>	John Reynolds Gardiner
19	<i>Big Men, Big Country</i>	Paul Robert Walker
21	<i>By Secret Railway</i>	Enid La Monte Meadowcroft
23	<i>Caddie Woodlawn</i>	Carol R. Brink
26	<i>Suzannah and the Secret Coins</i>	Elaine Schulte
30	<i>Freedom Train: The Story of Harriet Tubman</i>	Dorothy Sterling
31	<i>Abraham Lincoln</i>	Ingrid and Edgar Parin d'Aulaire
33–35	<i>Brighty of the Grand Canyon</i>	Marguerite Henry
37–38	<i>The Truthful Harp</i>	Lloyd Alexander
40–42	<i>Tales from Shakespeare</i>	Charles and Mary Lamb
44	<i>Bard of Avon</i>	Diane Stanley and Peter Vennema
46–48	<i>The Bridge</i>	Jeri Massi
50–52	<i>Sea Star</i>	Marguerite Henry
55	<i>The Little Match Girl</i>	Hans Christian Anderson
60–61	<i>Many Moons</i>	James Thurber
63	<i>Escape from Warsaw</i>	Ian Serraillier
65–67	<i>Number the Stars</i>	Lois Lowry
69–70	<i>These Are My People</i>	Milly Howard
72	<i>A Child's Garden of Verses</i>	Robert Louis Stevenson
73–74	<i>Benjamin West and His Cat Grimalkin</i>	Marguerite Henry
76	<i>Black Jack: Last of the Big Alligators</i>	Robert McClung
77–78	<i>Owls in the Family</i>	Farley Mowat
80	<i>Adam Mouse's Book of Poems</i>	Lilian Moore
81	<i>Out of the Dark</i>	Kathleen Aldrich
83	<i>Hip Top Tales</i>	Beatrix Potter

<b>Lessons</b>	<b>Title</b>	<b>Author</b>
87	<i>The First Ride</i>	Jacqueline Geis
90	<i>A Brighter Garden</i>	Emily Dickinson
91–92	<i>The Little Fox</i>	Edith Brecht
94–95	<i>Tales from Dust River Gulch</i>	Tim Davis
99–100	<i>What's Cooking, Jenny Archer?</i>	Ellen Conford
101–2	<i>A Tree for Peter</i>	Kate Seredy
106	<i>The Flag We Love</i>	Pam Ryan
108	<i>By the Dawn's Early Light</i>	Steven Kroll
110	<i>George Washington: A Picture Book Biography</i>	James Cross Giblin
112	<i>Aesop's Fables</i>	Selected and illustrated by Michael Hague
114–16	<i>Brave the Wild Trail</i>	Milly Howard
117	<i>Benjamin Franklin</i>	Ingri and Edgar d'Aulaire
118	<i>Kites</i>	Barrie Caldecott
120–21	<i>A Stargazer's Guide</i>	Isaac Asimov
122	<i>The Young Astronomer</i>	Harry Ford
124–25	<i>Adam and the Golden Cock</i>	Alice Dalgliesh
126–27	<i>The Spirit of Saint Louis</i>	R. Conrad Stein
128–29	<i>Bird Life in Wington</i>	Calvin Reid
131–32	<i>The Mouse and the Motorcycle</i>	Beverly Cleary
133–34	<i>The Blind Connemara</i>	C.W. Anderson
135	<i>John Wesley</i>	May McNeer and Lynd Ward
139	<i>Hailstones and Halibut Bones</i>	Mary O'Neill
140–41	<i>Alexander Graham Bell</i>	Struan Reid
142	<i>Car</i>	Richard Sutton
143	<i>Trial by Poison</i>	Dave and Neta Jackson
145	<i>Noodlehead Stories</i>	Martha Hamilton and Mitch Weiss
146–47	<i>Courage by Darkness</i>	Jeri Massi

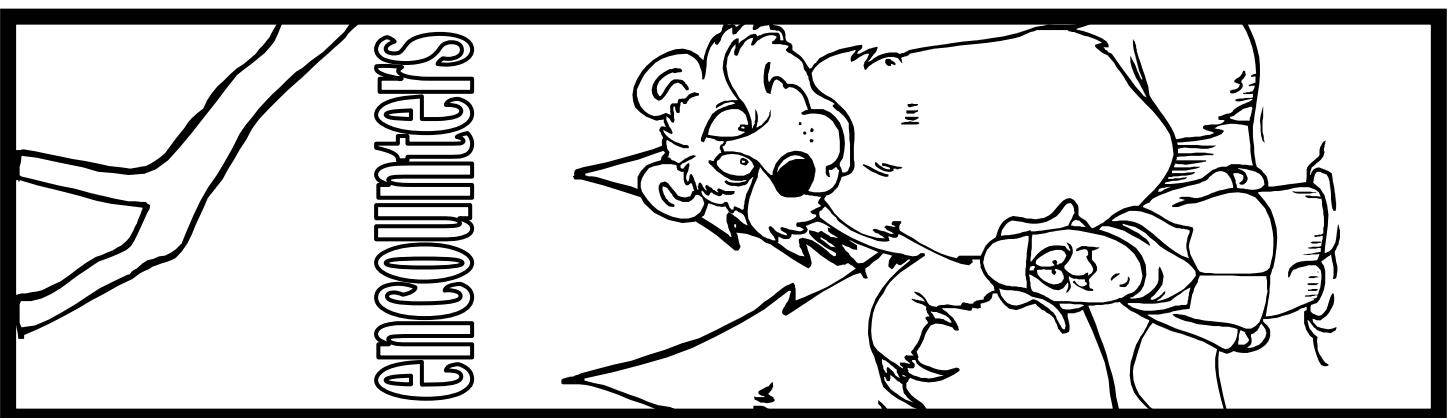
Grade 4 Reading  
Unit Bookmarks

Directions: A bookmark is provided for each unit. Cut and color each bookmark before you begin a new unit. You may want to copy the bookmarks onto cardstock in order to obtain a better quality.

**Unit 1: Exploits (Lessons 1–22)**



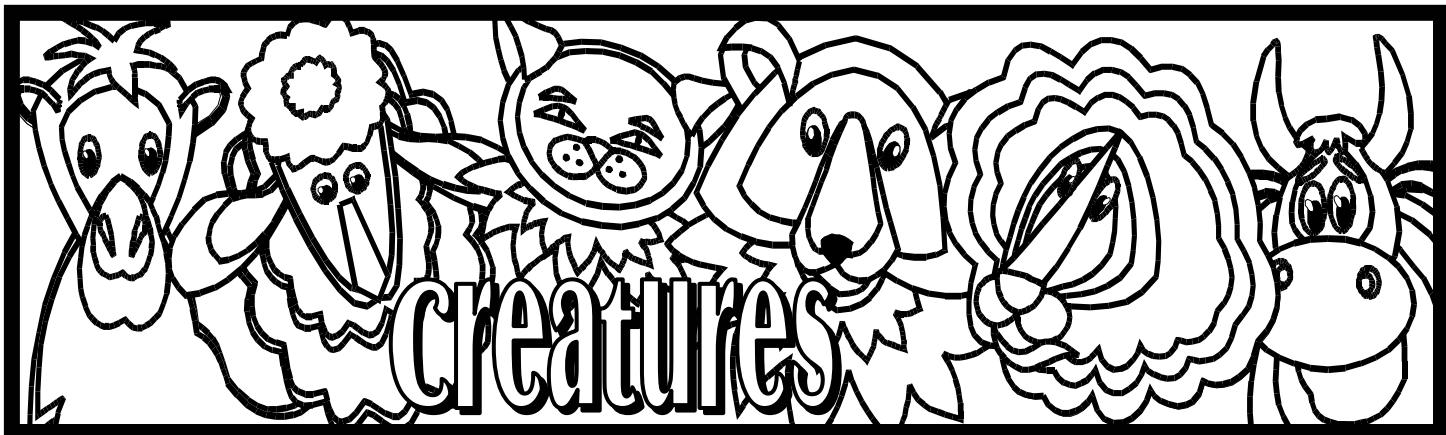
**Unit 2: Encounters (Lessons 23–49)**



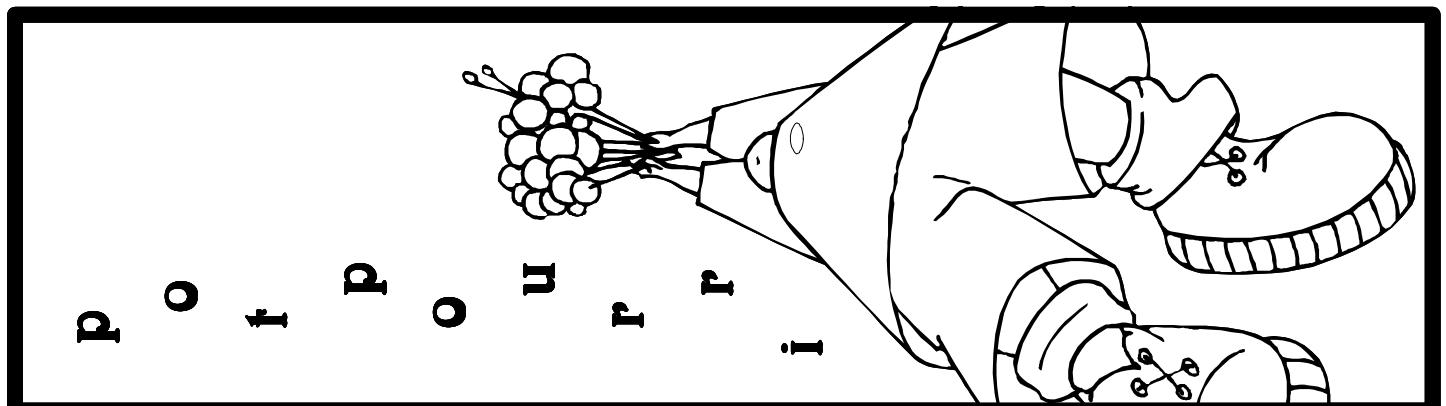
**Unit 3: Quests (Lessons 50–71)**



**Unit 4: Creatures (Lessons 72–96)**



**Unit 5: Potpourri (Lessons 97–123)**



**Unit 6: Heroes (Lessons 124–148)**



## Grade 4 Reading

# Book Reports

This year your student will be required to assemble five different book reports. Before beginning each report the librarian, Ima Reader, will explain the requirements and show an example of the book report. Unlike typical book reports, these don't require the same standard information from your student—title, author, and description. This discourages independent reading and stifles creativity. Instead, the book reports will promote reading with your student by providing imaginative ways for him to tell others about the books he has read.

### **Lesson 29: Scrapbook Book Report**

#### Materials:

- cardstock or construction paper pages
- a binder, ready-made photo album, or scrapbook

#### Description:

For this report, your student will imagine himself as a main character in the book and collect memorabilia that the character might collect for a scrapbook. Objects might include pictures from magazines and newspapers, objects mentioned in the book, hand-drawn illustrations, photographs of things related to the book, prize ribbons, scraps of cloth, and so forth. He'll make a scrapbook using cardstock, construction paper pages collected in a binder with a decorated front cover, or use a ready-made photo album or scrapbook.

#### Requirements:

On the cover of the scrapbook or the first page, the title of the book, the name of the author, and the name of the chosen main character should be written. The scrapbook should contain at least five pages with 1–3 items per page. For each item, the student should write a short caption, including a quote from the book, explaining its significance. Last of all, your student will display his scrapbook.

### **Lesson 53: Character Postcard**

#### Materials:

- postcards from Mom's Minutes packet
- crayons or markers
- pencil

#### Description:

The student will write and illustrate a series of three postcards.

#### Requirements:

On two of the postcards he will write a message to himself from a main character in the book, pretending he and the character know each other. In the message, the character tells the student about an event happening in his life from a part of the book, including at least one quotation from the book. The front of the postcards should be illustrated with the described event or setting from the book.

On the third postcard your student will write and mail a message to a friend, encouraging him to read the book. The front of the postcard should be illustrated with an event or the setting from the book.

### **Lesson 79: Posterboard Book Report**

#### Materials:

- posterboard (27 3/4" x 22")
- ruler or yard stick
- colored pencils/markers
- decorating materials

#### Description:

For this report, your student will decorate a posterboard to promote the book he has read.

**Requirements:**

The posterboard should include the following elements: title of the book, name of the author, illustration of a cover for the book, outstanding quotes or excerpts, and illustration of a favorite scene with a caption. The report should be neatly prepared, reflect creativity, and be correct in content.

## **Lesson 103: News Report Book Report**

**Materials:**

- paper
- pencil
- props for the reporter and book character(s)

**Description:**

The student will prepare a script for a news report. The news report should be a reporter interviewing a character or several characters from a favorite scene in the book. The student will produce the news story—he will be one of the actors and enlist the help of friends or family members to fill the other parts of the script.

**Requirements:**

The report includes the title of the book, the name of the author, and the reporter's interview with the character, using some quotes from the book. The student should make costumes, posters, maps, or props to enhance interest and understanding of the event. The report should be performed or videotaped for the family.

## **Lesson 137: Award Winner Book Report**

**Materials:**

- award certificate from Mom's Minutes packet
- paper
- pen
- decorating materials

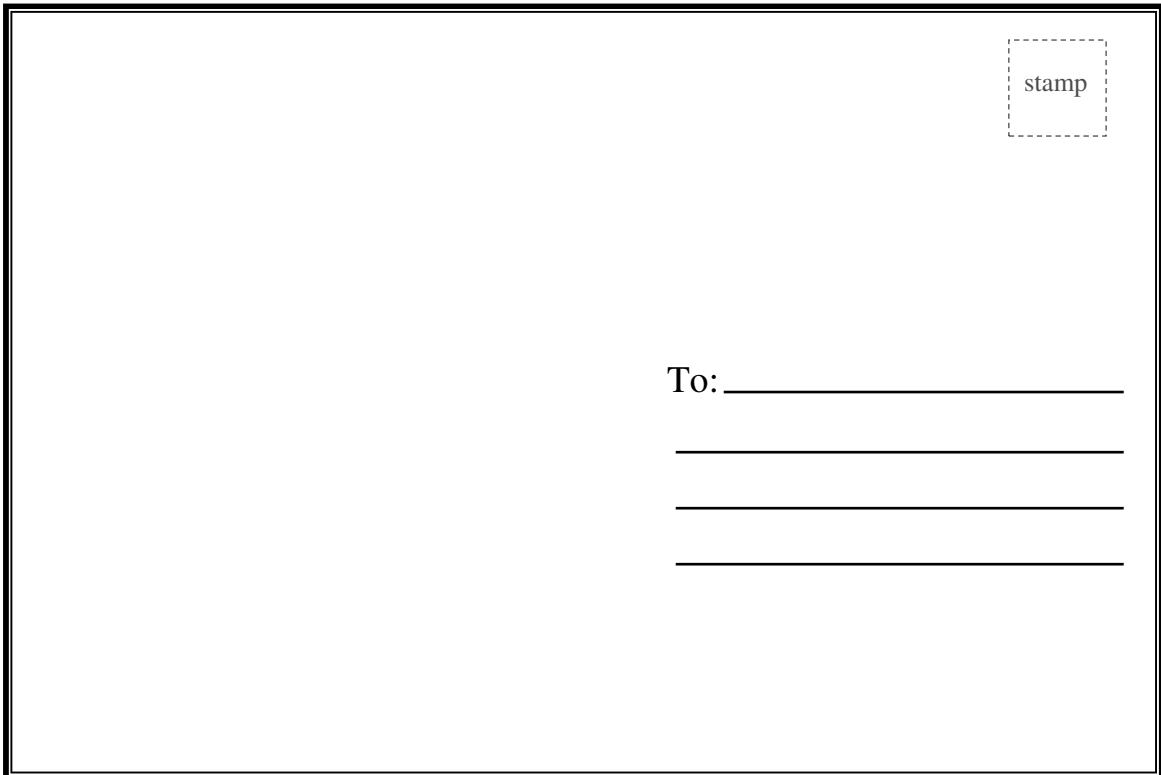
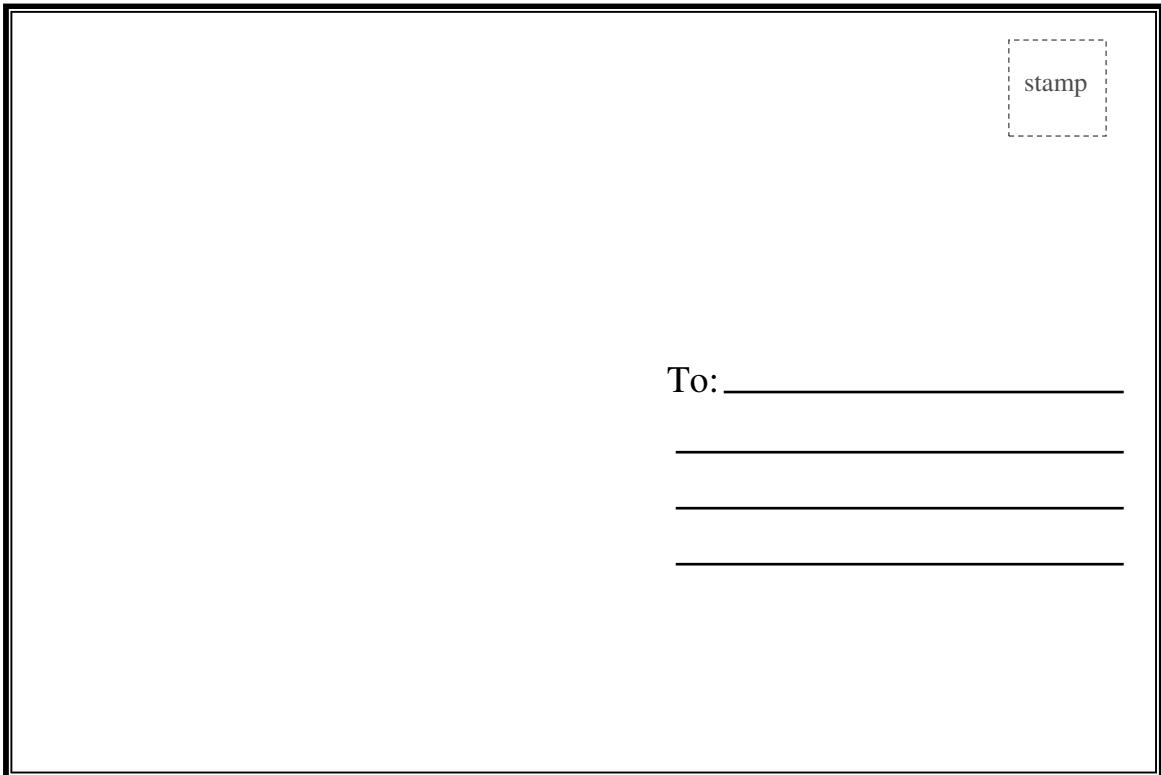
**Description:**

The student writes a short citation to nominate a main character in the book for an award. He will also draw an illustration of the character and complete an award certificate for the nominee.

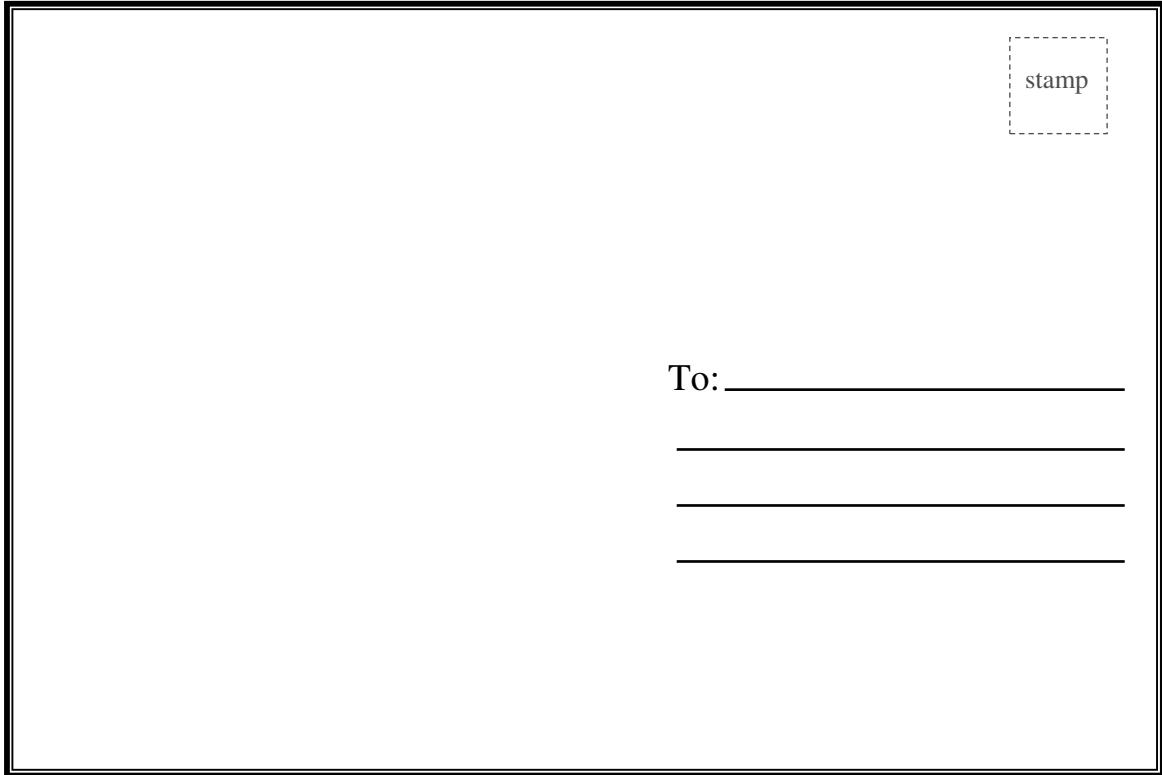
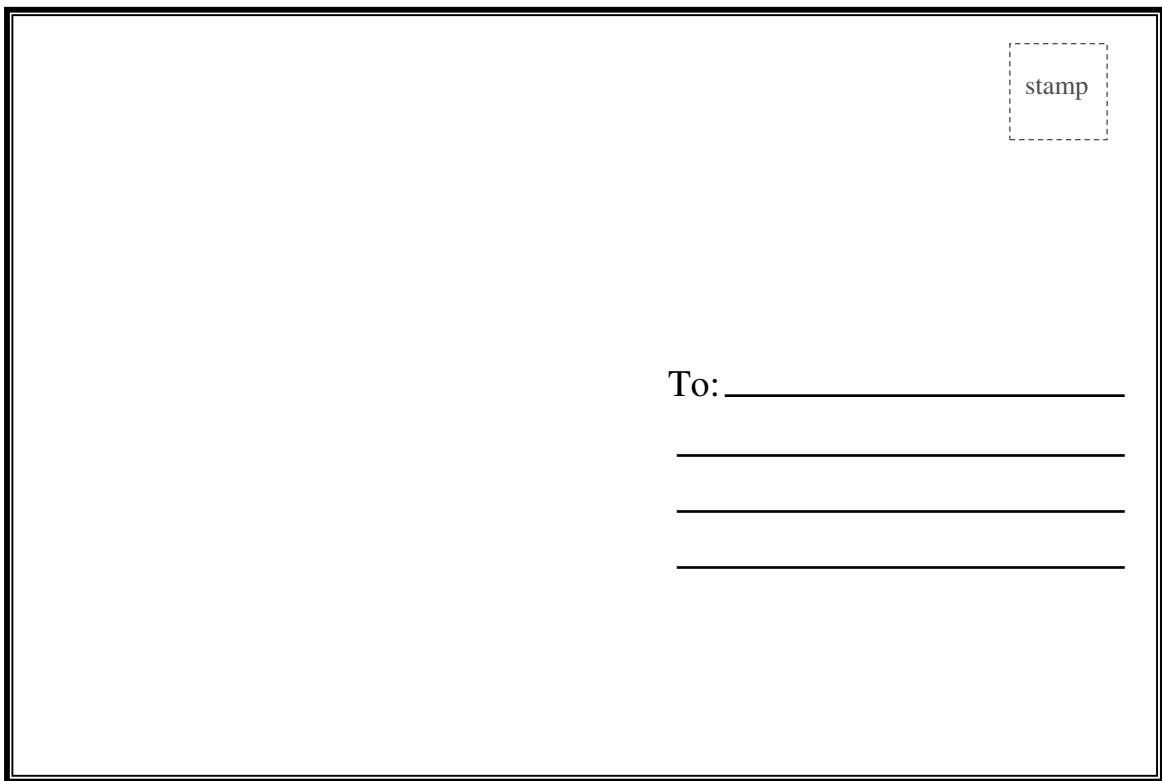
**Requirements:**

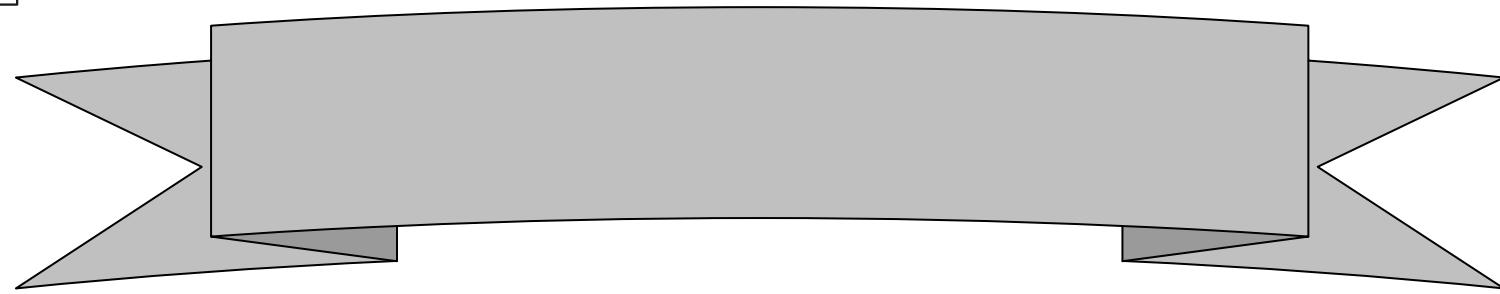
The student chooses a main character from the book to receive an award. In a short citation, he includes the title of the award, the title of the book, the name of the author, and the name of the character. In his speech, he expresses the character's worthiness of the award by giving examples of the character's traits and actions from the book, including quotations from the book. The award title should reflect creativity. He will display the citation along with an illustration of the character and a completed award certificate for the character.

Grade 4 Reading  
Character Postcard Book Report



Grade 4 Reading  
Character Postcard Book Report





**Presented to**



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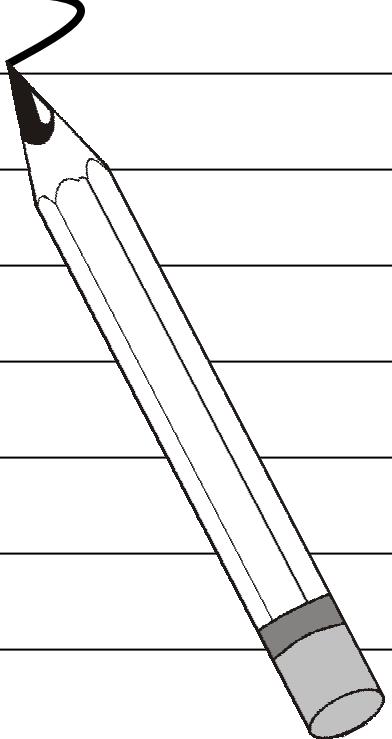
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**Presented by** \_\_\_\_\_

Grade 4  
Reading

# Reading Contest

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## Grade 4 Reading

# Reading Contest Instructions

To help instill a love for reading in your student, I've created a different reading contest for each unit in the Student Textbook. I've endeavored to make these contests both fun for your student and easy for you to administer.

Each contest will last approximately 4–5 weeks, assuming that five lessons are completed each week. Your student may choose the books that he would like to read; however, you should approve his selections and make sure the books are on his reading level or above.

My desire is to challenge but not frustrate your student with these reading contests. In order for the contests to be successful, you'll need to individualize each one for your student. For each contest, your student is working toward different goals or prizes. You can reward your student as you choose, but I'll give a few recommendations. I suggest that you discuss the contest guidelines and prizes with your student before beginning each contest.

### **Unit 1 - Exploits (Lessons 1–22)**

For this contest, your student will track his reading progress on the **Reading Rodeo** chart. A circle can be filled in each time he reads the assigned pages. A level is completed when your student reaches a star on the chart. The contest is divided into three levels. The ultimate goal is to reach the third level or complete the end of the chart by the end of the first unit (Lesson 22).

To individualize this chart for your student, you'll want to determine how many pages each circle should represent. If your student is a slow or disinterested reader, you may want to have each circle represent 10–15 pages. If your student is an average reader, each circle can represent 15–25 pages. And if your student is an avid reader, a circle can represent 25 or more pages.

**Preparation:**

The Reading Rodeo chart should be colored and assembled by your student prior to Lesson 1.

**Prize suggestions:**

Level 1	roast marshmallows	ice-cream cone	book mark
Level 2	make campfire snacks	ice-cream sundae	paperback
Level 3	go to a rodeo	banana split	hardback

### **Unit 2 - Encounters (Lessons 23–49)**

In this contest, your student will learn firsthand that “**It Makes Cents to Read!**” Before commencing this contest, you'll want to have plenty of change on hand! For each page read, your student may put one penny in his money bank. Although you don't want to limit the number of pages your student can read, you'll want to set a limit on the amount of money you will give him each day. With a limit of 25 cents a day, your student could accumulate as much as eight or nine dollars by the end of the unit (assuming you complete the unit on schedule).

**Preparation:**

Following the directions on the worksheet, your student should decorate his money bank.

**Prize suggestion:**

Let your student keep the money earned, or allow him to purchase a book with the funds.

**Alternate idea:**

Instead of real money, use play money. At the end of the contest, you can allow your student to exchange the play money for a prize or reward.

### **Unit 3 - Quests (Lessons 50–71)**

I hope that this contest will encourage your student to “**Treasure a Good Book!**” The goal is to complete the puzzle. Each time your student reads the designated amount of pages, he may glue a puzzle piece onto its matching number. When he completes the puzzle, prepare a treasure hunt with your student's reward at the end. To individualize this contest for your student, you'll want to determine how many pages each puzzle piece should represent. In order to complete the puzzle by the end of the unit, your student will need to earn 2–3 puzzles pieces a day. I suggest that if your student is a slow or disinterested reader, a puzzle piece can represent 5–10 pages. If he is an average reader, it can represent 10–20 pages. And if he is an avid reader, 20 or more pages.

**Preparation:**

Cut the puzzle on the lines before the contest begins, and put the pieces in an envelope.

**Prize suggestion:**

Prepare a treasure hunt for your student. At the end of the treasure hunt, the prize can be a book of puzzles, jigsaw puzzle, 3-D puzzle, or brain-teaser puzzle.

**Unit 4 - Creatures (Lessons 72–96)**

In this contest, your student can **track** his reading by putting paw prints around his schoolroom or bedroom. Give your student a paw print when he reads for a designated amount of time. When setting the time goal, consider the amount of time that your student already spends reading. Unless your student spends a great deal of time reading, I recommend that he receive 1 paw for every 15 minutes.

You and your student can set a long-term goal that he can try to reach by the end of the unit (approximately 5 weeks). Here are some possible goals that your student can reach if he reads at least 5 times a week.

- 4 hours (10 minutes per day)
- 6 hours (15 minutes per day)
- 8 hours (20 minutes per day)
- 12 hours (30 minutes per day)
- 24 hours (60 minutes per day)

**Preparation:**

Prior to Unit 4, the paw prints should be cut out. I have provided 20 paw prints for your student. You may want to make more photocopies of the page if your student is an avid reader. Sticky tack is a good way to put the prints on the wall without causing damage.

**Prize suggestions:**

Depending on how much time your student spends reading, you may want to award him with animal stickers, bear claws from a donut shop, a trip to the zoo, or a book about animals!

**Unit 5 - Potpourri (lessons 97–123)**

The goal of this contest is to help your student broaden his tastes in reading. With your assistance your student will choose six books to read, one from each of the following genres: biography, fantasy, Christian fiction, non-fiction, historical fiction, and folktale.

For each book your student reads, he should fill out the appropriate form for the genre. On the form, he should put the title and author, and draw a picture; then write a brief summary in the lines provided.

**Prize suggestions:**

- Item - bookmark, book, fun pens and pencils, notebook, sticker
- Privilege - stay up an hour later, have a friend over
- Event - family fun night, favorite dessert or dinner, a picnic

**Unit 6 - Heroes**

Encourage your student to “**be a hero and rescue an old book!**” In this contest, your student may read only books that were published before 1950. The goal is to save the drowning books. For each book read, he may cut out a lifesaver and glue it on a matching book. I have included two copies of the Worktext, in case your student reads more than ten books.

**Preparation:**

Have your student color the worksheets prior to Unit 6.

**Prize suggestions:**

- Visit a used bookstore, and let your student buy an old book.
- Watch a movie that is based on an old book.
- Visit a hall of fame or the home of a historical figure.
- Visit some heroes in your community (fire department, police department).

Here are some old books that he can choose from—

- Alice's Adventures in Wonderland* by Charles Lutwidge Dodgson (1865)  
*Peter Pan* by Sir James M. Barrie (1904)  
*The Secret Garden* by Frances H. Burnett (1911)  
*Understood Betsy* by Dorothy Canfield (1917)  
*Lad: A Dog* by Albert Payson Terhune (1919)  
*The Story of Dr. Doolittle* by Hugh Lofting (1920)  
*Rootabaga Stories* by Carl Sandburg (1922)  
*Rebecca of Sunnybrook Farm* by Kate Douglas Wiggin (1925)  
*Hitty—Her First Hundred Years* by Rachel Field (1929)  
*Away Goes Sally* by Elizabeth Coatsworth (1934)  
*Calico Bush* by Rachel Field (1931)  
*The Wind in the Willows* by Kenneth Grahame (1933)  
*Ben and Me* by Robert Lawson (1939)  
*The White Stag* by Kate Seredy (1938)  
*The Singing Tree* by Kate Seredy (1940)  
*The Matchlock Gun* by Walter D. Edmonds (1941)  
*The Moffats* by Eleanor Estes (1941)  
*The Saturdays* by Elizabeth Enright (1941)  
*The Four-Story Mistake* by Elizabeth Enright (1942)  
*Homer Price* by Robert McCloskey (1943)  
*Little Navajo Bluebird* by Ann Nolan Clark (1943)  
*Rabbit Hill* by Robert Lawson (1944)  
*The Hundred Dresses* by Eleanor Estes (1944)  
*Yonie Wondernose* by Marguerite DeAngeli (1944)  
*Heidi* by Johanna Spyri (1945)  
*The Plain Princess* by Phyllis McGinley (1945)  
*Twenty-one Balloons* by William Pene DuBois (1947)  
*Pinto's Journey* by Wilfrid S. Bronson (1948)  
*The Adventures of Pinocchio* by Carlo Collodi (1946)

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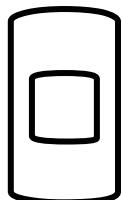
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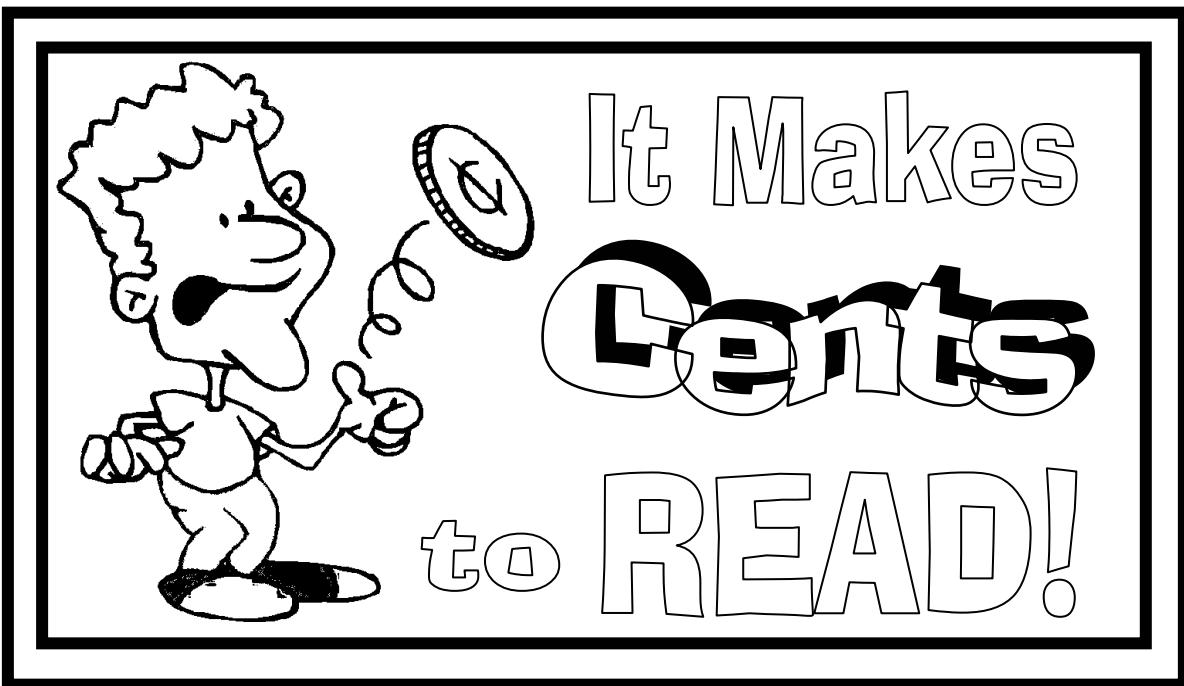
# READING MAKES CENTS!

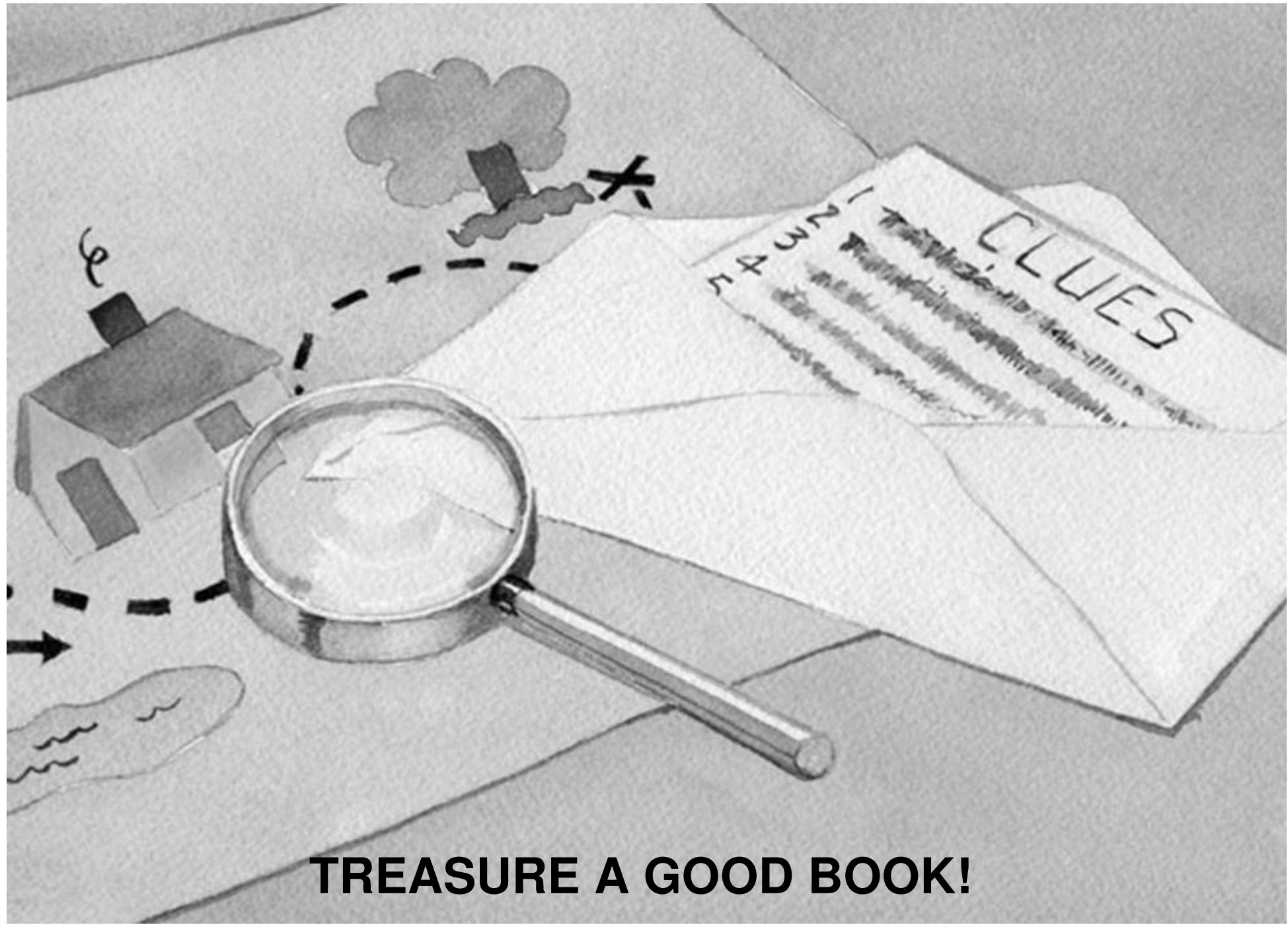
**Materials:**

- markers or crayons
- scissors
- tape or glue

**Directions:**

1. Color and cut out the label below.
2. Adhere it to a quart size jar with tape or glue.
3. Cut a slit in the lid large enough for a quarter to fit in.

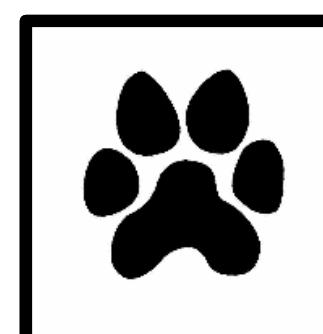




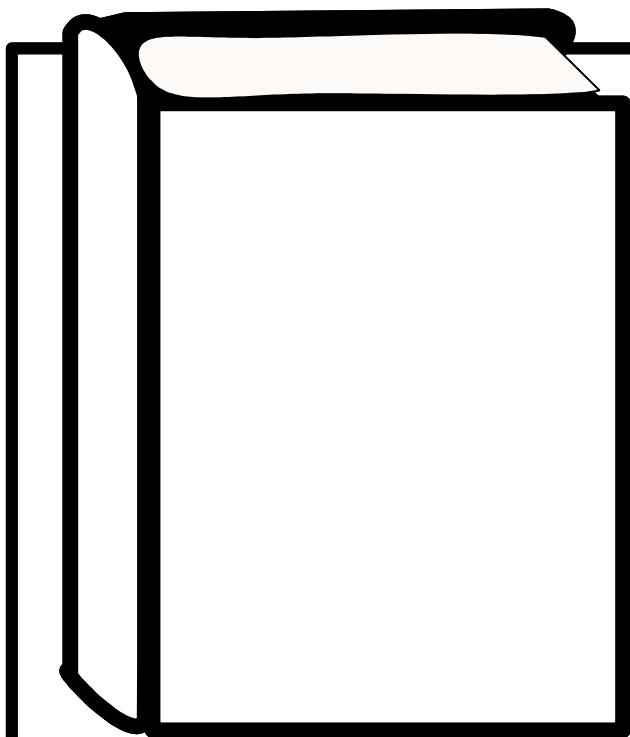
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20	19	18	17	16	15	14	13	12	11
30	29	28	27	26	25	24	23	22	21
40	39	38	37	36	35	34	33	32	31
50	49	48	47	46	45	44	43	42	41
60	59	58	57	56	55	54	53	52	51
70	69	68	67	66	65	64	63	62	61

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

**Note: Make several photocopies of this page before cutting out the paws.**



# Biography



**Summary** \_\_\_\_\_

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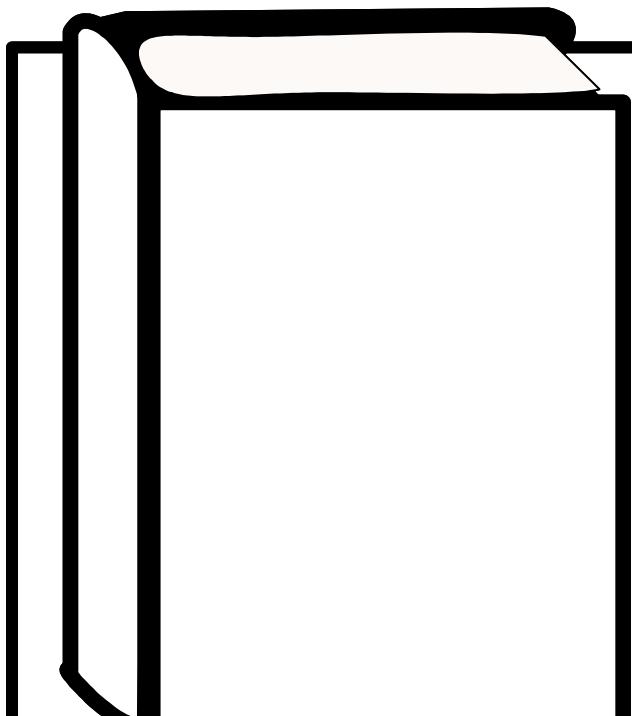
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# Fantasy



**Summary** \_\_\_\_\_

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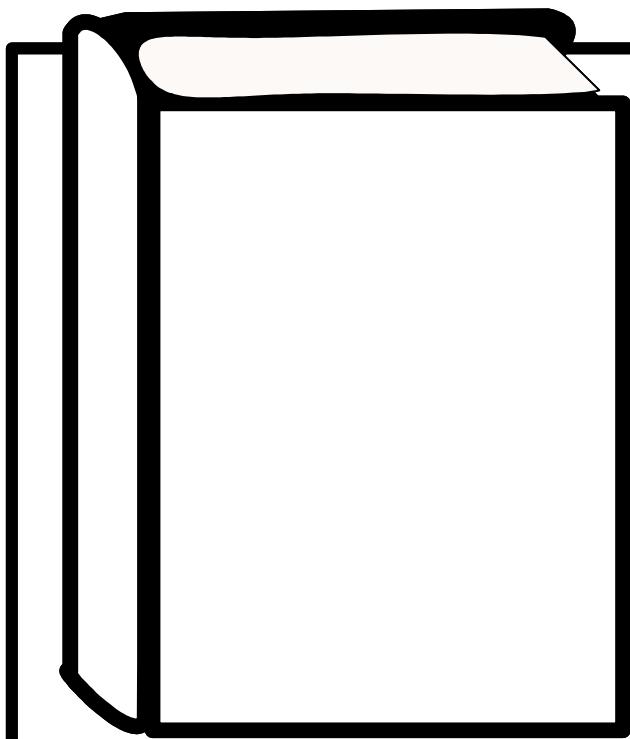
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# Legend



**Summary** \_\_\_\_\_

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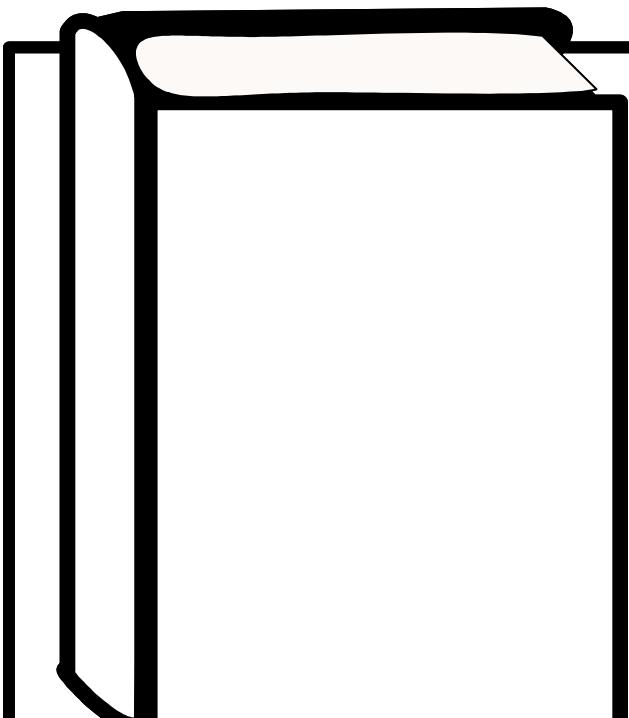
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# Nonfiction



**Summary** \_\_\_\_\_

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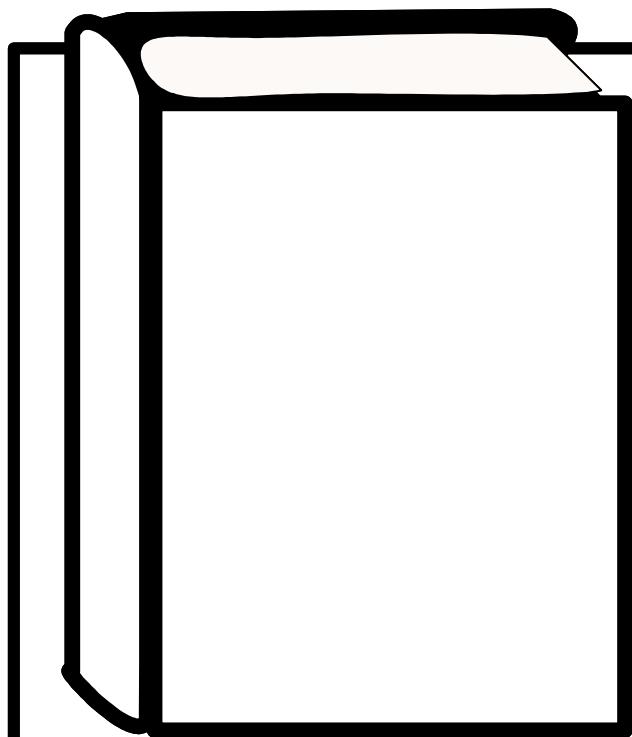
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# Historical Fiction



**Summary** \_\_\_\_\_

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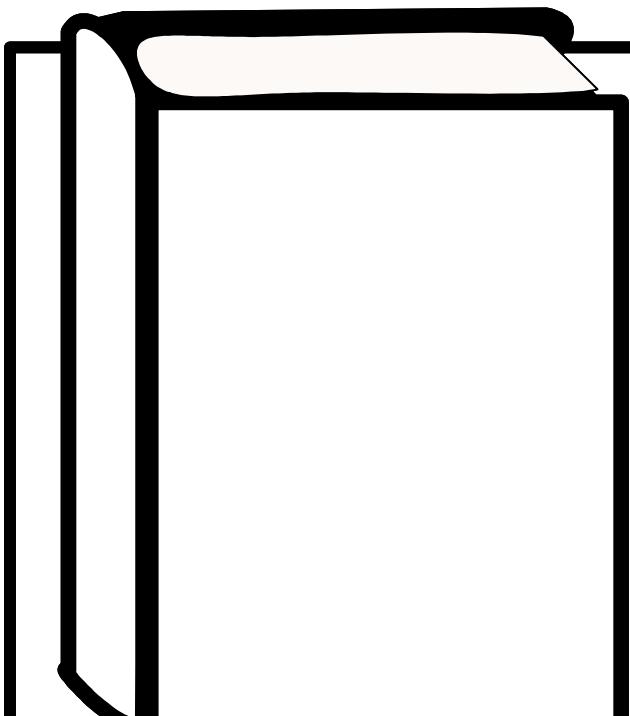
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# Christian Fiction



**Summary** \_\_\_\_\_

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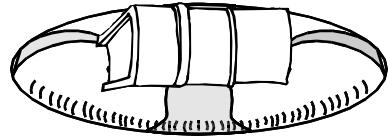
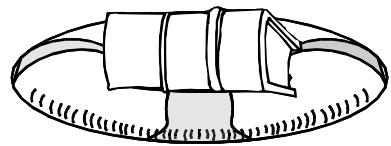
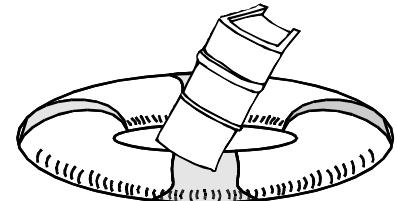
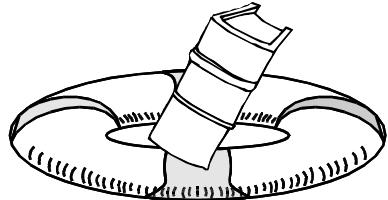
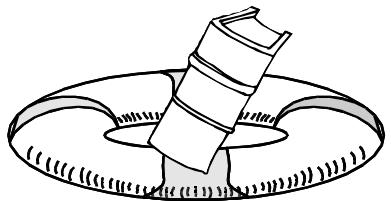
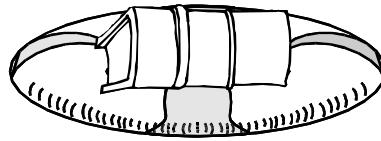
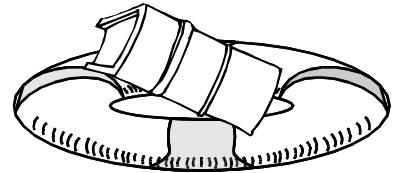
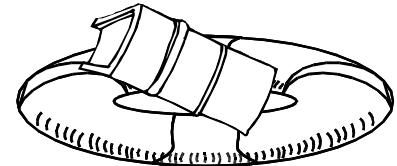
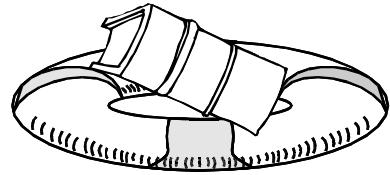
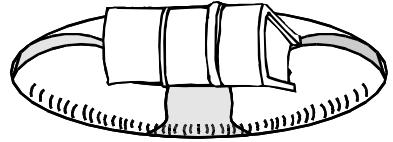
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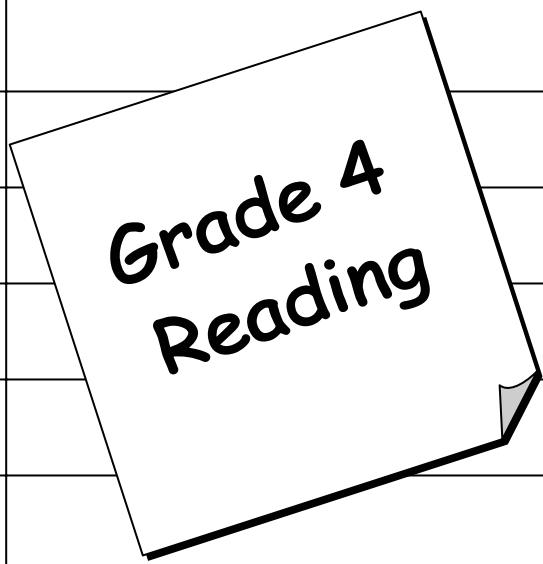
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Be a hero:  
*save a book!*

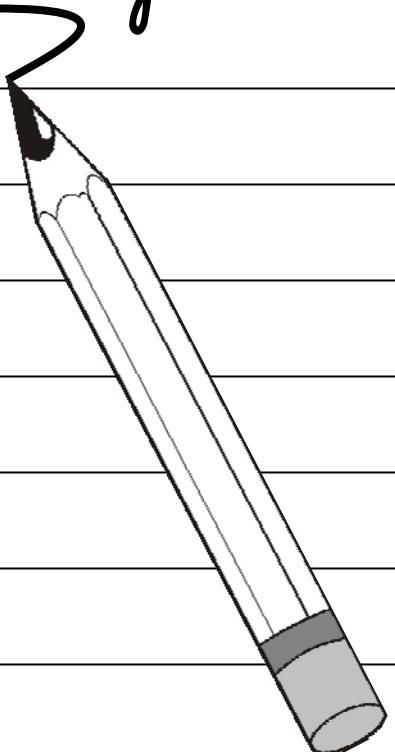


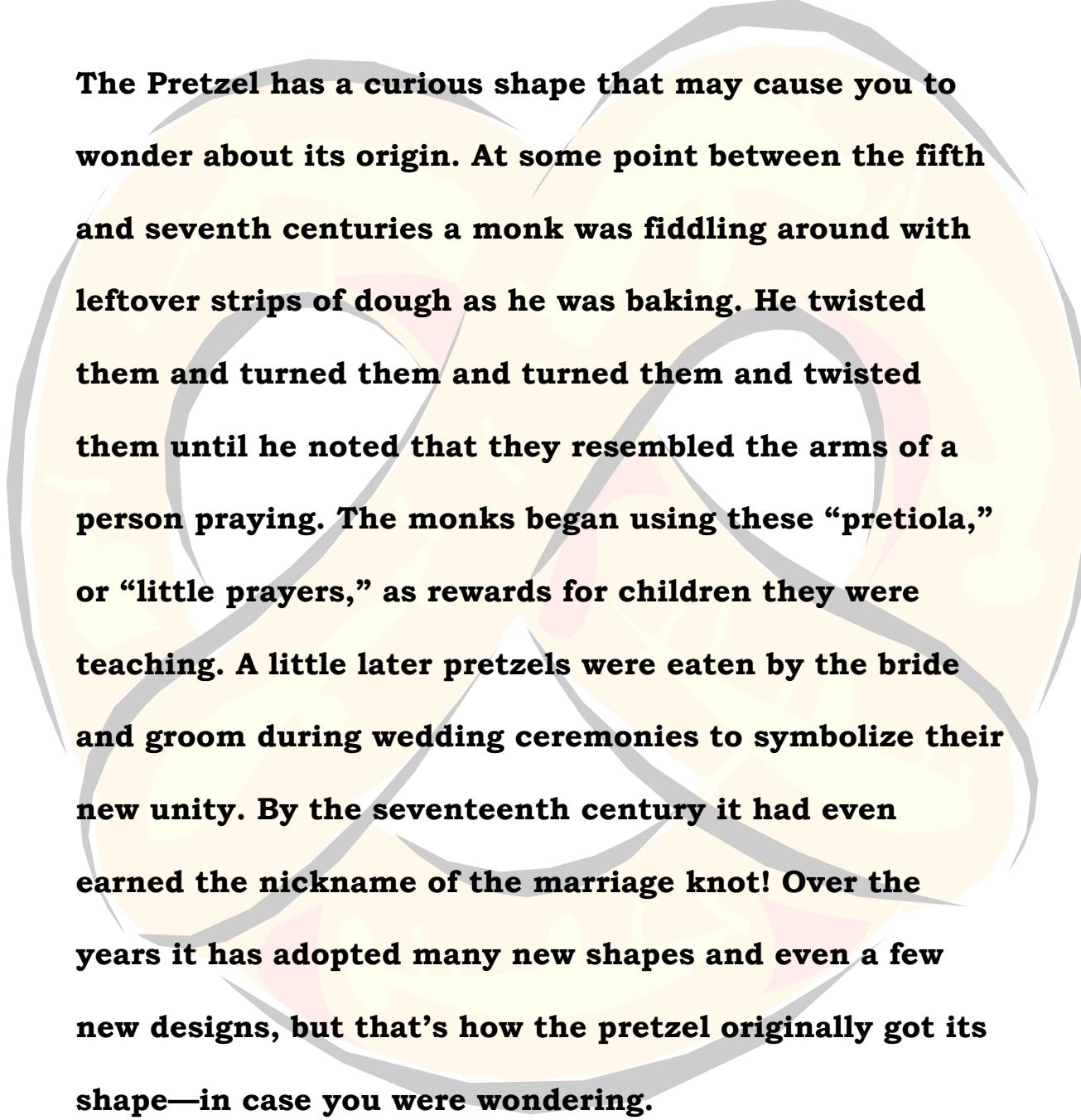
**Directions: Color the Worktext pages. Each time you finish a book, cut out a lifesaver and glue it to the matching book.**





## Supplement Pages





**The Pretzel has a curious shape that may cause you to wonder about its origin. At some point between the fifth and seventh centuries a monk was fiddling around with leftover strips of dough as he was baking. He twisted them and turned them and turned them and twisted them until he noted that they resembled the arms of a person praying. The monks began using these “pretiola,” or “little prayers,” as rewards for children they were teaching. A little later pretzels were eaten by the bride and groom during wedding ceremonies to symbolize their new unity. By the seventeenth century it had even earned the nickname of the marriage knot! Over the years it has adopted many new shapes and even a few new designs, but that’s how the pretzel originally got its shape—in case you were wondering.**

# LIMERICKS

A limerick is a poem with five lines.  
Lines 1, 2, and 5 rhyme.  
Lines 3 and 4 rhyme.



## Complete the limerick.

There once was a \_\_\_\_\_ named \_\_\_\_\_,

Who had a friend named \_\_\_\_\_,

They went to the zoo --

What a hullabaloo!

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## Illustrate the limerick.

## Guideword Activity

pianist reader

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cable ambulance

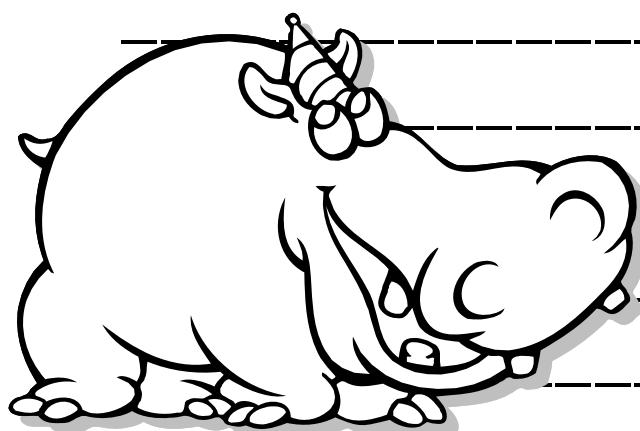
centipede verse

parka slumber

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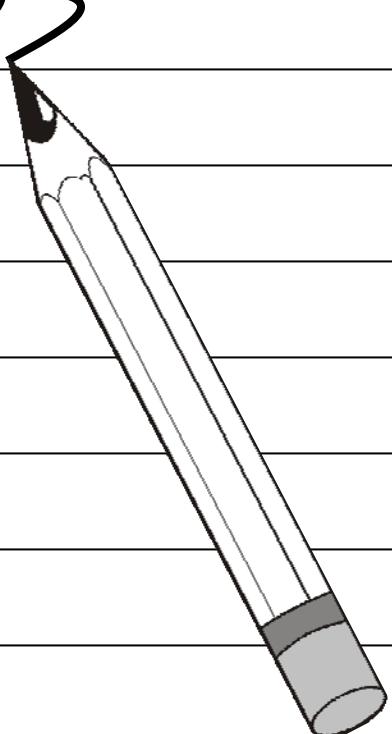
# Hippoputer

**Is there anything cuter  
Than a baby hippoputer?**



Grade 4  
Reading

Dig Deeper



## Grade 4 Reading

# Dig Deeper

In many reading lessons we'll have a special section called "Dig Deeper," in which I'll present an activity or craft idea to your student. During this time I'll take your student a "little deeper." Usually the activity is based upon information presented in the lesson. Many times your student will be able to complete the activity on his own. Other times parental guidance will be needed. Most of the materials can be found around the house. Although these activities are optional, I encourage you to allow your student to do the activities which interest him.

### Lesson 3: Journal

Materials Needed:

- small notebook
- chamois or similar material
- brown, thin yarn or embroidery thread
- sewing needle with a large eye
- scissors
- pencil
- colored markers or pens

Directions:

1. Lay out the material on a flat surface. Place the notebook, face up and open, on top of it.
2. Using a pencil, draw a line around the edge of the notebook. On the right and left sides, draw a second line three inches out from the first line. Cut the material along this second, outside line.
3. Take the right and left sides of the material and fold them in along the line. Using a blanket stitch, sew across the top edges, securing the folded material. Stitch all the way across the top until you come to the other end of the cover. Tie the thread so it will not come loose, and cut off the excess. Tuck the leftover strings inside the cover. Do the same thing with the bottom of the cover.
4. Put the notebook inside the cover, and you now have your journal. You can decorate the outside of it with colored pens and markers if desired.

### Lesson 7: Punched-tin Lantern

Materials Needed:

- 14-oz. tin can, empty and without a label
- permanent marker
- water
- towel
- medium-sized nail
- hammer
- 12" strip of wire
- votive or tealight candle
- matches

Directions:

1. Using the marker, draw an easy dotted pattern or design on the can.
2. Fill the can with water. Put it in a freezer, and let the water freeze solid. Having the ice inside will prevent the can from caving in when you hammer the pattern.
3. Fold the towel, and lay the can on the towel on its side. Using the nail, hammer the pattern into the can.

4. Along the rim of the can, hammer two holes, one on each side. This is where you will put the handle.
5. Run the ice under hot water to remove it, then dry the can. To make handles, insert one end of the wire through one of the holes along the rim of the can, then secure the wire by bending it up. Repeat this process with the other hole.
6. If you use a votive or another small candle, light it and drip some of the wax into the bottom of the can. Blow out the candle, and let the wax cool for a moment. Then set the candle in the wax and let it harden completely. Watch out; the sides of the can be very sharp.
7. Carefully light the candle, and display it near a wall where it can throw its pattern.

### Lesson 11b: Princess Hat Pattern

Materials Needed:

- pink poster board
- 1 yd. light-weight or sheer fabric
- ½ yd. of lace or decorative trim
- ½ yd. of 1/8" elastic
- scissors
- glue
- stapler
- tape

Directions:

1. Form the poster board into a cone about 14" high, with a circumference a little smaller than your head.
2. Staple the poster board along the back seam of the hat.
3. Cut off the excess poster board along the back and bottom of the cone.
4. Tie a large knot at one end of the fabric. Pull the fabric through from the inside to the top of the hat, letting the knot catch.
5. Decorate the hat with trim as desired.
6. Staple a piece of elastic on the inside of the sides of the hat to fit around chin.

## **Lesson 11b: Crown Pattern**

Materials Needed:

- crown pattern from Mom's Minutes packet
- gold or yellow poster board
- craft jewels
- scissors
- glue

See pattern for directions.

## **Lesson 14: Defense Mechanism Award**

Materials Needed:

- construction paper
- markers
- scissors

Directions:

1. Research some defense mechanisms that animals have.
2. Make some awards (3-5) for those animals whose defense mechanisms you think are particularly scary, funny, gross....You can make up any categories that you want.

## **Lesson 15: Soap Carving**

Materials needed:

- llama patterns in Mom's Minutes packet
- bar of *Ivory*<sup>®</sup> soap
- sharp knife
- sharp pencil
- carbon paper\*
- paper towel

See pattern for directions.

\*If you don't have carbon paper, you can make some by taking a pencil and scribbling on one side of a sheet of paper.

## **Lesson 16: Dog Sled**

Materials needed:

- 16 craft sticks
- wood glue
- 3' of narrow rope or jute

Directions:

1. Lay your craft sticks out on a flat table. Choose sixteen of the flattest ones to use for the sled.
2. Glue three of the sticks together—one on top of the other. Repeat. These are the runners for the sled.
3. Lay the two runners parallel to each other. Glue a craft stick to the bottom of the runners on one end.
4. With a pair of scissors, cut 1 ½" off the end of two craft sticks. The short pieces will make a place for the musher to stand on. The longer pieces will be the handle of the sled.
5. Glue the 1 ½" pieces to the craft stick that is attached to the runners. Glue them slightly off center—one for each foot.
6. Evenly space seven craft sticks across the runners. Glue these to the runners.
7. For the handles, glue the 3" piece of craft stick to either side of the runners. The handle and runner will make an "L" shape.

8. Tie each end of the rope to the top of the handles. Leave ends long enough for the musher to hold. This is the gang line.
9. Find a small doll and use it as a musher. You can use fabric scraps and glue to make clothes and a blanket.

## **Lesson 17: Eskimo Yo-Yo**

Materials needed:

- pattern in Mom's Minutes packet
- 4' of thin rope or heavy lacing
- 1/4 yd. fur fabric
- 40 pennies
- marker
- scissors
- ruler

See pattern for directions.

## **Lesson 18: Letter**

Materials Needed:

- worksheet from Mom's Minutes packet
- crayons or colored pencils
- pencil

See worksheet for directions.

## **Lesson 20: Tall Tale**

Materials Needed:

- piece of paper
- crayons or markers
- pencil

Directions:

1. Cut the paper in half, and tape the ends together to make one long narrow sheet of paper.
2. Write a tall tale on the narrow sheet of paper.
3. Invent a character and give him or her a name.
4. Describe your character and tell what great impossible feats he or she performs. Be sure to use colorful descriptions. Include humor in your tall tale.
5. When the story is complete, illustrate it with a picture at the bottom of the page.

## **Lesson 21: Tangram**

Materials needed:

- worksheets from Mom's Minutes packet
- scissors

See worksheets for directions.

## **Lesson 22: Lemonade**

### **Ingredients:**

- 4 lemons
- 1 cup sugar
- 1 quart water

### **Preparation:**

1. Cut the lemons in half. Juice the lemons by squeezing them into a bowl or using a hand juicer. Refrigerate juice.
2. Slice the rinds into  $\frac{1}{2}$ " pieces.
3. Put the rinds in a mixing bowl, and sprinkle them with the sugar. Let the mixture stand for at least an hour. This will let the sugar absorb the lemon oil.
4. In a covered saucepan, bring the water to a rolling boil. Pour the hot water over the sugar rinds.
5. Let the mixture cool for 20 minutes, then take out the rinds with a slotted spoon.
6. Pour the lemon juice through a strainer into sugar mixture.
7. Stir the mixture well and refrigerate in a pitcher.
8. Serve cold. Add a slice of lemon for fun!

## **Lesson 23: Johnny Cake**

### **Ingredients:**

- 1 tablespoon butter
- 1 teaspoon salt
- 1 tablespoon sugar
- 1 cup cornmeal (preferably white)
- 1 cup water
- 1/2 cup milk
- vegetable oil or shortening
- maple syrup

### **Preparation:**

1. In a mixing bowl, combine butter, salt, sugar, and cornmeal.
2. In a covered saucepan, boil the water, then pour it into the mixing bowl.
3. Add the milk, and stir batter until smooth and thick. If batter becomes too thick, mix in a little warm water.
4. Grease a pancake griddle or frying pan and a pancake turner with a light coat of oil.
5. Heat the pan or griddle. When a drop of water bounces, the surface temperature is hot enough. Reduce the heat to medium.
6. Spoon the batter onto the griddle, as if it were pancake batter. Flatten each cake to about  $\frac{1}{2}$ " thick with the greased pancake turner. Cook two cakes at a time.
7. Cook them for about 5 minutes over medium heat. When they are done, they should be crisp and slightly brown; if not, they can be flipped a second time.
8. Johnny Cakes taste best when served hot with maple syrup.

## **Lesson 25: The Moral of the Story**

### **Directions:**

Write a fable about the harm caused by pride. Remember a fable not only teaches a moral, but the main characters are animals. After you complete the story, allow another person to read the story and tell what the moral is.

## **Lesson 26: Bag of Blessings**

### **Materials needed:**

- bag pattern from Mom's Minutes packet
- paper grocery bag
- sheets of decorative paper or  $\frac{1}{2}$  yd. decorative fabric
- scissors
- glue stick or glue gun (with parents' help)
- Optional - spray mount glue
- various decorative supplies: lace, fabric, buttons, markers, crayons, roping
- construction paper

### **Directions:**

1. Cut out both pages of the bag pattern, and tape them together as labeled.
2. Cut apart the paper grocery bag, and lay the pattern on a large flat area of the bag. If necessary, iron out previous creases that are in the bag.
3. Trace the pattern onto the bag, and cut it out.
4. For the lining, trace the pattern onto paper or fabric, and cut. (If fabric is used, it should be light to medium weight.)
5. Crease the bag along the dotted lines shown on the pattern, and turn up the tabs at the bottom and crease.
6. Flatten the bag again, and glue the wrong side of the lining to the wrong side of the paper bag. When gluing on paper or fabric, allow approximately two inches to hang off the top edge of the bag pattern. This part will not be glued, but will fold over the top after the bag is glued together.
7. After gluing lining to the wrong side of the bag, fold the bag, and glue side seam. (If lining with paper, fold down the two extra inches at the top before gluing the sides together.)
8. Glue bottom together, and decorate as you choose.
9. Fill the bag with "blessings," and give to someone else.

## **Lesson 30: Write a Letter**

### **Materials needed:**

worksheet from Mom's Minutes packet

See worksheet for directions.

## Lesson 31: Lincoln Plaque

### Materials needed:

- plaque (from craft store) or piece of wood
- worksheet from Mom's Minutes packet
- spray enamel or shellac
- sheet of paper
- spray adhesive or glue

### Directions:

1. Cut out the picture of Abraham Lincoln from the worksheet.
2. Choose a famous quotation of Abraham Lincoln's.
3. Type or write the quotation on a sheet of paper.
4. Arrange the picture and quotation on the plaque.
5. Glue the quotation and picture on the plaque with the spray adhesive.
6. Follow directions on can of spray enamel or shellac to preserve the plaque.

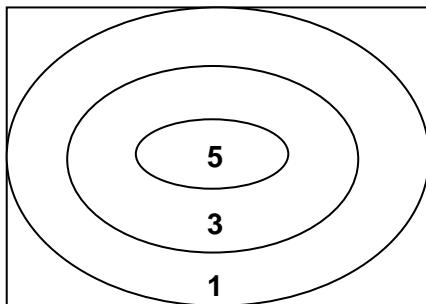
## Lesson 32: Beanbag Target

### Materials needed:

- 4 old socks
- gravel, sand, or dry beans
- scissors
- string
- 2' square piece of poster board or cardboard
- marker
- yardstick

### Directions:

1. Tightly pack each sock with gravel, sand, or dry beans.
2. Tie the sock closed with the string. Knot the string close to the filling so the beanbag will not be lopsided.
3. To make the target, use a marker to draw a large circle on the poster board. Draw a second, smaller circle inside the large one. Draw a third even smaller circle inside the second one. In the largest circle write a "1," in the second circle write a "3," and in the third circle write a "5."



These numbers represent the number of points a player scores when over half of the beanbag lands inside the circle. Lay the target flat on the ground.

4. Measure off ten feet from the target with the yardstick, then lay the yardstick down to be your starting point.
5. The first player throws his beanbags from the yardstick. The second player will then throw his beanbags and try to knock his opponent's off the target.

6. After all the beanbags have been thrown, tally up the scores. Each bean bag must be over halfway in the circle to count. If one bean bag is atop another, both count for points. Beanbags that have been knocked out of a circle by another bean bag receive points only for the location where they end up after all beanbags have been thrown.
7. The first person to reach twenty-one points wins the game.

## Lesson 35: Mule-Print Stationery

### Materials needed:

- sponge
- mule print pattern from Mom's Minutes packet
- paper towel
- shallow container
- brown or black tempera paint
- blank paper
- marker
- scissors

See pattern for directions.

## Lesson 36: Folk Song

### Directions:

Write your own folk song. Choose a familiar tune, and make up your own words to go with it. You can write about everyday experiences or exciting times that your family has shared. Sing the song!

## Lesson 37: Bible Reading Schedule

### Materials needed:

chart from Mom's Minutes packet

See chart for directions.

## Lesson 38: Bible Reading Award

### Materials needed:

- award from Mom's Minutes packet
- crayons or markers
- scissors

See award for directions.

## **Lesson 39: Horse Sock Puppet**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- hot glue or fabric glue
- scissors
- sock (brown, yellow, beige, or gray)
- 4" square of white felt
- 4" square of brown felt
- 1" square of black felt
- 3" square of felt (as close as possible to the same color as the sock)
- 2 ½' of craft leather
- strapping or brown yarn
- brown chenille wire
- 2" foam ball
- small foam cup



See worksheet for directions.

## **Lesson 40: Director's Notes**

### **Materials needed:**

- "Nail Soup" play from Mom's Minutes packet
- worksheet from Mom's Minutes packet

See worksheet for directions.

## **Lesson 41: Actor's Checklist**

### **Materials needed:**

- "Nail Soup" play from Mom's Minutes packet
- worksheet from Mom's Minutes packet

See worksheet for directions.

## **Lesson 42: You're Invited**

### **Materials needed:**

worksheet from Mom's Minutes packet

See worksheet for directions.

## **Lesson 43: Wagon Wheel Pizzas**

### **Ingredients:**

- 1 can of canned biscuits (for a crispier crust, do not buy the large flaky biscuits, but a cheaper brand)
- 8 oz. Mozzarella cheese
- ¾ c. pizza sauce
- butter
- garlic salt
- pepperoni, sausage, or other toppings as desired

### **Directions:**

Bake the biscuits for about 8 minutes, until they are just beginning to brown and not quite done. With a spatula or bottom of a cup, flatten them to form small pizza crusts. Spread about a half-teaspoon of butter on top, and sprinkle with a little bit of garlic salt. (The butter keeps the pizza sauce from soaking into the biscuit and making it soggy.)

Spread sauce on each pizza and sprinkle with cheese. Add other toppings as desired, and continue to bake for five to seven more minutes. When cheese is melted and slightly brown, remove from the oven. Enjoy!

## **Lesson 44: Shakespeare Booklet**

### **Materials needed:**

- books about William Shakespeare
- 2 or 3 pieces of plain, decorative, or construction paper
- crayons, colored pencils, or markers
- scissors

### **Directions:**

1. Using your textbook and other resources, research some information about the life of William Shakespeare.
2. Fold 2 or 3 pieces of paper in half to form a booklet, using a piece of heavier paper for the cover.
3. Neatly write (or type) the information about William Shakespeare in the booklet.
4. Illustrate the information in your booklet.
5. Write a title and decorate the cover.
6. Bind your booklet as you wish.

## **Lesson 45: Origami Box**

### **Materials needed:**

- worksheets from Mom's Minutes packet
- 2 pieces of decorative paper or wallpaper
- scissors

See directions on worksheet.

## **Lesson 47: What Is It Like To Be Blind?**

### **Materials needed:**

bandana or scarf

### **Directions:**

Have you ever wondered what it would be like to be blind? It would take a lot of adjustment if you lost your eyesight. Tie a scarf or bandana around your eyes. Try to function around the house for an hour without being able to see. Write one paragraph about your experience. Was it hard to function without sight? Did it take you longer to get around? What did you learn?

## **Lesson 48: Janwahr's Ending**

### **Materials needed:**

worksheet from Mom's Minutes packet

See worksheet for directions.

## Lesson 50: Pony Graham Crackers

### Ingredients:

- |       |  |
|-------|--|
| stir  | 2 1/2 c. flour<br>2 1/2 c. wheat flour<br>2 1/2 c. wheat germ<br>2 t. baking powder<br>1 T. cinnamon<br>2 t. soda<br>1 1/2 t. ginger<br>1/4 t. plus 1/8 t. salt<br>1 1/4 c. shortening<br>1/2 c. brown sugar (packed)<br>2/3 c. sugar<br>1 T. vanilla<br>1 1/4 c. milk |
| cream |  |

### Directions:

1. Stir together first 8 ingredients. In a separate bowl, cream sugars, shortening, and vanilla.
2. On low, alternate beating in the dry ingredients with the milk.
3. Wrap in plastic and refrigerate for 4 hours.
4. Divide in thirds, and roll each into a 12" square.
5. Cut each 12" square into 8" rectangles for basic graham cracker shapes, or use cookie cutters to make pony shapes or other shapes.
6. Score rectangle shapes with blunt side of knife to make 4 sections. Place 1" apart on greased sheet.
7. Bake at 350° for 8-10 minutes.
8. Remove and cool on rack.

## Lesson 51: Journey to Chincoteague

### Materials needed:

- worksheets from Mom's Minutes packet
- U.S. map

See worksheets for directions.

## Lesson 52: Penning Day Interview

### Materials Needed:

worksheets from Mom's Minutes packet

See worksheets for directions.

## Lesson 53: Old Mare

### Materials:

- worksheets from Mom's Minutes packet
- crayons, colored pencils, or markers
- scissors
- poster board
- glue

See worksheets for directions.

## Lesson 54: Very Cherry Cream Cheese Turnovers

Fillings make about 12 turnovers. Crust or 1 can crescent rolls makes 6-8 turnovers.

### Ingredients:

- pie crust or 1 can of crescent rolls
- 1 can cherry pie filling
- 4 oz. cream cheese
- 1/2 c. sugar
- 1 egg
- 1 T. water
- sugar for sprinkling

### Preparation:

1. Combine 4 oz. cream cheese, the yolk from one egg (keep the white of the egg to use later), and 1/2 c. sugar in a small bowl and set aside.
2. Lay out the crescent roll dough. Spread about 1 T. of cream cheese at the widest part of the crescent roll, a little way from the edge. Place cherries on top of the cream cheese (approx. 4-5 cherries). Fold the narrow end of the dough over the filling, and tuck it under the wide end of dough. The cherries and cream cheese will be a little visible.
3. Bake at 400° on an ungreased baking sheet for 10-12 minutes or until golden brown.

## Lesson 55: Nameplate

### Materials needed:

- cardboard
- brown paper bag
- misc. decorations
- marker
- wood glue
- water

### Directions:

1. Cut a piece of cardboard 8 1/2" by 3".
2. Form the nameplate by folding the cardboard down the length of it, leaving 1" on one side for the stand and 2" for your name.
3. Cut a piece of cardboard 2" long and 1" wide. Glue the long side of this piece to the back of the folded cardboard to form a stand.
4. Tear about 40 small, various-shaped pieces of brown paper, and set aside.
5. In a small container put equal amounts of glue and water; mix (about 4 T. of each).
6. Dip the pieces of paper in the glue mixture, and lay on nameplate. Slightly overlap the pieces, eventually covering the entire nameplate.
7. Prop the nameplate, and allow to dry for a few hours.
8. Decorate with rope or other supplies as desired.
9. Write your name in large letters on the front.
10. Look up the meaning of your name, and write it below your name.

## Lesson 56: Hunting for Schwas

### Materials:

worksheet from Mom's Minutes packet

See worksheet for directions.

## **Lesson 57: Samson Crossword**

### **Materials:**

worksheet from Mom's Minute packet  
See worksheet for directions.

## **Lesson 58: Heart Motives**

### **Materials:**

worksheet from Mom's Minutes packet  
See worksheet for directions.

## **Lesson 59: Biblical Fiction**

### **Materials needed:**

worksheet from Mom's Minutes packet  
See worksheet for directions.

## **Lesson 60: Castle Diagram**

### **Materials needed:**

- poster board
- marker
- tempera or water-based paint
- paint brush or small sponges

### **Directions:**

1. Design a castle of your own on poster board.
2. Draw it with a pencil first, allowing enough room on the sides for labeling the parts of the castle.
3. Outline the castle and label with a marker.
4. Paint it or decorate it as you wish.

## **Lesson 61: Folktale Book**

### **Materials needed:**

- manila folder
- paper
- marker or crayons
- tape or glue

### **Directions:**

1. Write a folktale of your own, creating a hero and a villain. Choose a moral to be taught.
2. Write the story neatly on a piece of paper, and glue or tape it to the inside of a manila folder.
3. Draw a picture on the inside with the space you have left.
4. Make a cover for your book, writing the title and decorating it.

## **Lesson 62: Timeline**

### **Materials needed:**

- piece of construction paper or poster board
- ruler
- markers
- scissors

### **Directions:**

1. Cut the construction paper in half, and glue the ends together.
2. Using a ruler, draw a timeline on a piece of construction paper or poster board.
3. Write in the births and major events in your family with different-colored markers.
4. Illustrate the events.

## **Lesson 63: Rationing Coupons**

### **Materials needed:**

worksheet from Mom's Minutes packet  
See worksheet for directions.

## **Lesson 64: Propaganda Poster**

### **Materials needed:**

- poster board
- markers
- scissors
- magazines
- glue

### **Directions:**

1. Draw a line down the center of the poster board. Label one side "Bandwagon" and the other side "Name-calling."
2. Look in magazines to find examples of advertisements that use these two types of propaganda. Cut them out, and glue them on the appropriate side of the poster. Or draw your own examples of these two types of propaganda.

## **Lesson 65: Making a Meal**

### **Materials needed:**

- worksheets from Mom's Minutes packet
- calculator
- necessary food and supplies to make the meal

See worksheets for directions.

## **Lesson 66: Promises from God**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- Bible

See worksheet for directions.

## **Lesson 67: Let Freedom Ring**

### **Materials needed:**

worksheet from Mom's Minutes packet  
See worksheet for directions.

## **Lesson 68: Shark Word Search**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- encyclopedia

See worksheet for directions.

## **Lesson 69: Prayer Journal**

### **Materials needed:**

- worksheets from Mom's Minutes packet
- construction paper
- twine, ribbon, or yarn
- scissors
- crayons or colored pencils
- glue

See worksheet for directions.

## Lesson 70: My Testimony Tract

### Materials needed:

- worksheet from Mom's Minutes packet
- markers
- scissors

See worksheet for directions.

## Lesson 72: Cat Poem

### Materials needed:

worksheet from Mom's Minutes packet

See worksheet for directions.

## Lesson 73: Cat Crafting

### Materials needed:

- worksheet from Mom's Minutes packet
- quart jar with lid
- ¼ piece of white or colored poster board
- crayons, marker, or felt
- hot glue
- glue
- scissors
- two chenille wires (any color)
- two black chenille wires

### Directions:

1. Cut out the patterns from the worksheet, and trace them onto a piece of poster board.
2. Cut the pattern pieces out of poster board. Decorate to make the cat's coloring. Use colored poster board, or color the white poster board.
3. Decorate the smaller of the two circles as the face of the cat. Use the black chenille wires to make whiskers.
4. After coloring and decorating the pieces, hot glue the face on the lid of the jar.
5. Glue the front feet to the bottom of the jar toward the center.
6. Glue the back legs to the sides of the jar at the back, so they barely rest on the table.
7. Before gluing the back to the jar, add a tail. A tail can be made out of chenille wires.

## Lesson 74: Spinning Top

### Materials needed:

- old CD
- sharpened pencil (about 6" long)
- 1" diameter cork
- 12" piece of yarn

### Directions:

1. Cut your cork in half, so that you have a round top and a round bottom piece.
2. Push the sharpened pencil through the top cork piece, then stick it through the middle of the CD.
3. Push the two cork pieces together, holding the CD in place.
4. Wind the yarn around the top cork piece, then (holding the top of the pencil lightly) pull hard on the string, let go, and watch your top spin!

## Lesson 75: Cat Folk Tale

### Materials needed:

worksheet from Mom's Minutes packet  
See worksheet for directions.

## Lesson 77: Pigs in a Blanket

### Materials needed:

- package of hot dogs
- can of biscuits
- Optional: cheese slices

### Directions:

1. Pat each biscuit into an oval shape about twice its size.
2. Place the hot dog along the length of the biscuit. If cheese is desired, place half a slice on the biscuit before adding the hotdog.
3. Wrap the biscuit around the hotdog. Pinch the edges of dough together, and place the seam side down on a lightly greased baking sheet.
4. Bake the hotdogs at the temperature listed on the biscuit can.

## Lesson 78: Pet Tales

### Materials needed:

worksheet from Mom's Minutes packet  
See worksheet for directions.

## Lesson 79: Two of a Kind

### Materials needed:

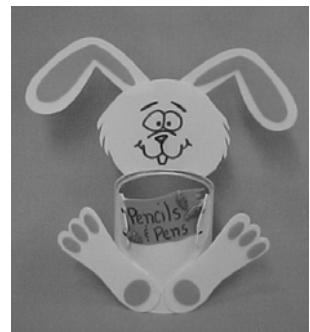
- worksheets from Mom's Minutes packet
- cardstock or poster board
- spray adhesive or glue
- scissors

See worksheets for directions.

## Lesson 80: Hoppin' Pencil Holder

### Materials needed:

- worksheet from Mom's Minutes packet
- white fun foam
- pink fun foam
- fun foam of one other color—you choose
- hot glue gun
- white construction paper
- markers
- empty soup can
- miscellaneous decorations



### Directions:

1. Cover the empty can with white construction paper.
2. Using the patterns from the worksheet, trace and cut out the fun foam.
3. Glue the head and ears together. Then draw a face on the rabbit. Glue the head to the back of the can where the paper seam is.

- Glue the footpads on the feet. Then glue the feet to the front of the can at an angle.
- Glue the paws, and sign to the front of can. Add decorations as desired.
- Fill it with pencils and pens.

## Lesson 81: Get Well Greeting

### Materials needed:

- markers or crayons
- construction paper

### Directions:

- Make a get-well card out of construction paper.
- Write an encouraging message to a friend, family member, or church member who is under the weather.

## Lesson 82: Buddy Biography

### Materials:

- paper
- markers or crayons

### Directions:

- Interview a friend or family member about his or her life.

#### Possible Questions:

- When and where were you born?*
- What is your father's occupation?*
- How many brothers and sisters do you have?*
- What are some of your special memories?*
- What hobbies or special talents do you have?*

- Using the information gathered, write a short biography about the friend or family member.
- Illustrate the biography with photos or drawings.

## Lesson 83: Shadow Puppets

### Materials needed:

- worksheets from Mom's Minutes packet
- cardstock
- bendable straws
- brads
- tape
- spray adhesive or glue

See worksheets for directions.

## Lesson 84: Poetry Corner

### Directions:

- Memorize the poem *Eletelephony* by Laura E. Richards.
- Practice reciting the poem with expression and humor in your voice.
- Perform the poem for your family and friends.

## Lesson 85: Travel the Pony Express in the Wild West

### Materials needed:

- worksheets from Mom's Minutes packet
- tape
- spray adhesive or glue
- manila folder
- markers

- scissors
- game pieces (e.g. buttons)
- spinner from another game

See worksheets for directions.

## Lesson 86: Happy Trails

### Materials needed:

- paper
- markers

### Directions:

- Draw a map of a nearby area (e.g. your neighborhood, a playground)
- Write directions on the map for following a path through the area.
- Give the map and directions to a sibling or a friend to see if he can follow the map and directions.
- After the directions on the map are read and followed, ask the following questions:
  - Were your written directions clear enough for others to follow?
  - Did you find it easy or difficult to write clear directions?

## Lesson 87: You've Got Mail!

### Materials needed:

- shoebox
- tin foil
- 8" piece of rope
- red construction paper
- brad

### Directions:

- Remove lid from shoebox. Create a flap by cutting down the corners at one end of the box. Cut about  $\frac{3}{4}$ " off the top of the flap so it can easily slide under the lid of the box, opening and closing easily.
- Cover the box and the lid with foil and decorate as you like.
- Make a small hole in the center of the lap. Fold the rope in half and knot it, making a small loop at one end. To make the handle, insert the loop into the hole from the backside of flap. Trim excess rope.
- Cut a small flag from construction paper, and glue it to the end of the piece of cardboard that was cut off the flap. Attach it to the side of the mailbox with a brad so it can move up and down.

## Lesson 88: Cartoon Creations

### Materials needed:

- worksheet from Mom's Minutes packet
- colored pencils or markers

See worksheet for directions.

## Lesson 89: In the Mood

### Materials needed:

worksheet from Mom's Minutes packet

See worksheet for directions.

## Lesson 90: Snake Wrap

### Materials needed:

- felt—any color
- chenille wire
- glue
- red felt
- small wiggle eyes
- various decorations

### Directions:

1. Cut a strip of felt  $1\frac{1}{2}$ " wide and as long as the pipe cleaner.
2. Put a stripe of glue down the center of the felt and lay chenille wire on glue.
3. Wrap the felt around the chenille wire, and glue again. Hold the felt in place with clothespins for several hours.
4. When glue is dry, remove clothespins.
5. Cut a forked tongue from the red felt, and glue it just inside one end of the snake.
6. Glue two eyes onto the end right above the tongue. Add additional decorations as desired.
7. Curl the snake, and wrap around a mug handle or other object.

## Lesson 92: Dog Chow

### Materials needed:

- $8\frac{1}{2}$  c. Rice Chex® cereal
- $\frac{1}{2}$  c. peanut butter
- 6 oz. chocolate chips
- $\frac{1}{4}$  c. margarine
- 1 t. vanilla
- $1\frac{1}{2}$  c. powdered sugar
- saucepan
- resealable bag
- cookie sheets
- airtight container

### Directions:

1. In heavy saucepan melt margarine and chocolate chips.
2. Remove from heat, add peanut butter and vanilla. Stir until melted.
3. Stir in Rice Chex®, and toss gently until all are coated.
4. Put powdered sugar in a large resealable bag. Add mixture, and shake gently until all cereal are well coated.
5. Remove from bag, and allow to cool on cookie sheets until all are dry.
6. Chow down! Store any leftovers in an airtight container.

## Lesson 93: What a Character!

### Materials:

- worksheet from Mom's Minutes packet
- crayons or markers

See worksheet for directions.

## Lesson 94: The West's Most WANTED

### Materials needed:

- worksheet from Mom's Minutes packet
- markers or crayons

See worksheet for directions.

## Lesson 95: Puppet on a Stick

### Materials needed:

- worksheets from Mom's Minutes packet
- cardstock or poster board
- markers, crayons, or colored pencils
- craft sticks
- spray adhesive or glue

See worksheets for directions.

## Lesson 97: Missionary Prayer Book

### Materials needed:

- photo album
- missionary cards
- missionary prayer letters
- paper

### Directions:

1. Collect missionary prayer cards, and organize them in the photo album.
2. Write down specific prayer requests that the missionaries have, and put them below their prayer card. Use this as a prayer journal, so you and your family can pray more effectively for missionaries.

## Lesson 98: Drop a Line

### Materials needed:

- missionary information
- stationery

### Directions:

1. Look through the missionary information at church, and choose a student you would like to write. Make a note of this student's birthday.
2. Drop a line to the missionary student. Send him or her a card or small gift on his/her birthday.
3. See how long you can keep a correspondence going!

## Lesson 100: Go for the Goal!

### Materials needed:

worksheet from Mom's Minutes packet  
See worksheet for directions.

## Lesson 101: Don't Stay in the Dark

### Materials needed:

- 6" of thin, coated wire with both ends exposed
- "C" battery
- flashlight bulb

### Directions:

Using what you know about electricity, try to make the bulb light up. **Hint:** A complete circuit is needed to light up the bulb. Both ends of the battery will be used. The bulb must touch one end of the battery.

## **Lesson 102: Fire Escape**

### **Materials needed:**

- paper
- markers
- *Optional:* picture frame

### **Directions:**

1. Plan the best fire escape route for your family.
2. Draw the layout of your house on a sheet of paper.
3. Label the fire escape, and draw an arrow from the main parts of the house to the escape. There may be more than one route in the house.
4. Ask your parents to check your fire escape route.
5. If desired, put the escape route in a frame, and put it somewhere where it can be reviewed.

## **Lesson 103: Windsock**

### **Materials needed:**

- nylon or other lightweight fabric (an old sleeve from a long-sleeved shirt or a pant leg from an old pair of pants can be used)
- fabric scissors
- glue, or needle and thread
- wire
- small weight or rock
- heavy string

### **Directions:**

1. If you are using scrap fabric, form the fabric into a tube about 1½" long and 14" wide. Glue or sew the long seam together. Form the piece of wire into a circle the same circumference as the tube, sleeve, or pant leg.
2. Insert the circle of wire into the wide end of the tube about one inch down. Wrap the fabric around it, and glue or sew it down.
3. Glue or sew the weight onto the fabric just inside the wire frame. This will help hold down the opening and allow wind to enter the sock.
4. Decorate the sock as desired. Streamers or ribbon can be attached to the end.
5. Cut a small hole in the fabric next to the wire frame on the opposite side of the weight. Tie string to the wire through the hole.
6. Hang the windsock from a tree, porch, or other area where it can catch the wind.

## **Lesson 104: I've Been Framed**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- corrugated cardboard
- hot glue gun
- piece of brown or black fun foam
- decorative fabric or paper
- scissors

### **Decorative material options:**

- worksheet from Mom's Minutes packet
- narrow rope
- white or cream paper
- silver, black, and brown paint
- sponge

- brad
- small piece of masking tape
- glue

*See worksheet for directions.*

## **Lesson 105: Flag Savvy**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- picture of your state flag
- colored pencils or markers

*See worksheet for directions.*

## **Lesson 106: Raise Your Banner High**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- 3 sheets of red tissue paper
- 5 sheets of white tissue paper
- 3 sheets of royal or navy blue tissue paper
- liquid glue
- pencil with a good eraser

### **Directions:**

1. Cut out the flags on the worksheet
2. Cut the red, white, and blue tissue paper into 1½" squares.
3. Put glue in one of the stripes.
4. Using the labeled color, place the center of a square of tissue paper at the eraser end of pencil. Press the sides of the paper against the sides of the pencil, and twist slightly.
5. Holding the paper in place, gently press it down on the strip of glue. Pull the pencil away, leaving the tissue paper. The tissue paper should be gathered and sticking up.
6. Continue to put one square after another in the stripe until it is full.
7. Follow the same steps for the remaining stripes.
8. After the stripes are full, put a piece of white tissue paper on top of each star in the blue section. When all the stars are covered, fill in the space with blue paper.
9. Follow the same procedure for the Christian flag.

## **Lesson 109: Graph It!**

### **Materials needed:**

- paper
- markers

### **Directions:**

1. Take a poll of your family and friends' favorite candy bars, sodas, or other foods.
2. After you have collected the information, make a bar or pie graph with your data.
3. Display the completed graph.

## Lesson 110: It's Time to Grow Up!

### Materials needed:

- potting soil
- grass seed
- large, flat container (about 2" high)
- water
- spoon

### Directions:

1. Fill the container with potting soil ½" from the top.
2. Using the spoon, draw a shape, your name, or your initials into the soil. Dig as deep as the seed directions instruct.
3. Place grass seed in the design you made, and cover with soil. Water, and place in the sun.
4. Water periodically.
5. Watch your grass take shape!

## Lesson 111: Daisy Doodles

### Materials needed:

- a new pen
- floral tape
- silk flower
- masking tape
- scissors

### Directions:

1. Cut the flower's stem about 2" from the base of the flower.
2. Place the flower on top of the pen, and wrap a few pieces of masking tape around the wire and the pen to hold it in place.
3. Wrap floral tape around the top of the pen, and spiral it down. Wrap the pen until the plastic is completely covered. Start wrapping the tape back up the pen about an inch, and then cut it.
4. The cap should still fit on the pen so it won't dry out.

## Lesson 112: Fabulous Fable

### Materials needed: paper

### Directions:

1. Create your own fabulous fable.
2. Remember to use the elements of a fable when writing. These elements include animals with human qualities, a conflict, a solution, and a moral.
3. Brainstorm for possible conflicts, problems, and solutions. Then decide what characters will learn from their experience.
4. Write your fable.

## Lesson 115: ¡Habla Espanol!

### Materials needed:

- worksheet from Mom's Minutes packet
- colored pencils or markers

See worksheet for directions.

## Lesson 116: Sopapillas

### Materials needed:

- bread dough
- oil

- honey, cinnamon and sugar, chocolate sauce, or powdered sugar

### Directions:

1. Preheat oil in deep fryer or in a saucepan about 2" deep.
2. Roll a piece of bread dough out until it is very thin, about 1/8".
3. Cut the dough into approximately 3" triangles.
4. Fry the dough when oil is around 375°. To test the oil, use a thermometer or place a small piece of dough in it. If it bubbles and the middle rises up, then it is ready.
5. The sopapillas should become hollow in the middle while frying.
6. Drain them on paper towels, and serve with honey, powdered sugar, chocolate sauce, or cinnamon and sugar.

## Lesson 117: Kite Flight

### Materials needed:

- worksheet from Mom's Minutes packet
- construction paper
- glue
- string
- ribbon

See worksheets for directions.

## Lesson 118: Go Fly a Kite

### Materials needed:

- worksheet from Mom's Minutes packet
- 2 coffee stirrers (connected); trim to correct size
- 8½" x 11" piece of brightly colored paper
- clear packaging tape
- markers or crayons
- kite string
- hole punch
- ribbon or streamers

See worksheet for directions.

## Lesson 119: Amazing Ads

### Materials needed:

- grocery store advertisements
- drawing paper

### Directions:

1. Choose a real or imaginary product or company to advertise. The product or company name needs to start with a prefix (in, re, inter, trans, mis, dis, multi, semi). Some examples are TransPacific Hot Air Balloon Travel Agency, MistakesUnlimited, or Multivitamin Milkshake Mix.
2. Design and draw an advertisement for the company or product, writing a slogan and using any appropriate visuals.
3. Display the advertisement at home, and see if you have any curious customers!

## **Lesson 120: Galaxy Glow**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- glow-in-the-dark stars

See *worksheet for directions*.

## **Lesson 121: Constellations in a Can**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- an empty 12-oz. soft drink can for each constellation
- small nail
- large nail
- hammer
- a label for each can
- tape
- scissors

See *worksheet for directions*.

## **Lesson 122: Star Gazing**

### **Materials needed:**

Research Materials

### **Directions:**

1. Choose a constellation from "Look at the Stars," and look for it in the night sky.
2. Research in books or on the Internet to find out where the constellation will be on the night when you will be looking for it.

## **Lesson 123: Story Scrambler**

### **Materials needed:**

- worksheets from Mom's Minutes packet
- scissors

See *worksheets for directions*.

## **Lesson 124: Revolutionary Hat**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- 2 pieces of black construction paper or fun foam
- tape
- scissors

See *worksheet for directions*.

## **Lesson 125: Secret Code**

### **Materials needed:**

worksheet from Mom's Minutes packet

See *worksheet for directions*.

## **Lesson 126: Airplane Wars**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- foam meat tray
- scissors
- paper clip

See *worksheet for directions*.

## **Lesson 127: Looking for Lucky Lindy**

### **Materials needed:**

- paper
- blank cassette tape
- tape recorder

### **Directions:**

1. Pretend that you are a reporter living during the 1920s. Compose an exciting article that might have been written at the time of Lucky Lindy's arrival in Paris.
2. Once you have written the article about his flight and arrival, record your announcement on a blank cassette tape.
3. Make your announcement exciting, sounding like the old-time radio programs and commercials.
4. Gather your family around the "radio" to hear the "breaking news."

## **Lesson 129: Flip Book**

### **Materials needed:**

sticky note pad (any size)

### **Directions:**

1. Obtain a full or nearly-full sticky note pad. Without separating the pages, draw a series of pictures (using simple figures and objects) showing a boy falling into a lake.
2. Each drawing must show a small change in the action. For example, the first drawing shows a boy standing next to the water; the next drawing shows the boy slightly starting to tilt toward the water; and so on.
3. Your series of pictures should almost fill the sticky note pad. Once completed, enjoy flipping through your animated flip book!

## **Lesson 130: Dinky Donuts**

### **Materials needed:**

- can of biscuits
- vegetable oil
- sugar or powdered sugar

### **Directions:**

1. Heat oil in saucepan on medium high for about ten minutes. Test to see if the oil is hot by dropping a small amount of dough into the oil. If the oil bubbles around it, it is ready.
2. Using your fingers, make a hole in the middle of each biscuit.
3. With a parent's help, gently place the biscuits into the oil. Allow them to cook for about 30 seconds on each side or until golden brown. Remove with a fork, and place on a plate with paper towels.
4. Pour about 1 cup of sugar into a bowl. Allow the donuts to cool for about half a minute, and then roll in sugar.

## Lesson 131: Fridge Folks

### Materials needed:

- paper
- crayons or markers

### Directions:

1. Who lives in your refrigerator? Think of two items in your refrigerator.
2. Give them human characteristics. One can be a good, happy character and the other a bad, sour character.
3. Draw a picture of the characters, name them, and describe their personalities beneath each picture.
4. Post your character sketches on the refrigerator.

## Lesson 133: Golden Spurs

### Materials needed:

- 2 paper clips
- 12-16 pop tabs
- gold spray paint
- tape

### Directions:

1. Unfold each of the paper clips, and shape them into a "U" shape.
2. If desired, spray the pop tabs and paper clips with gold paint.
3. When the paint is dry, place 6-8 tabs on each paper clip.
4. Bend the two ends of each paper clip, and hook them into the back of your shoe. Use a piece of tape to hold the wires in place.

## Lesson 134: The Greatest of These

### Materials needed:

miscellaneous

### Directions:

1. Think of a way to show love to a family member, friend, or neighbor.
2. Set a goal to show an act of love to someone today. Remember, you do not have to spend money to show love.

## Lesson 135: Heroes of the Faith

### Materials needed:

- hero of the faith book or video

### Directions:

1. Visit your church library and check out a video or short biography about a Christian hero of the faith.
2. Watch the video, or read the book with your family.

## Lesson 136: Bible Cover

### Materials needed:

- fabric
- Bible
- needle
- thread
- scissors
- ruler

### Directions:

1. Lay out the material on a flat surface. Place your open Bible on top of it.

2. Using a pencil, trace around your Bible,  $\frac{1}{2}$ " beyond the edge. On the right and left sides, draw a second line four inches out from the first line. Cut the material along this second, outside line, and across the top and bottom lines.
3. With the right side of the fabric facing up, turn the raw edge of the flap under, and glue or sew in place.
4. Fold the ends toward the center along the first end lines that were drawn, creating flaps.
5. Sew the flaps at the top and bottom to make a pocket.
6. Turn under, and sew the raw edge that is left between the two pockets.
7. Turn the cover right side out, and insert your Bible.

## Lesson 137: Bible Bread

### Materials needed:

- worksheet from Mom's Minutes packet
- 2 cups flour
- 2 Tbsp. sugar
- 1 Tbsp. baking powder
- $\frac{1}{2}$  tsp. salt
- $\frac{1}{2}$  cup butter
- 1 egg
- $\frac{1}{2}$  cup milk

See worksheet for directions.

## Lesson 138: Prayer Chain

### Materials needed:

- construction paper
- tape or stapler
- scissors

### Directions:

1. Cut strips of construction paper, and write a prayer request on each one.
2. When two prayer requests are answered, begin a prayer chain by linking the strips of paper together.
3. Continue to add links to the chain each time another request is answered.
4. Watch your prayer chain grow!

## Lesson 139: Wordless Worm

### Materials needed:

- $\frac{1}{2}$  in. pom poms of the following colors: black, red, white, yellow, green.
- wooden clothespin
- 2 wiggle eyes
- chenille wire (antennae)
- glue

### Directions:

1. Glue the pom poms to the clothespin in this order: black, red, white, yellow, green.
2. Glue on the eyes and antennae.
3. Use as a tool to share the gospel.

## **Lesson 140: Gizmo**

### **Materials needed:**

miscellaneous

### **Directions:**

1. Brainstorm ideas for a helpful gadget that you could create.
2. Draw a picture of your clever invention.
3. Write a description of the gadget, and explain how it works.
4. If possible, assemble the gadget to see if it works!

## **Lesson 142: Your Carriage Awaits**

### **Materials needed:**

- empty thread spools two large or four small
- wood glue
- craft sticks, cardboard, paper, fabric, or other building materials

### **Directions:**

1. Use the empty spools of thread for the front and back wheels of your carriage.
2. Create your own carriage with the materials of your choice. Use craft sticks, cardboard, paper, or other materials to build and cover the frame.

## **Lesson 143: Adopt a Missionary**

### **Materials needed:**

stationery

### **Directions:**

1. Choose a missionary family, and consistently pray for them for a few weeks.
2. Write a letter to the missionaries letting them know that you have remembered them in prayer. You can be a great blessing!

## **Lesson 144: Hidden Clues**

### **Materials needed:**

writing paper

### **Directions:**

1. Choose one of the following endings, and write a short story to fit it:

*The two boys gained a new friend on the baseball team that day.*

*Even though the kitchen was a mess, Mom was surprised when she saw her birthday present.*

*The black puppy was a perfect match to fill the lonely days for Grandpa.*

*Even though he didn't win a karate trophy, his teacher considered him a winner in the things that mattered most.*

*The apple tree would always be a special memory for Laura and Grandma.*

2. Carefully plant clues in your story that will help a reader understand the ending. (The clues should not be too obvious.)

3. Share your story!

## **Lesson 145: Face to Face**

### **Materials needed:**

- paper plates
- markers or crayons
- tape or glue
- yarn or other decorating materials

### **Directions:**

1. Draw faces on the center of each paper plate to resemble the main characters in the story.
2. Use yarn or other materials to make hair and other features for your mask.
3. With the help of friends or family, perform "Seven at One Blow" while wearing the masks.

## **Lesson 146: Numbers that Count**

### **Materials needed:**

- worksheet from Mom's Minutes packet
- crayons

See *worksheet for directions*.

## **Lesson 147: Priority Pack**

### **Materials needed:**

- adhesive bandages
- medical tape
- gauze
- ointments
- scissors
- or other medical supplies

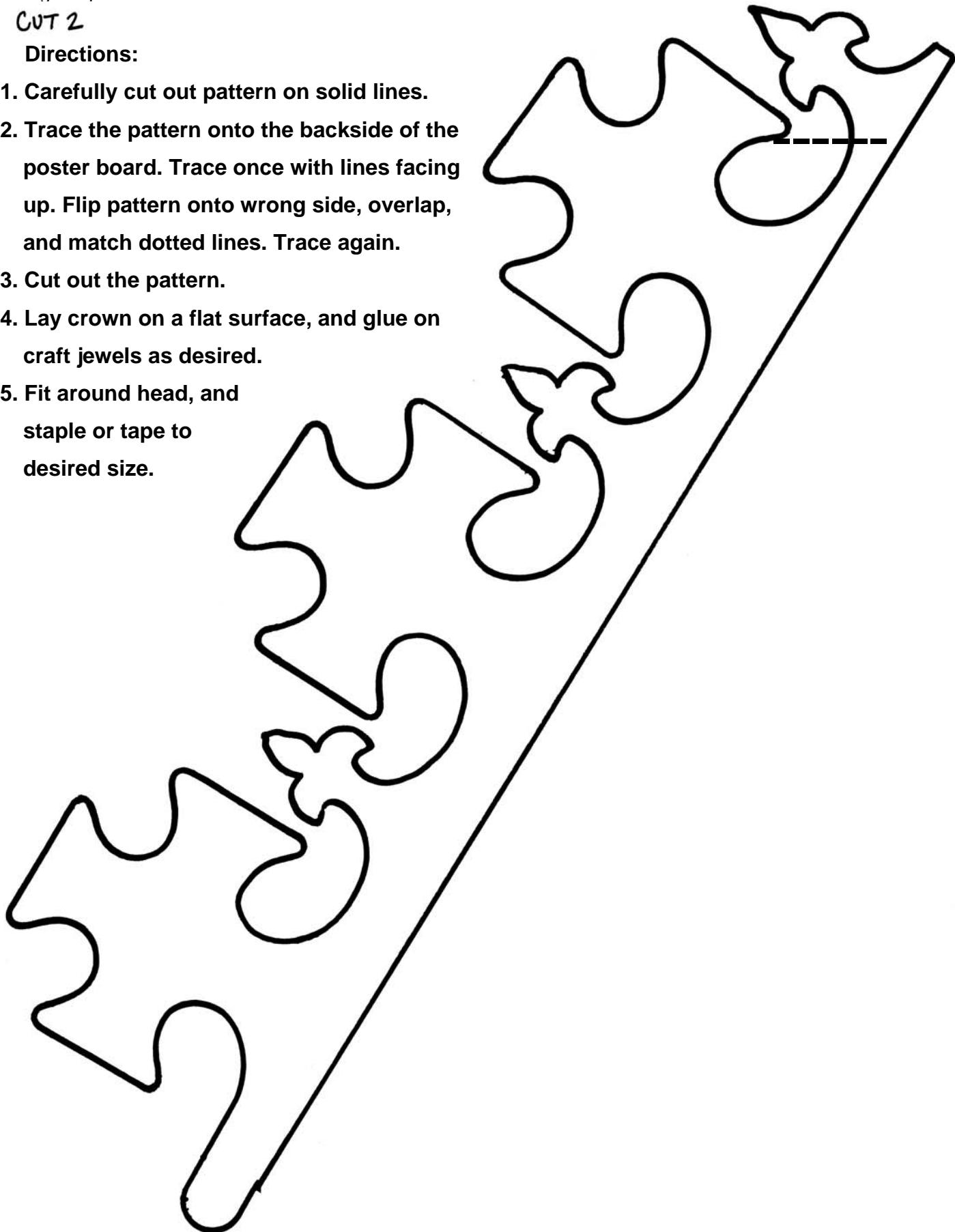
### **Directions:**

1. Collect supplies that would be helpful in an emergency. Put these items in a shoebox or plastic container.
2. Decorate and/or label the container.
3. Put the First Aid Kit where it is easily accessible.  
\*If you already have a kit for your house, consider putting this one in the car.

**CUT 2**

**Directions:**

1. Carefully cut out pattern on solid lines.
2. Trace the pattern onto the backside of the poster board. Trace once with lines facing up. Flip pattern onto wrong side, overlap, and match dotted lines. Trace again.
3. Cut out the pattern.
4. Lay crown on a flat surface, and glue on craft jewels as desired.
5. Fit around head, and staple or tape to desired size.



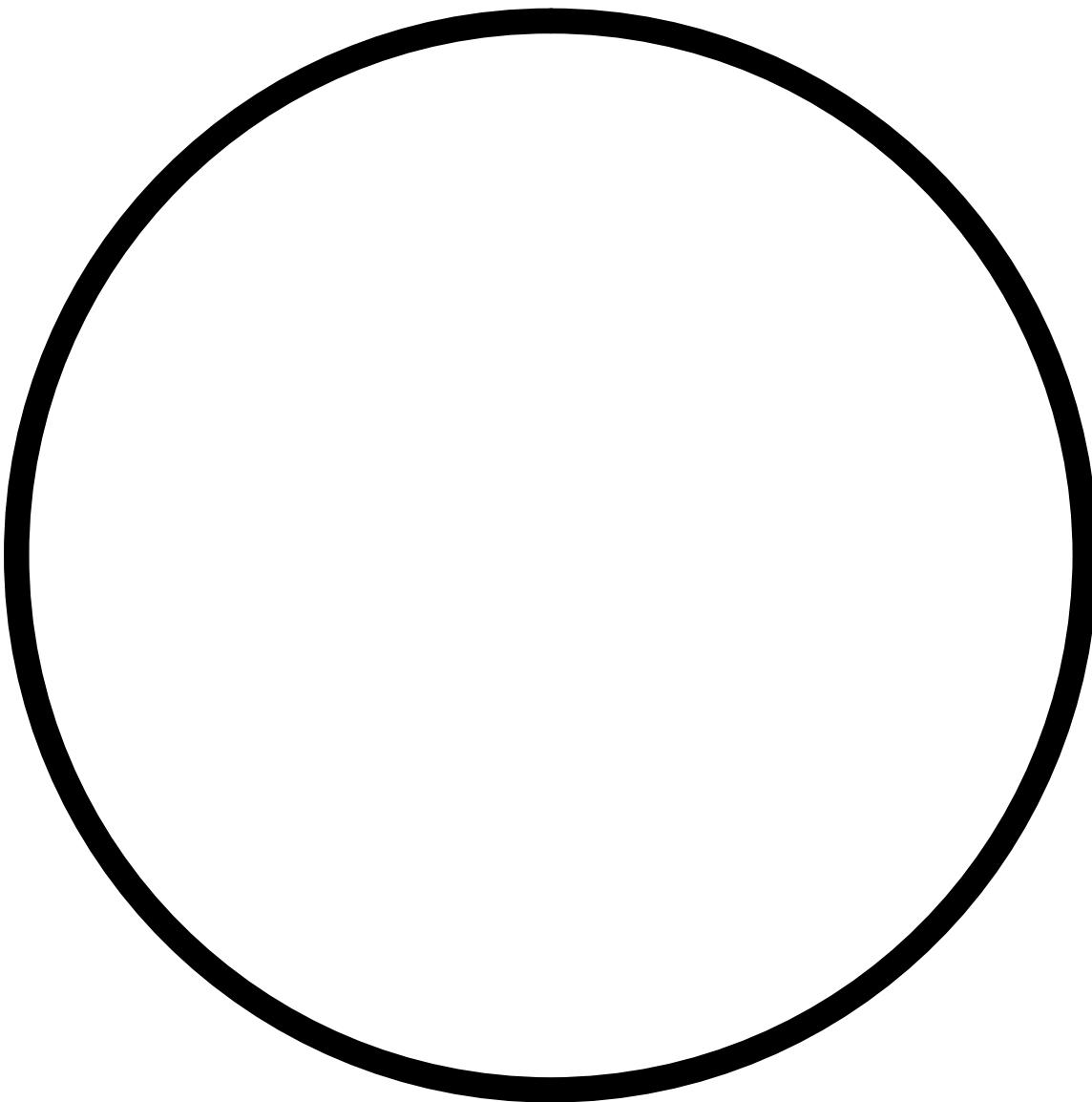
# SOAP CARVING



**Directions:**

- 1. Cut out the llama patterns from this page.**
- 2. Place the bar of soap face up in front of you, and scrape away the surface until it is completely flat and smooth.**
- 3. Place the carbon paper, carbon side down, over the soap, and lay the side view on top of it, picture side up. Trace the figure onto the soap with the sharp pencil. Do the same with the front view.**
- 4. Starting with just small bits, trim excess soap away from the shape. But do not cut all the way down to the pencil line. Leave about  $\frac{1}{4}$ ". This will give you the rough outline of your carving.**
- 5. Now compare the outline with your drawing, and carve out any other areas that may need trimming away. Then compare the front view with its drawing, and carve out the muzzle and ears.**
- 6. You can add smaller details, such as eyes and hair, with the tip of the blade.**
- 7. When you are finished, carefully rub the soap with the paper towel to give it a polished surface.**

# ESKIMO YO-YO

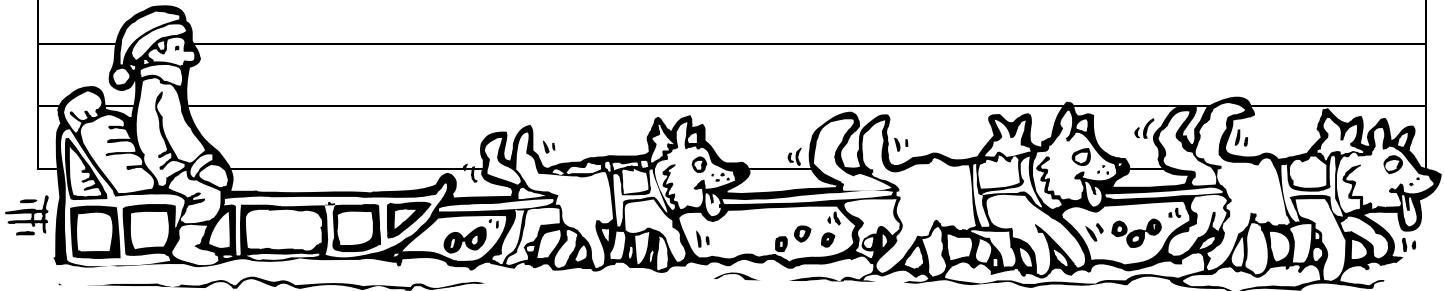


**Directions:**

1. Cut paper pattern out, and trace two circles onto fabric with marker. Cut out the fabric circles.
2. Using a marker, make marks  $\frac{1}{2}$ " from the edge of the circle and about 1" apart. Repeat with second circle.
3. With the point of the scissors, cut small slits through each mark.
4. Make a knot on each end of the lacing.
5. With one end of the lacing, weave it in and out around one circle. Pull the lacing tight, leaving enough room on the other end to tie a knot (but don't knot yet).
6. Repeat step 5 on the second circle.
7. Fill each circle with 20 pennies, then tightly knot the lacing where it meets on each circle.

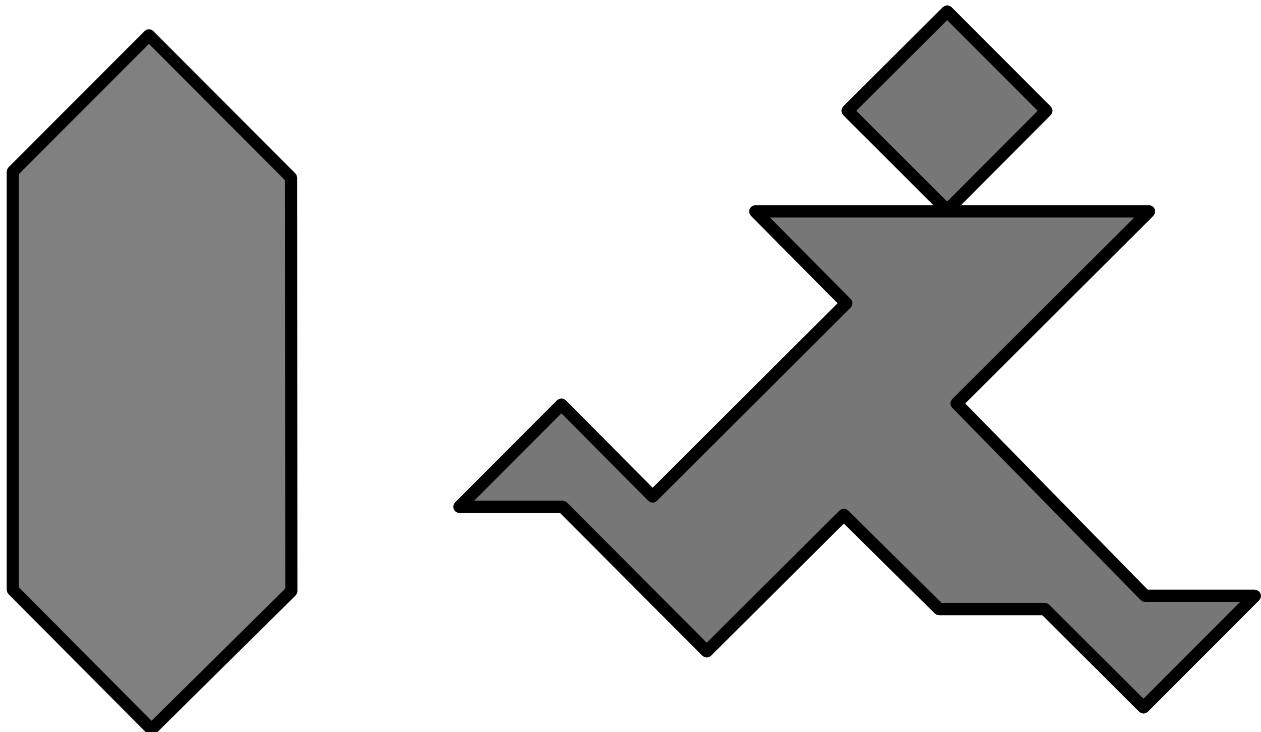
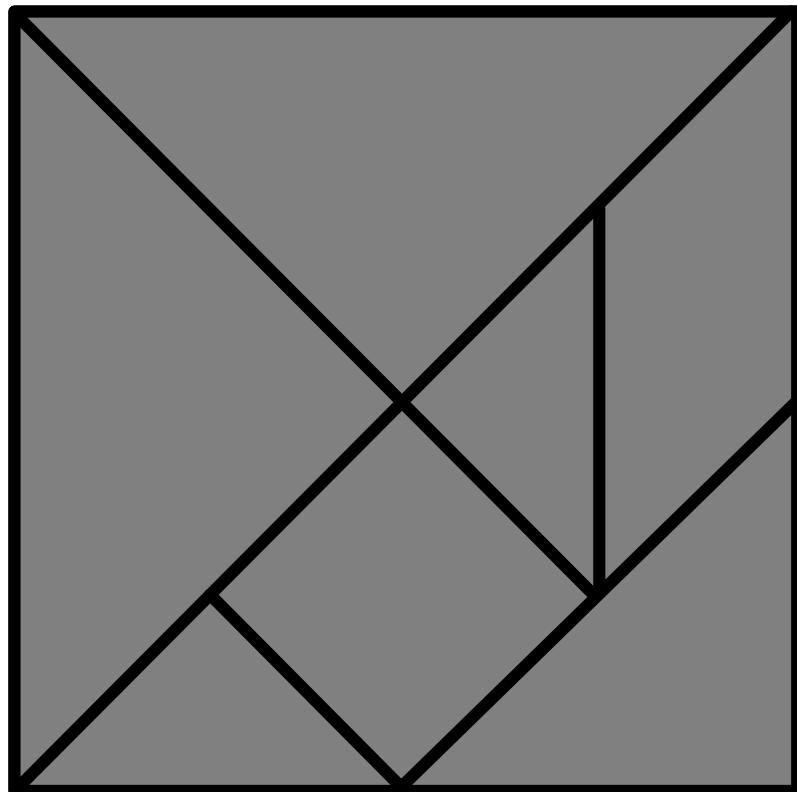
## **Directions:**

1. Color the border of the letter.
  2. Pretend that you are Steve, and write a letter that describes your new family and adventures in the Yukon.

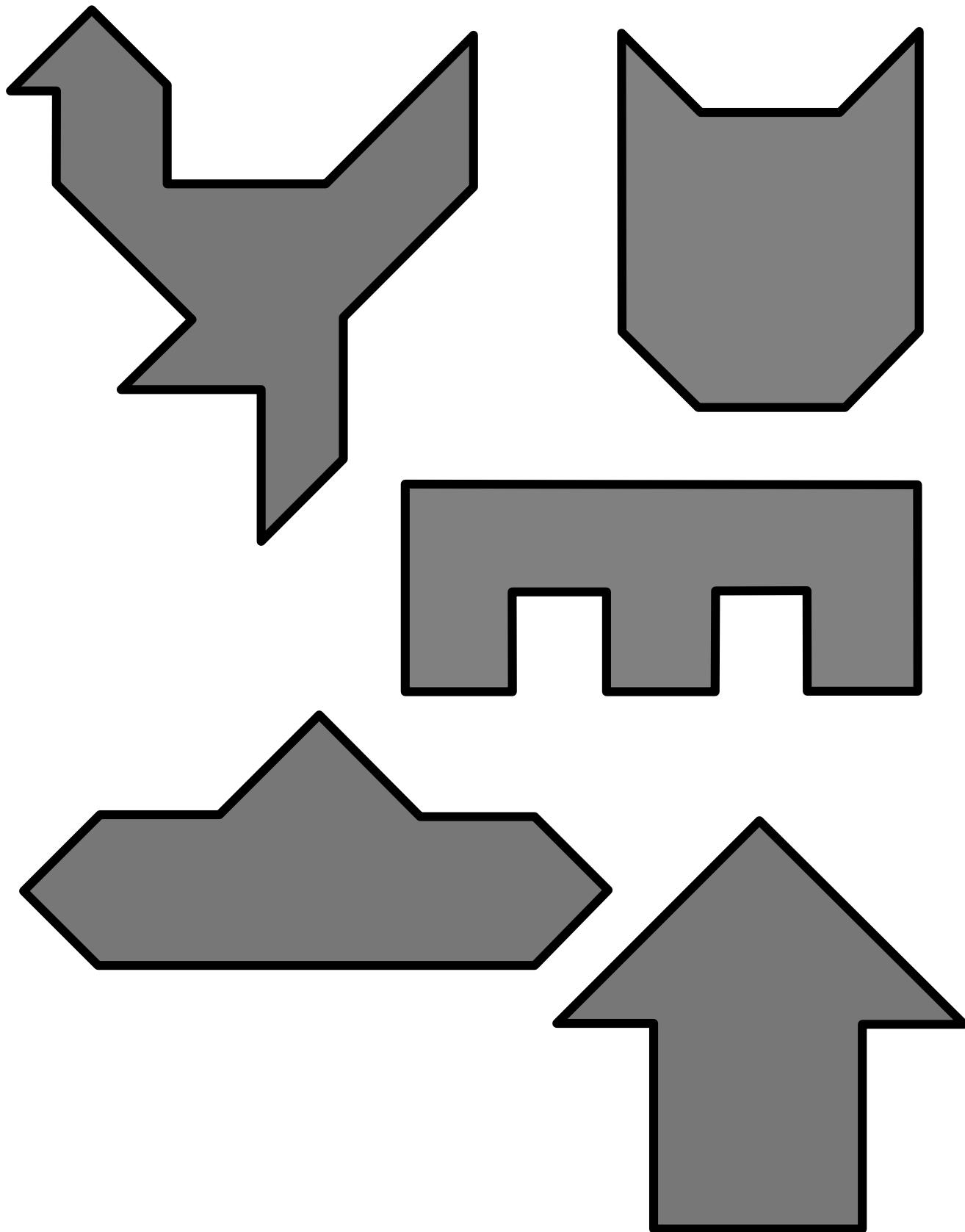


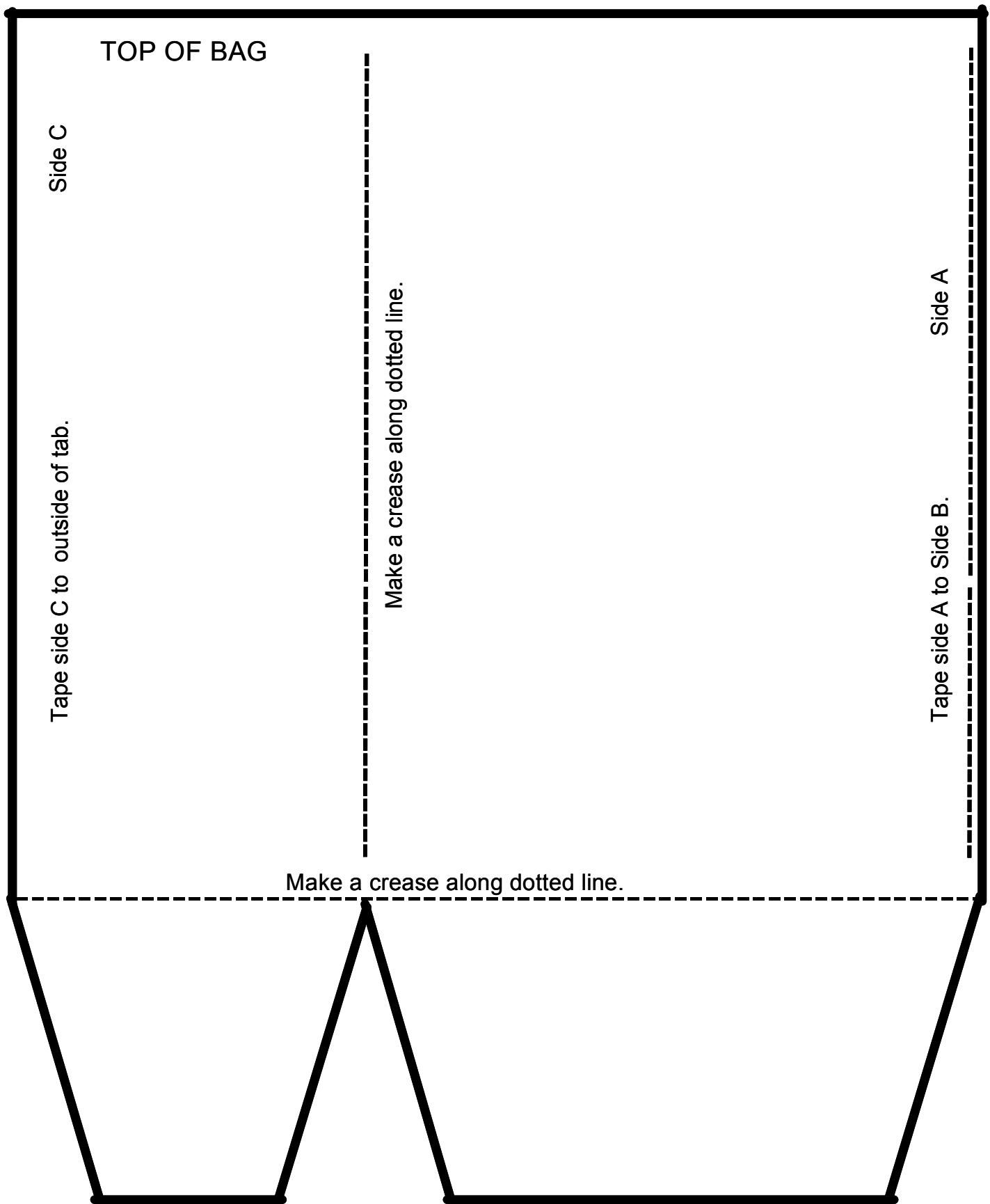
**Directions:**

Cut out the tangram from the worksheet. Study the shapes given and see if you can figure out how to arrange the seven pieces to make that shape. (Your shapes will be a little larger than those shown.) Have fun!



Grade 4 Reading  
Dig Deeper – Lesson 21, continued





TOP OF BAG

Tape side A to Side B.

Side B

Make a crease along dotted line.

Make a crease along dotted line.

To make seam, fold tab and glue to inside  
of side C.

# CIVIL WAR LETTER

**Directions:** Write a letter, pretending to be a soldier, friend, parent, student, brother, sister, or slave living during the American Civil War. Write the letter to the president, a friend, or a family member, writing as if you are from the North or the South. Include research information, daily events, and feelings about the war in the letter.



**Fill in the following information as if you lived during the Civil War.**

**Name:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**To whom are you writing?** \_\_\_\_\_

**Relationship to recipient:** \_\_\_\_\_

Dear \_\_\_\_\_,

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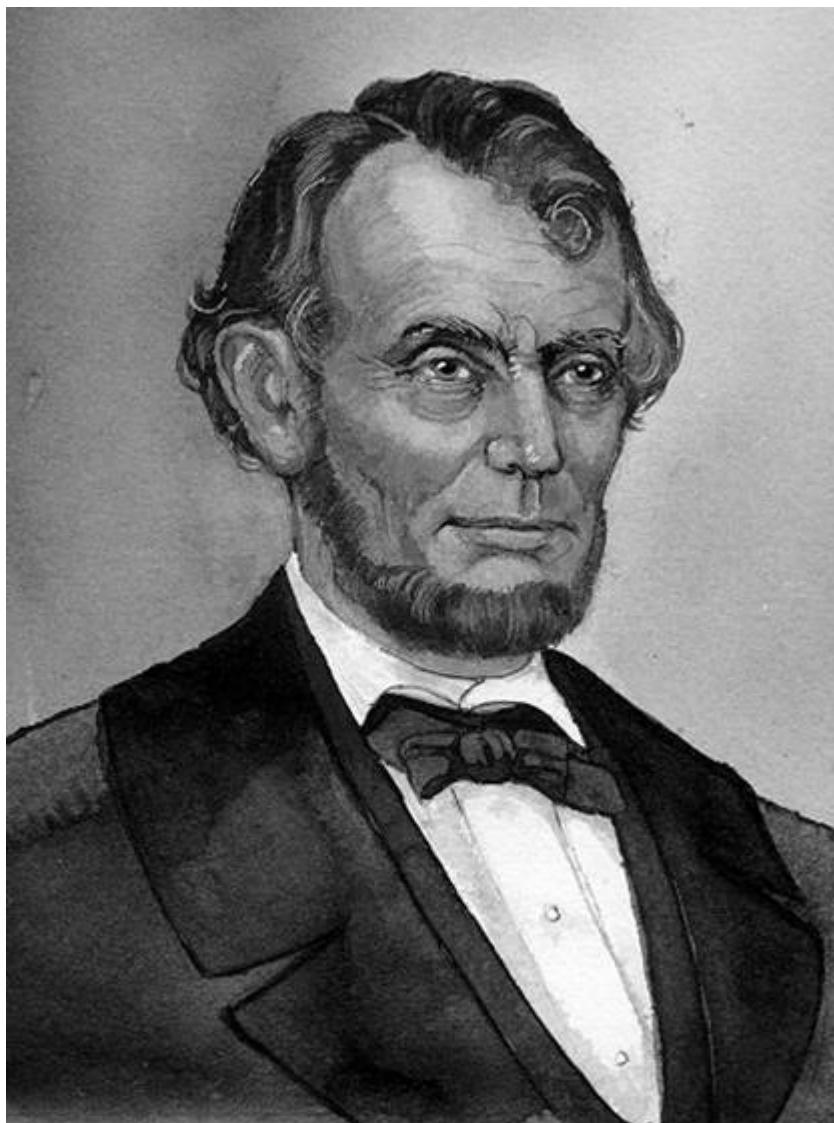
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Sincerely,



## Lincoln's quotations:

Nearly all men can stand adversity, but if you want to test a man's character, give him power.-- Abraham Lincoln

The Lord prefers common-looking people. That is the reason that He makes so many of them.--Abraham Lincoln

You can fool some of the people all the time, and all of the people some of the time, but you cannot fool all the people all of the time.--Abraham Lincoln

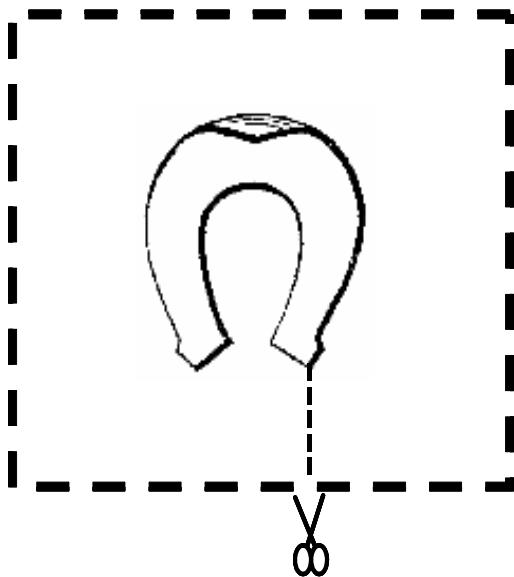
I believe this government cannot endure permanently half slave and half free.--Abraham Lincoln

Truth is generally the best vindication against slander.-- Abraham Lincoln

The Almighty has His own purposes.--Abraham Lincoln

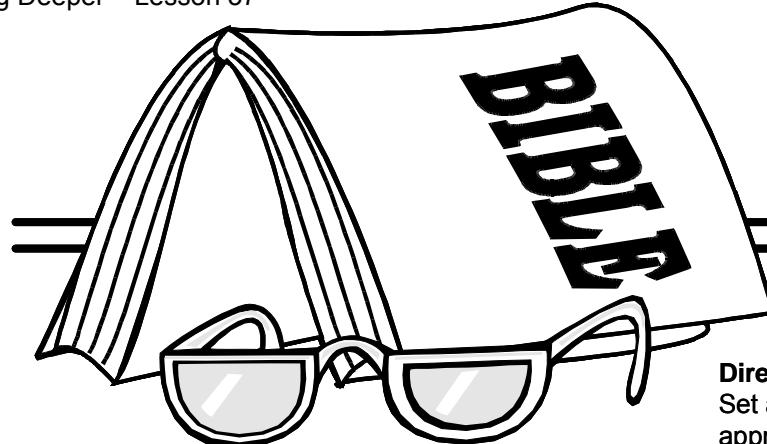
Let us have faith that right makes might; and in that faith let us to the end, dare to do our duty as we understand it.-- Abraham Lincoln

# MULE-PRINTER STATIONERY



**Directions:**

1. Using the pattern, cut out the mule print from the center of the box, forming a stencil.
2. Hold the stencil down on top of the sponge and color in the mule print with a marker.
3. Cut the mule print shape out of the sponge.
4. Fold a paper towel in half, and put it in a shallow container. Put in a small amount of paint on the paper towel. This makes a nice paint pad for the mule print stamp.
5. Stamp mule prints on the paper using your sponge. Try to make it look like a mule moseyed by.
6. Write a friend a letter on your new stationery, and tell him or her all about your western adventures in reading!



# Reading Schedule

## The Book of John

**Directions:**

Set a goal to read the book of John by a specific date. When each chapter is completed, initial in the appropriate box. Sign your name in the blank when you complete the book of John.

Chapter 1	Chapter 8	Chapter 15
Chapter 2	Chapter 9	Chapter 16
Chapter 3	Chapter 10	Chapter 17
Chapter 4	Chapter 11	Chapter 18
Chapter 5	Chapter 12	Chapter 19
Chapter 6	Chapter 13	Chapter 20
Chapter 7	Chapter 14	Chapter 21

I have read the entire book of John.

---

signature

date

**Directions:**

1. Color and cut out the award. Fill in the correct information.
2. Put your signature at the bottom, and have your parent sign it as well.

# Bible Reading AWARD

This award certifies that

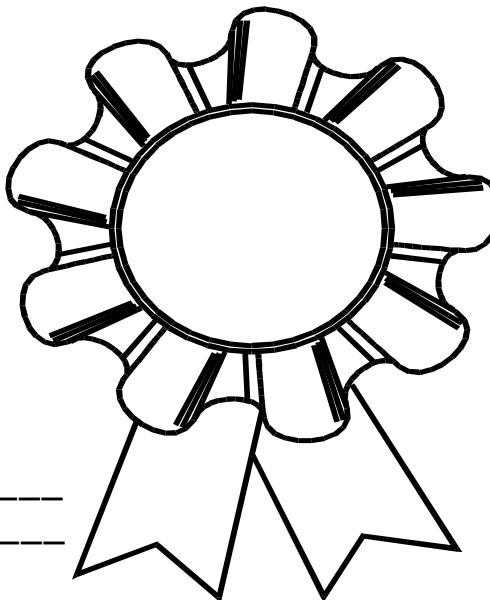
\_\_\_\_\_  
read the entire book of John.

John 5:24 Verily, verily, I say unto you, He that heareth my word, and believeth on him that sent me, hath everlasting life, and shall not come into condemnation; but is passed from death unto life.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_



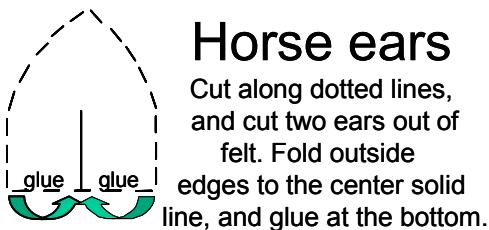
# HORSE SOCK PUPPET

**Directions:**

1. Cut about 1" off the open end of the foam cup.
2. Insert the ball part way into the open end of the cup, and glue around the edge with hot glue. (Try to glue when the glue just warms up so the foam does not melt from the heat.)
3. Insert the cup and ball into the foot of the sock, inserting the bottom of the cup first.
4. Cut out patterns and felt pieces as instructed on the pattern sheet, and glue them on. Glue the blaze down the center of the nose. Starting at the top of the blaze, glue the mane down the center of the back.
5. Cut out white ovals and black circles for the eyes, and glue on.
6. Put a little glue on the bottom of each ear, and attach them about a half inch behind the eyes.
7. Cut out small brown or black ovals for the nostrils, and glue on.
8. To make the bridle, wrap the leather strapping or yarn around the end of the nose, about 1" from the end. Glue in place, forming a circle around the nose.
9. Do the same toward the back of the head, right before the ears, and glue in place.
10. Glue a single strip of strapping or yarn down each side of the horses' face to connect the front and back circle of strapping or yarn.
11. Cut off two 2" pieces of chenille wire, and form a small triangle out of each one. Glue one angle of the triangle to the face at the side of the bridle, where the bottom circle and the side strips meet.
12. To make the bit and reins, tie an 8" piece of strapping or yarn to the part of the triangle that is not attached to the face, and pull it under the horse's chin. Thread it through the triangle on the other side and then back again. Tie it off where it started, and cut off the excess.
13. Cut a foot-long piece for the reins, and tie each end to the triangles on the side of the horse's face.

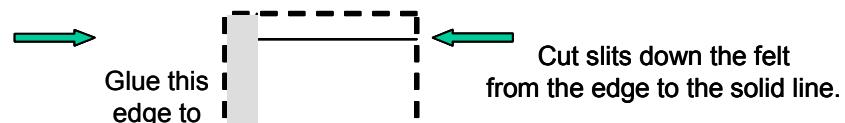
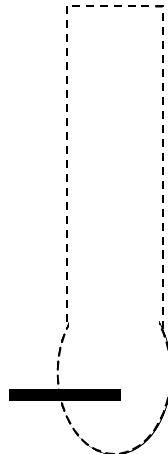
*The horse puppet can be used with the hand or with a dowel rod.*

*If a dowel rod is desired, insert the dowel rod up into the sock, and push it into the foam ball.*



## Horse blaze

Cut a blaze for the face out of white felt. Center and glue blaze with the solid line at the edge of the cup, near the nostrils.



## Horse mane

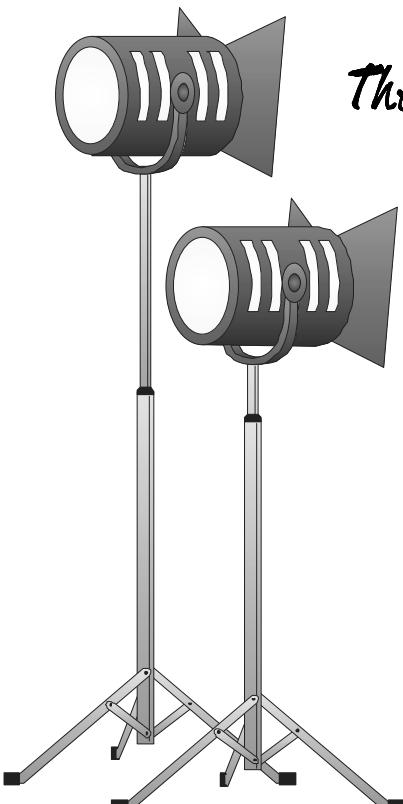
Cut 1 from felt for the mane. Make slits about 1/8th inch thick from the edge to the solid line. Glue the solid edge to the sock.

**Directions:**

1. Read the play “Nail Soup,” or choose another play to perform.
2. Fill in the play, theme, and setting blanks on the Director’s Notes worksheet.
3. List any props that you will need for your play.
4. Choose an actor in your family for each character, and list them in the “Actors” blanks. (You may have to give some people more than one part.)
5. Write down each character’s name, and plan a costume for him.

# Director’s Notes

*Play:* \_\_\_\_\_



*Theme:* \_\_\_\_\_

*Setting:* \_\_\_\_\_

*Props:* \_\_\_\_\_  
\_\_\_\_\_

*Actors:*

*as* \_\_\_\_\_

*as* \_\_\_\_\_

*as* \_\_\_\_\_

*Costumes:*

\_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_ - \_\_\_\_\_  
\_\_\_\_\_ - \_\_\_\_\_

# NAIL SOUP

**Cast**  
**Beggar**  
**Townspeople One**  
**Townspeople Two**

*Two townspeople are tending their fire when a poor, hungry man walks up to them.*

BEGGAR: Please, I'm so hungry! Could you spare some bread?

TOWNSPERSON ONE: I can barely feed my own family. I have nothing to spare.

BEGGAR: Perhaps I could have a pot of water to make some soup.

TOWNSPERSON ONE: (hesitant) Well . . . (looks at second townspeople) What do you think?

TOWNSPERSON TWO: (shrugs) It's just a pot of water.

TOWNSPERSON ONE: (to the beggar) Okay, we'll give you a pot of water to make some soup.

TOWNSPERSON TWO: But how are you going to make the soup? You don't have any food—potatoes, vegetables, meat! These are the things that make a delicious soup!

BEGGAR: Ahh, but I do have a nail. I can make soup with that.

*The townspeople look at the beggar and then at each other. They're not sure they believe him.*

BEGGAR: I'd be happy to share it with you.

*The townspeople are doubtful, but they start a large kettle of water heating on the fire. The beggar carefully brings out a little piece of cloth and gingerly unwraps the nail.*

BEGGAR: It's time to add the nail to the water. (drops the nail in the pot) Very soon I will have delicious soup to eat! (sniffs at soup) But it doesn't smell very savory.

TOWNSPERSON ONE: Perhaps it would be even better if it had an onion or two in it.

TOWNSPERSON TWO: I have one! And perhaps a carrot would be good, too.

BEGGAR: Ahh. . . Wonderful! (They add the onions and carrots to the water.)

TOWNSPERSON TWO: (looking into pot) Who would've believed it! Delicious soup made with only a nail! (thoughtful) But I think it needs some beans and potatoes to make it rich. (adds the beans and potatoes to the water)

TOWNSPERSON ONE: Oh, yes. And how about fresh tomatoes and corn from my garden? I have some here! (puts them in the water)

TOWNSPERSON TWO: And I have some meat that I can donate!

*The beggar is stirring the soup as the townspeople are adding all these ingredients.*

TOWNSPERSON ONE: (sniffs the pot) With this wonderful-smelling soup, we'll soon have the whole town gathered 'round us.

TOWNSPERSON TWO: (laughs) But we haven't enough bowls for everyone!

TOWNSPERSON ONE: (laughs too) Or enough spoons!

*The townsperson one brings everyone bowls and spoons. The beggar dishes the soup into the bowls, and they all taste it. Both townspeople exclaim over how delicious it is.*

TOWNSPERSON ONE: Oh! This is delicious! Thank you!

TOWNSPERSON TWO: Yes! Thank you for your soup. It's the best I've ever had. (turns to other townsperson in amazement) And to think, it was made with only a nail.

*The townspeople walk away, still exclaiming about how delicious the soup is. The beggar turns to the audience and says with a chuckle—*

BEGGAR: One thing I've learned about people is that they will work willingly for what they are interested in.

**The End.**

**Directions:**

1. Plan a rehearsal time with your actors.
2. Give each actor a copy of the play “Nail Soup.” (You should be one of the actors.)
3. Give a checklist to each actor to complete.

# **Actors’ Checklist**

---

**Character:** \_\_\_\_\_ **Rehearsal time:** \_\_\_\_\_

- Read the entire play.**
- Highlight your lines in the script.**
- Memorize your lines.**
- Try on your costume.**

---

**Character:** \_\_\_\_\_ **Rehearsal time:** \_\_\_\_\_

- Read the entire play.**
- Highlight your lines in the script.**
- Memorize your lines.**
- Try on your costume.**

---

**Character:** \_\_\_\_\_ **Rehearsal time:** \_\_\_\_\_

- Read the entire play.**
- Highlight your lines in the script.**
- Memorize your lines.**
- Try on your costume.**

**Directions:**

Plan a time and place to perform your play. Fill in the information on the invitations, and send them to other family members and friends. Make additional copies if you need them. Design a poster, if you wish, announcing your play.

# You're Invited...

**What:** \_\_\_\_\_

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

# You're Invited...

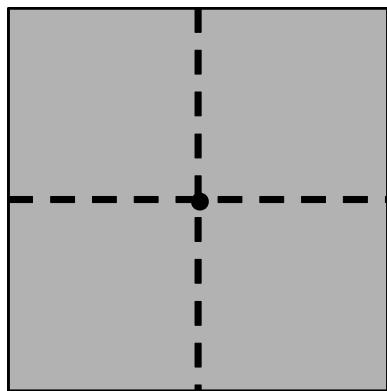
**What:** \_\_\_\_\_

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

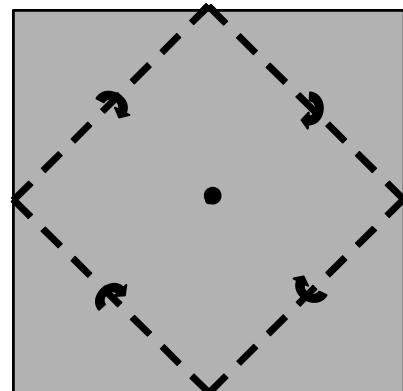
# ORIGAMI BOX

1.



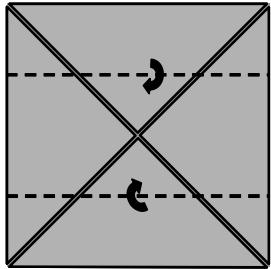
**Begin with a square piece of paper.  
Place the paper face down.  
Mark the center after making folds  
like the lines.**

2.



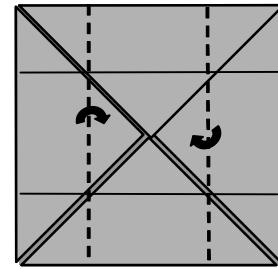
**Fold each corner to the  
center point.**

3.



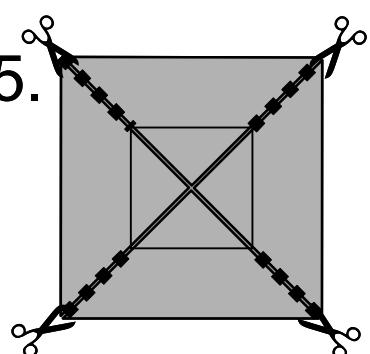
**Fold the top and bottom  
down to the center point,  
then open these folds.**

4.

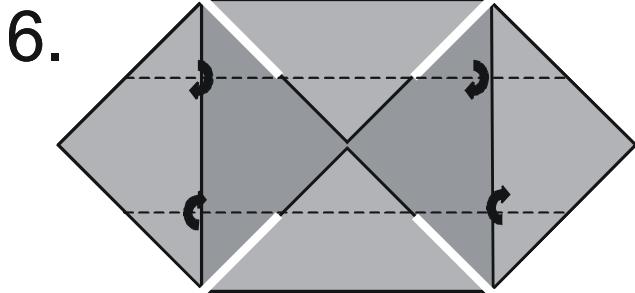


**Fold the left and right sides  
over to the center point,  
then open these folds.**

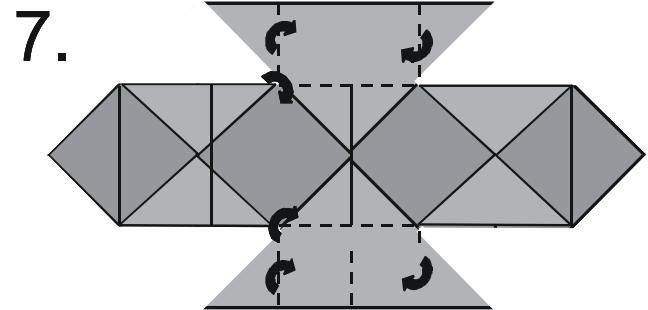
5.



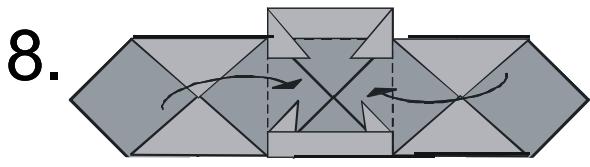
**Cut from each corner  
up to the fold (not to  
the center point!).**



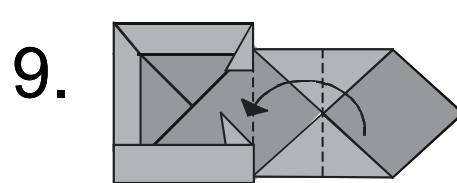
**6.**  
Open only the left and right sides after cutting. Then fold the flaps in the direction of the arrows.



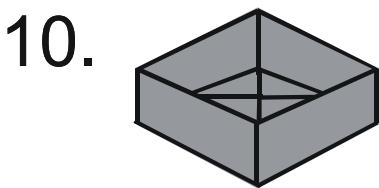
**7.**  
Your pattern should look like the above. Make the shown folds. (See arrows.)



**8.**  
Fold your pattern in the direction of the arrows to make it stand.



**9.**  
Fold the flaps over the sides to make a box-like form.



**10.**  
Your finished box bottom should look like this.

**Repeat all ten steps to form the box lid.**

# ORIGAMI BOX LID

**Directions:**

1. Trace the box patterns on this page and the next onto decorative paper or wall paper and cut out.
2. Following the diagrams, fold your paper into the shape of a box. Use the same diagrams for the lid and the bottom pieces.
3. Store treasures in your origami box.



# ORIGAMI BOX BOTTOM



# JANWAHR'S ENDING

**Directions:**

Rewrite the ending to *Janwahr's Bridge* in the blanks provided, and then draw a picture in the box below to illustrate your new ending to the story.

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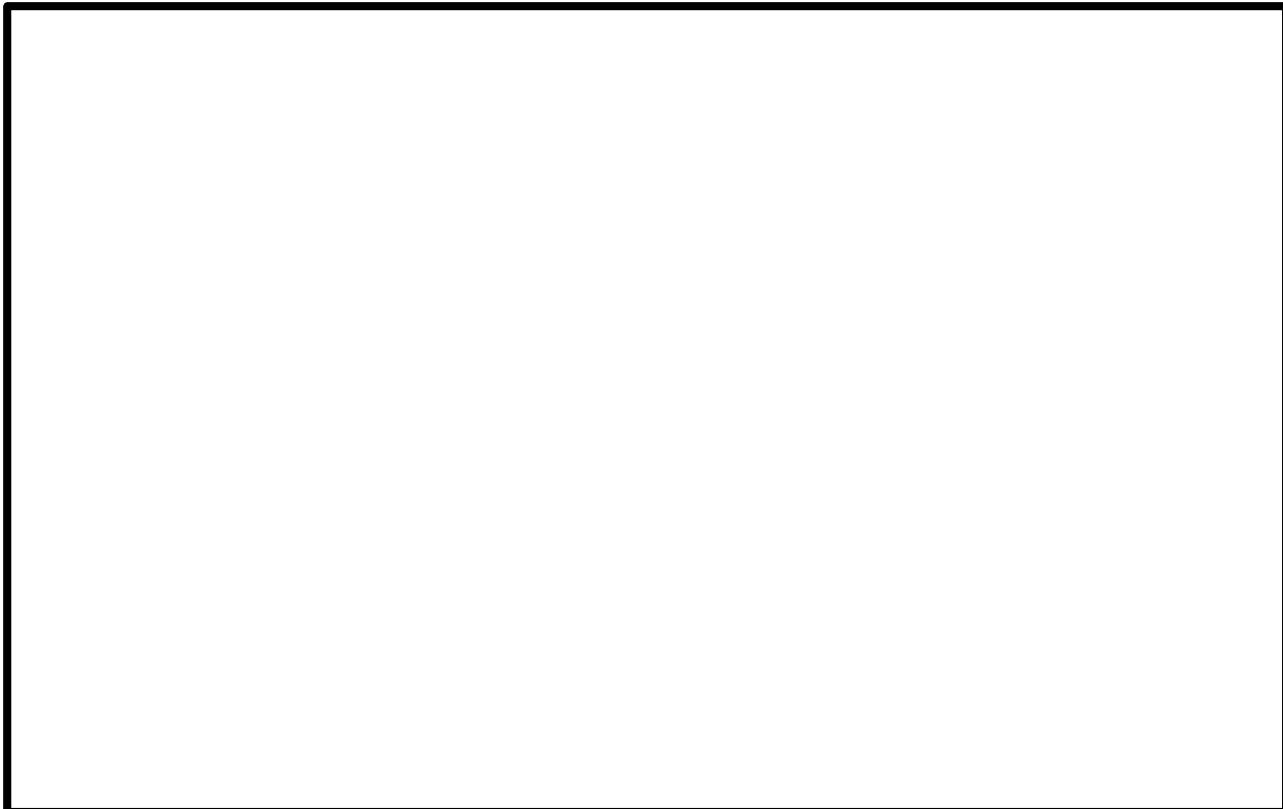
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**Directions:**

Plan a journey to Chincoteague Island. Use this website to help you get information:  
[www.chincoteaquechamber.com](http://www.chincoteaquechamber.com). Use the worksheets to help make your itinerary. Plan to stay overnight at least once on your trip.

# Journey to Chincoteague

**Date of Departure:** \_\_\_\_\_

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## First Day of the Trip

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**Time of Departure:** \_\_\_\_\_

**Estimated time of trip:** \_\_\_\_\_

**Location of first night's accommodations:**

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**Estimated arrival time-1st day:** \_\_\_\_\_

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## Second Day of the Trip

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**Time of Departure:** \_\_\_\_\_

**Estimated time of trip:** \_\_\_\_\_

**Overnight accommodations near Chincoteague:**

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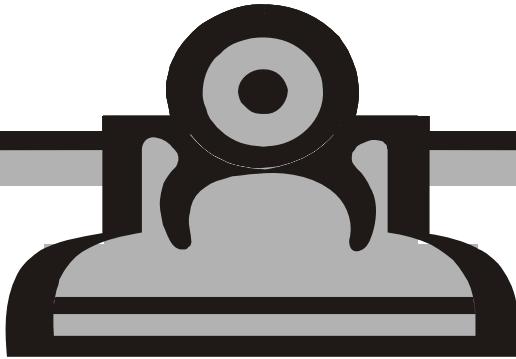
**Estimated arrival time-2nd day:** \_\_\_\_\_

# Journey to Chincoteague

## **Directions to Chincoteague:**

**Directions:**

Pretend that you are Paul or Maureen. How would you have felt on Pony Penning Day? Give the interview worksheet to one of your parents, and have him or her interview you.

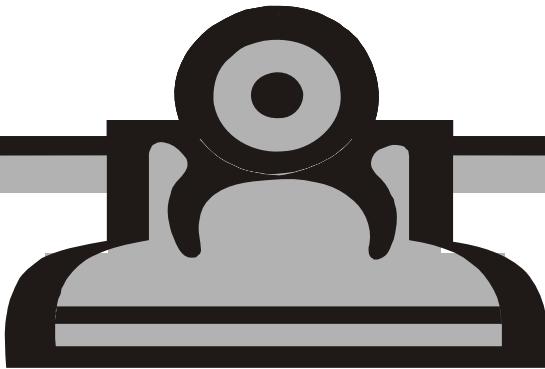


## **Penning Day Interview (Paul)**

- 1. What was your favorite part of preparing for Pony Penning Day?**
- 2. Why did you want to capture the Phantom?**
- 3. How did you feel when you woke up and realized it was Pony Penning Day?**
- 4. How did you feel when the men taunted you for coming along?**
- 5. What were you thinking when you first rode Watch Eyes off the scow?**
- 6. What was it like racing through the trees and trying to keep up with Wyle Maddox?**
- 7. What made you go after the straggler like Wyle Maddox told you to do?**
- 8. How did you feel when you realized the straggler was the Phantom?**
- 9. Why did you want to keep the Phantom and her colt together?**
- 10. How did it feel to be respected by the men for bringing in the Phantom?**
- 11. What made you jump into the water to help Misty?**
- 12. Were you scared when you jumped into the water?**

**Directions:**

Pretend that you are Paul or Maureen. How would you have felt on Pony Penning Day? Give the interview worksheet to one of your parents, and have him or her interview you.



## **Penning Day Interview (Maureen)**

- 1. Where and with whom do you live?**
- 2. What is your favorite part about living on a pony ranch?**
- 3. What is Pony Penning Day?**
- 4. How did you help Paul prepare for Pony Penning Day?**
- 5. Why did you want to capture the Phantom?**
- 6. How did you and Paul earn money to purchase a pony?**
- 7. How did you feel when you woke up and realized it was Pony Penning Day?**
- 8. What important instructions did Paul give you before he left for the round-up?**
- 9. Why were you standing on your mount's back?**
- 10. How did you feel when you realized the Phantom was swimming across the channel?**
- 11. How did you feel when the fisherman said that the Phantom was escaping again?**
- 12. Were you scared when Paul jumped into the water?**
- 13. What were you and Paul thinking when your eyes meet above the crowd?**
- 14. What did you and Grandpa do after Paul went home to get cleaned up and rest?**

# OLD MARE

**Game Assembly:**

1. Color the ponies according to the descriptions given.
2. Glue pony worksheets to poster board and cut out each square.

Use the following descriptions of ponies to help you color the game pieces accurately.

Shetland: any color, but not spotted

Sandalwood: golden brown

Dartmoor: light to golden brown with dark hair

Haflinger: brownish orange to light brown

Highland: gray, brown, black, bay, or chestnut

Welsh Cob: any color, but not spotted

Caspian: most commonly gray or chestnut

Connemara: usually grey

Ariegois: any color

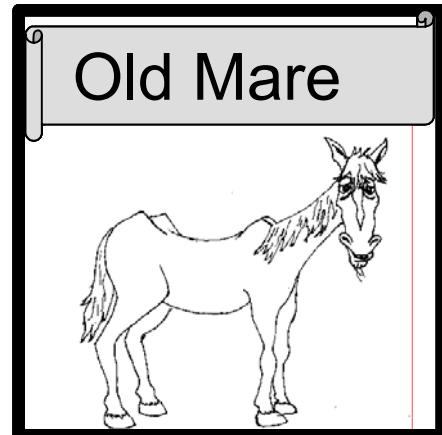
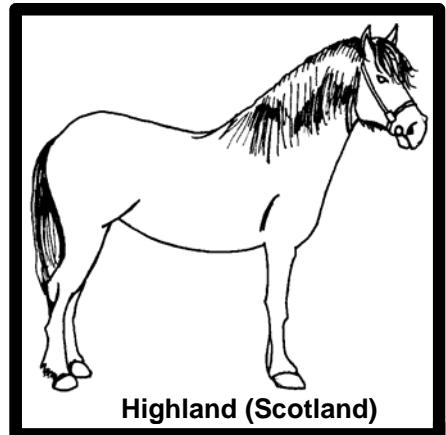
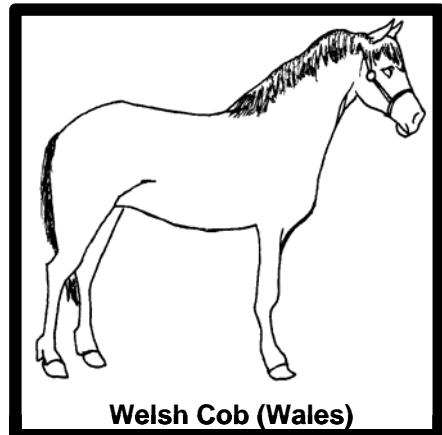
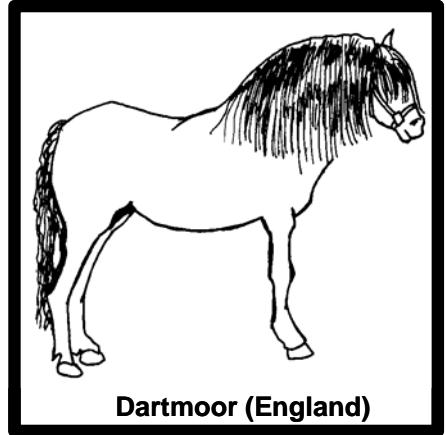
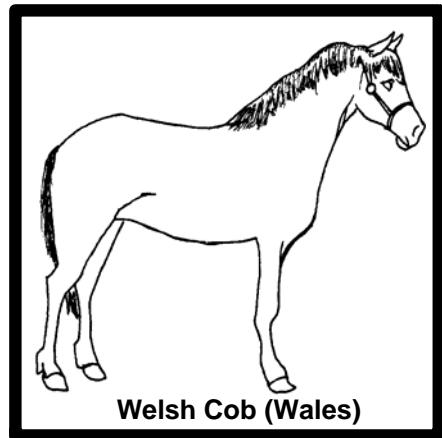
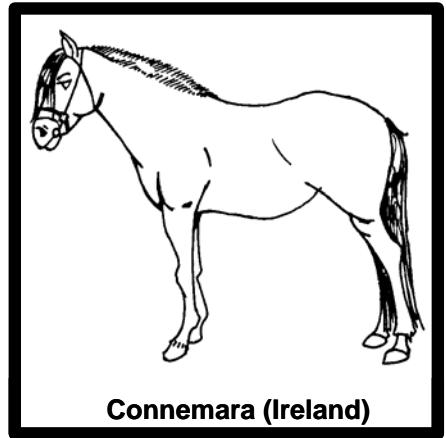
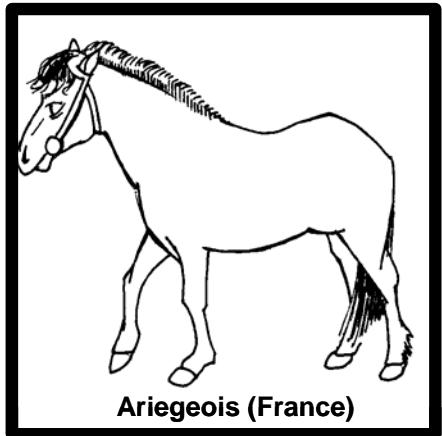
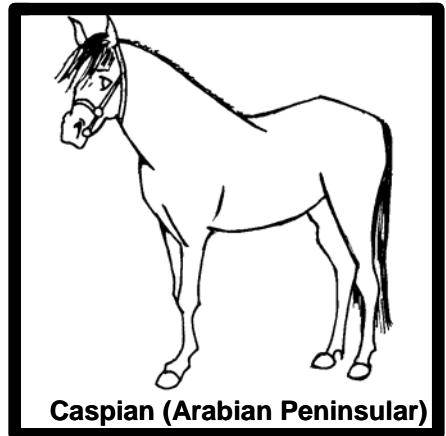
Galiceno: palomino: color-golden or tan horse with cream or white mane

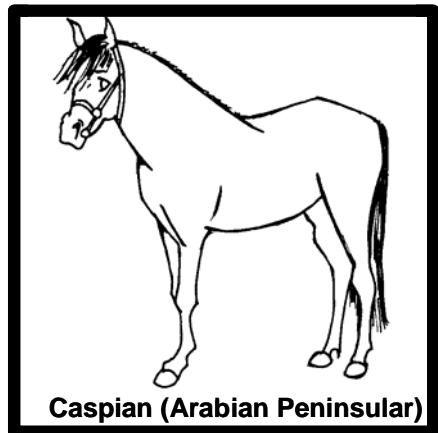
**Directions:**

*Play the game Old Mare.*

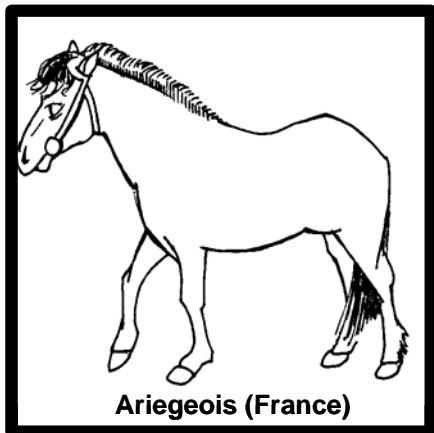
*For 2 to 4 players*

1. Dealer passes out all of the cards in the deck.
2. Players remove all matching cards in the deck.
3. The player to the dealer's left fans out his cards, and holds them out to the player on his left. This player selects a card, and adds it to his own hand. If the card matches one already in his hand, he sets the pair on the ground in front of him. If not, he simply adds it to his cards. The player who just chose the card now holds his set out to the person on his left for him to choose.
4. Players continuing choosing cards until all the cards have been matched. If a player runs out of cards, he's safely out of the game. After all the cards have been matched, the player who has the Old Mare, the only card without a match, loses.





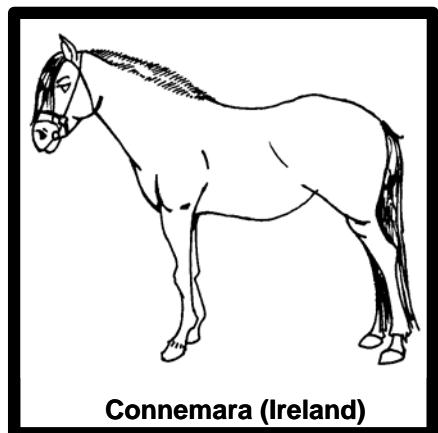
Caspian (Arabian Peninsular)



Ariegeois (France)



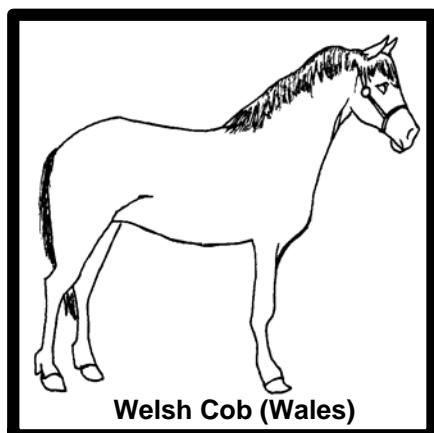
Shetland (Scotland)



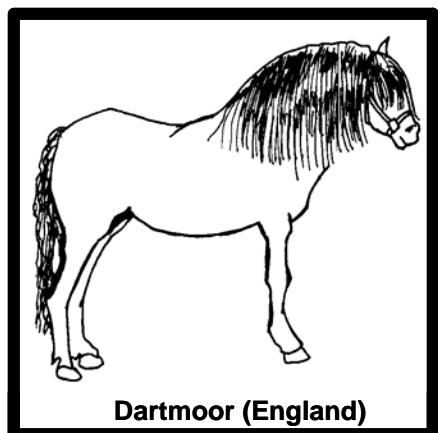
Connemara (Ireland)



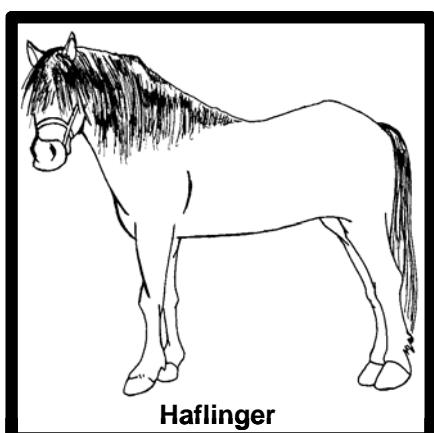
Galiceno (Mexico)



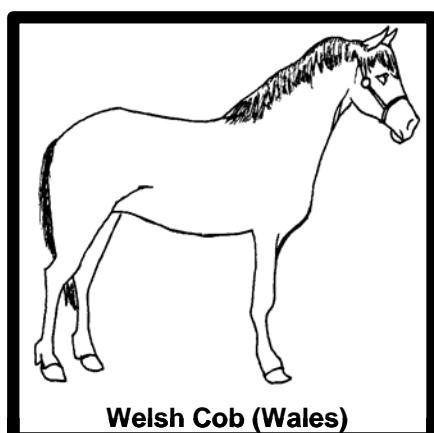
Welsh Cob (Wales)



Dartmoor (England)



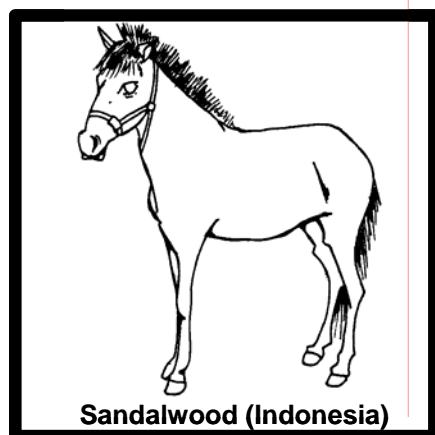
Haflinger



Welsh Cob (Wales)



Highland (Scotland)



Sandalwood (Indonesia)

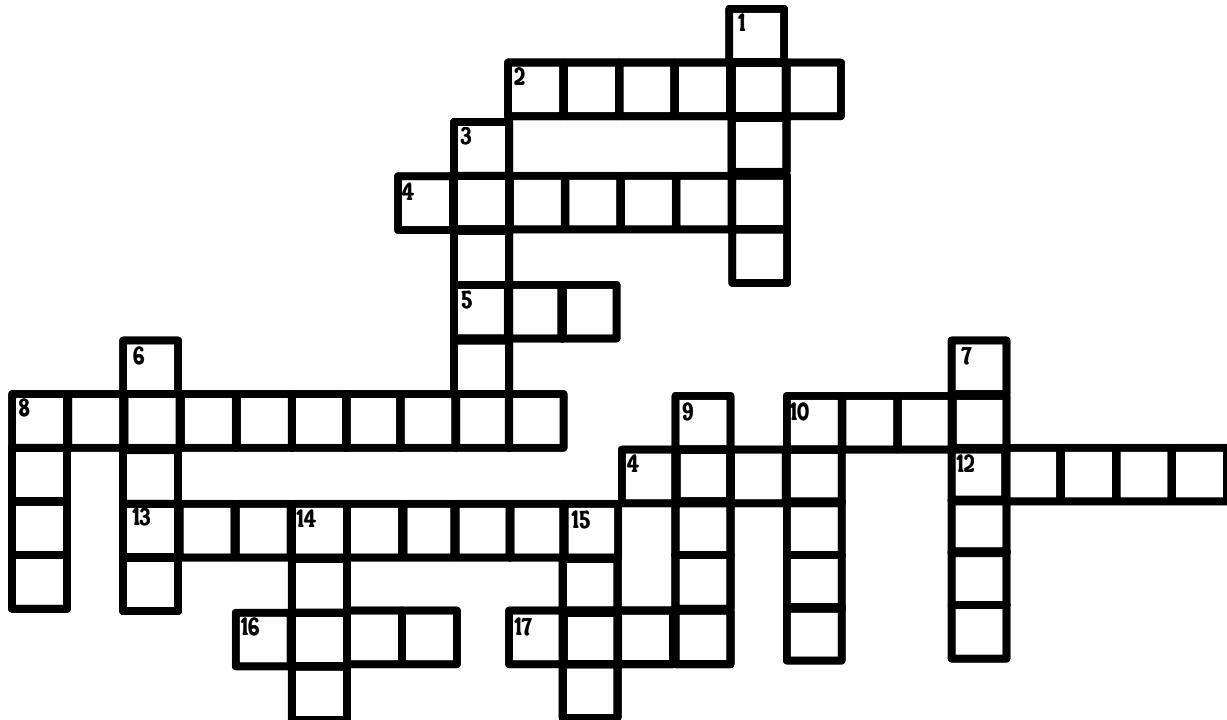
## **Directions:**

Set a timer for 10 minutes. In the allotted time, see how many items you can find around the house that have the *schwa* sound.

# Hunting for Schwes

# SAMSON CROSSWORD

Look up the verses from Judges 16 in your Bible. Use the words in the box to help you complete the crossword puzzle. Some words may not be used at all.



eyes	might	Gaza	die	grind	house	lad
brass	middle	hair	strengthen	Dagon	Lord	sacrifice
roof	Samson	lean	slew	pillars	men	prison

## Across

2. Verse 25 What the Philistines called Samson from
4. Verse 25 What the Philistines set Samson between
5. Verse 30 What Samson wanted to do with the Philistines
8. Verse 28 Samson asked the Lord to remember and \_\_\_\_\_ him.
10. Verse 21 Where Samson was held captive by the Philistines
11. Verse 22 What began to grow on Samson after he was in the Philistine prison house
12. Verse 30 What Samson used all of
13. Verse 23 What the leaders of the Philistines were gathering together to do
16. Verse 28 Who Samson called to
17. Verse 26 What Samson said he wanted to do on the pillars

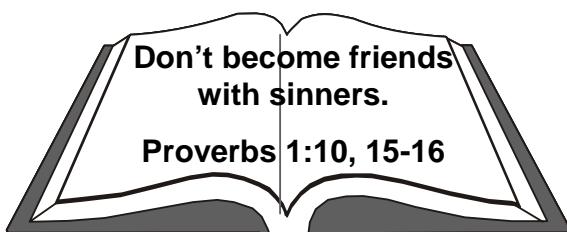
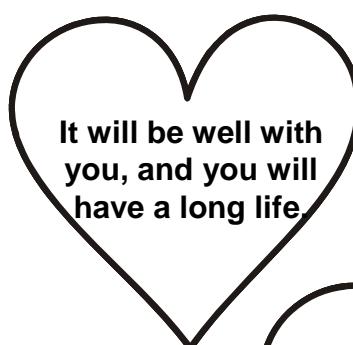
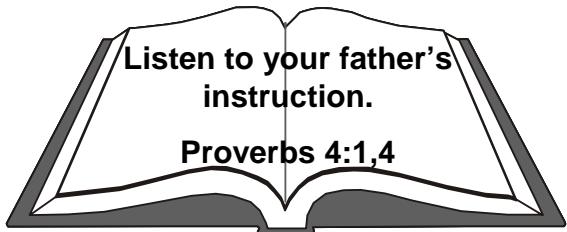
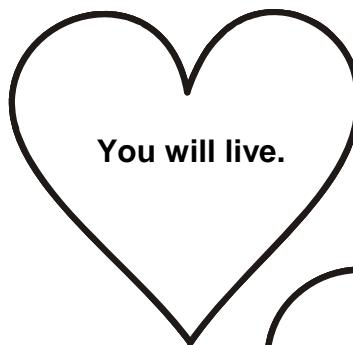
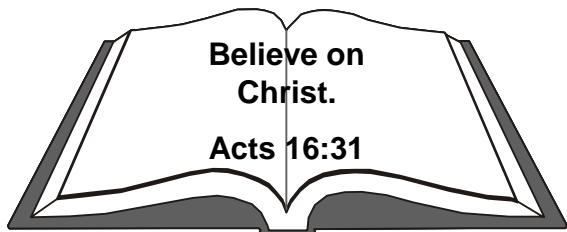
## Down

1. Verse 29 What stood on the two middle pillars
3. Verse 29 The two pillars Samson took hold of
6. Verse 21 The type of metal Samson's fetters were made of
7. Verse 23 The enemy of the Philistines
8. Verse 24 What Samson had done to many of the Philistines
9. Verse 23 The god of the Philistines
10. Verse 21 The god of the Philistines
14. Verse 27 About three thousand men and women were on this.
15. Verse 21 What the Philistines took from Samson

# HEART MOTIVES

**Directions:**

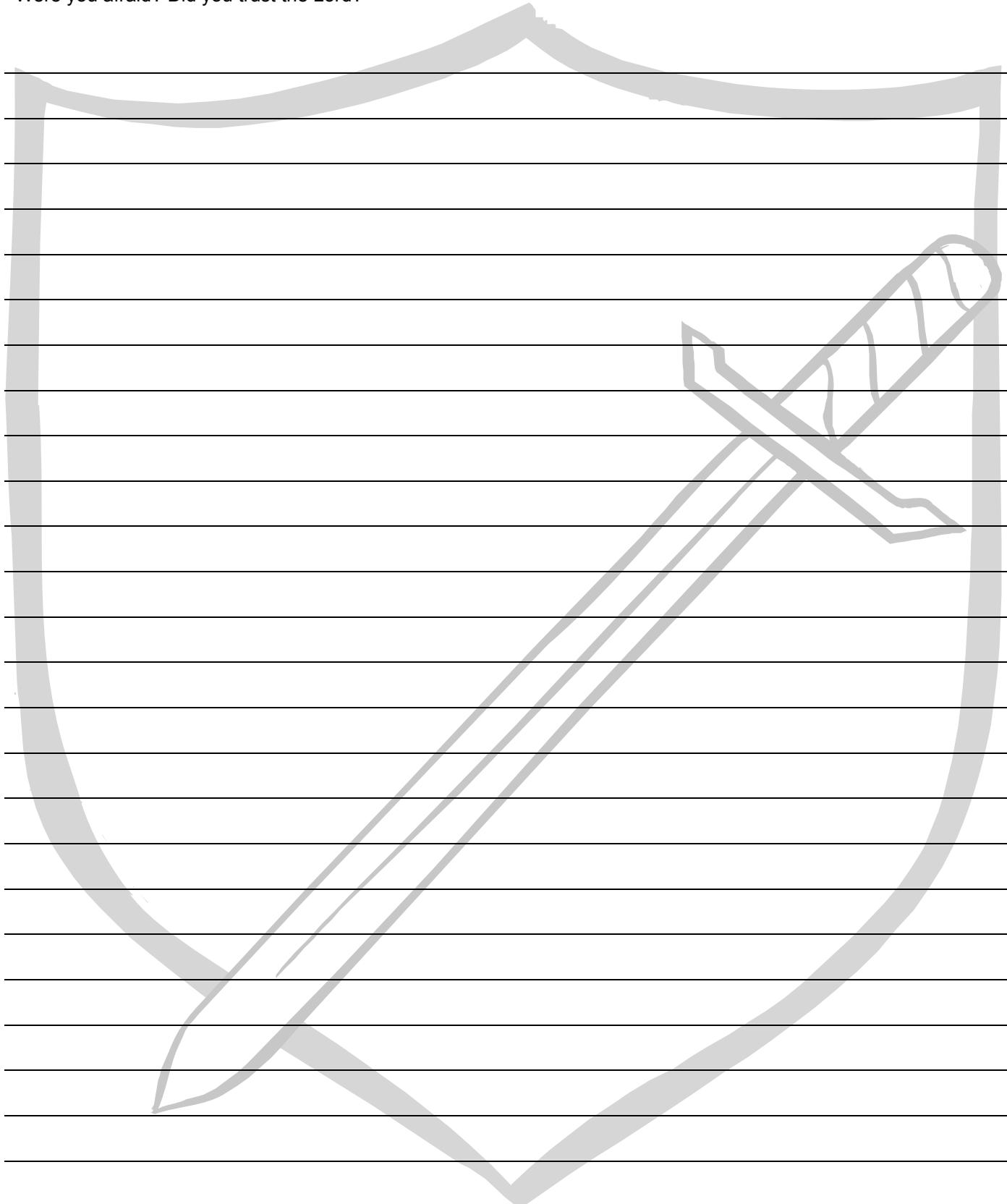
Look up each verse, and match it to the corresponding motive in the hearts. Color the verse and motive the same color.



Grade 4 Reading  
Dig Deeper – Lesson 59

**Directions:**

Read I Samuel 14:1-15. Write the Bible account as if you were Jonathan's armor-bearer. An armor-bearer was the person chosen by an important officer to bear or carry the armor. The armor-bearer could also carry orders for the officer. Use Bible facts and dialogue in your story. How were you dressed? How did you feel? What did you do? Were you afraid? Did you trust the Lord?



# RATIONING COUPONS

**Directions:**

Decorate and fill in the ration coupons with daily chores that you can do for your family members. Cut the coupons out, and give them to your family members to redeem during the week.

Office of Home Administration		Form 271AF
<b>CHORE RATION COUPONS</b>		
Nº 598764		
		
<b>1</b>	<b>2</b>	
This rationing coupon entitles you to		This rationing coupon entitles you to
_____		_____
_____		_____
I agree to abide by the rules and regulations of this rationing coupon.		I agree to abide by the rules and regulations of this rationing coupon.
_____		_____
_____		_____
signature of recipient		signature of recipient
<b>3</b>	<b>4</b>	
This rationing coupon entitles you to		This rationing coupon entitles you to
_____		_____
_____		_____
I agree to abide by the rules and regulations of this rationing coupon.		I agree to abide by the rules and regulations of this rationing coupon.
_____		_____
_____		_____
signature of recipient		signature of recipient
<b>5</b>	<b>6</b>	
This rationing coupon entitles you to		This rationing coupon entitles you to
_____		_____
_____		_____
I agree to abide by the rules and regulations of this rationing coupon.		I agree to abide by the rules and regulations of this rationing coupon.
_____		_____
_____		_____
signature of recipient		signature of recipient

**Directions:**

Use the worksheet to help you plan a meal with very little money. You are allowed one dollar per person that you are cooking for. Total up your money, and plan a meal within your means. With a parent's help, price the main ingredients in each dish, and add them up to see if you will have enough. Make the meal you have planned, and serve it to your family.



# Making a Meal

Cost per person \$1.00 X number of people = \_\_\_\_\_

Total amount to spend: \_\_\_\_\_

## Menu



Dish: \_\_\_\_\_

Main ingredients: Cost:

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---

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Total: \_\_\_\_\_

Dish: \_\_\_\_\_

Main ingredients: Cost:

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Total: \_\_\_\_\_

Dish: \_\_\_\_\_

Main ingredients: Cost:

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Total: \_\_\_\_\_

Dish: \_\_\_\_\_

Main ingredients: Cost:

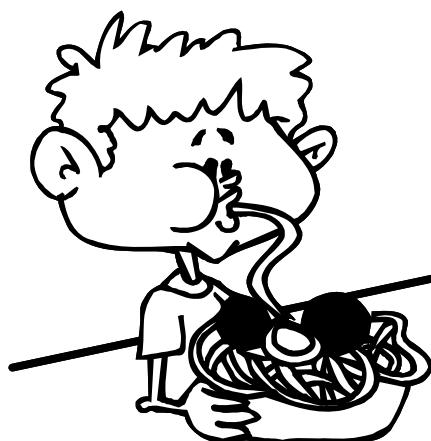
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Total: \_\_\_\_\_

Total of entire meal: \_\_\_\_\_



# Making a Meal

Cost per person **\$1.00** × number of people = 5  
Total amount to spend: \$5.00

## Menu

Spaghetti with tomato sauce

Bread with butter

Green beans

Chocolate pudding

Dish: Spaghetti

Main Ingredients: Cost:

Noodles .50

Tomato sauce .89

Total: 1.39

Dish: Bread with butter

Main Ingredients: Cost:

French bread 1.19

Margarine, 1/8 lb. .07

Total: 1.26

Dish: Green beans

Main Ingredients: Cost:

Green beans .99

Total: .99

Dish: Chocolate pudding

Main Ingredients: Cost:

Pudding .99

Milk, 2 c. .32

Total: 1.31

Total of entire meal: \$4.95

# PROMISES FROM GOD

**Directions:**

Look up one of the following words in a concordance: strength, afraid, trouble, courage, trust, help. Pick a verse, and write it on one of the cards on the worksheet. Cut out the card, and decorate it. Tape it to your desk or somewhere to remind you of God's promises.

**Key word:** \_\_\_\_\_

**Reference:** \_\_\_\_\_



**Key word:** \_\_\_\_\_

**Reference:** \_\_\_\_\_



# LET FREEDOM RING

**Directions:**

Using the lines on the worksheet, write reasons that you are thankful for freedom. Display the paper when you are finished.

The worksheet features a graphic of the American flag on the left side, showing the stars in the upper left corner and the stripes running horizontally across the page. To the right of the flag are six numbered lines (1 through 6) for writing. Each number is followed by a horizontal line for handwriting practice. The background of the worksheet is white, and the lines are dark grey.

1.

2.

3.

4.

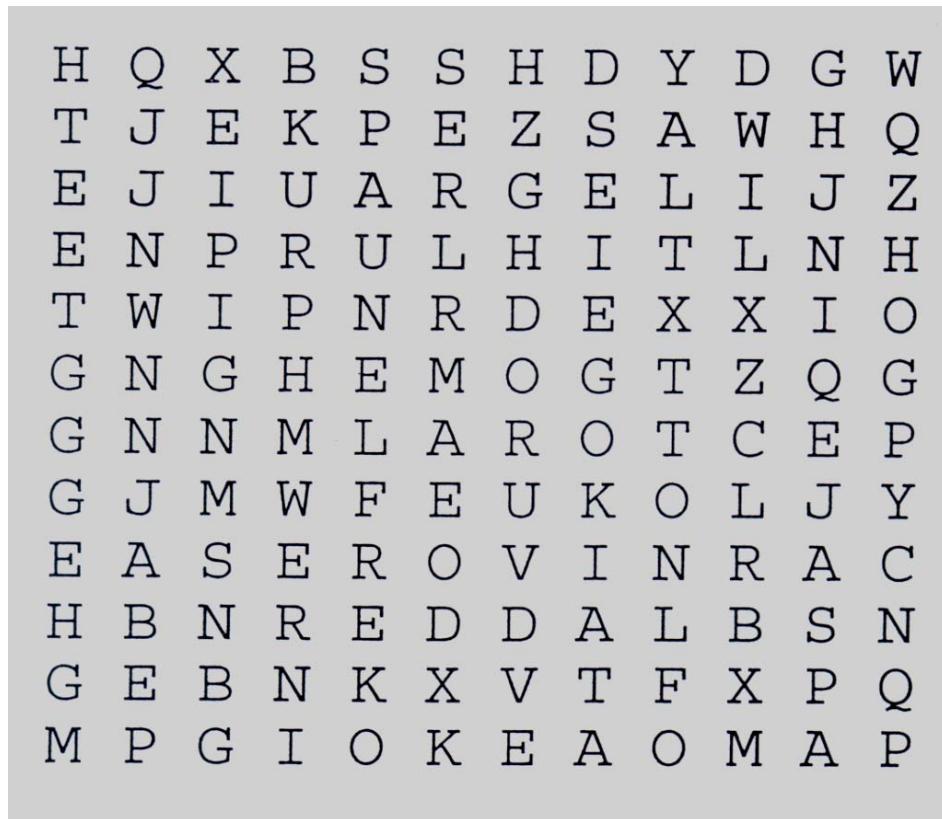
5.

6.

# SHARK WORD SEARCH

**Directions:**

Using an encyclopedia and the word bank on the worksheet, fill in the blanks on the worksheet. Find each of the used words in the word search.



1. Sharks eat fish; therefore, they are \_\_\_\_\_.
2. \_\_\_\_\_ are baby sharks.
3. A shark's \_\_\_\_\_ fins give it a sense of balance.
4. Long ago, people used shagreen, or dried shark \_\_\_\_\_, for sandpaper.
5. Like other fish, sharks breathe through their \_\_\_\_\_.
6. Because of their keen sense of \_\_\_\_\_, sharks can detect low-pitched frequencies.
7. The \_\_\_\_\_ shark is easy to recognize due to its unique features.
8. One of the most dangerous types of sharks is the \_\_\_\_\_ shark.
9. People often find shark \_\_\_\_\_ on the beach since they fall out and are replaced so often.
10. Unlike most fish, the shark has a large liver instead of a swim \_\_\_\_\_ to stay afloat in the water.

minnows	freshwater	vegetarians	bladder
carnivores	skin	hammerhead	smell
white	whale	pups	gills
pectoral	hearing	teeth	dorsal

**Directions:**

1. Draw a picture in the box, and decorate the cover of your prayer journal.
2. Cut out this page, and glue it to the piece of cardboard.
3. Cut out and assemble the other pages of your prayer journal. (Make extra copies of the blank page if you wish.)
4. Punch the holes in the side of your prayer journal where indicated.
5. Bind your journal with twine, ribbon, or string.

# PRAYER JOURNAL



# PRAISES



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# FAMILY



Handwriting practice lines for the word "FAMILY". There are two sets of four horizontal lines each, with a small circle at the top-left corner of the first set.

# CHURCH



Handwriting practice lines for the word "CHURCH". There are two sets of four horizontal lines each, with a small circle at the top-left corner of the first set.

# FRIENDS



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**Directions:**

Complete the worksheet by writing your salvation testimony on the lines provided. Color the outside of the tract, and fold it along the dotted lines. Use the tract as an opportunity to share your testimony with a friend or neighbor.

KNOWLEDGE  
GOOD NEWS

Romans 3:10 As it is written, there is none righteous, no, not one:

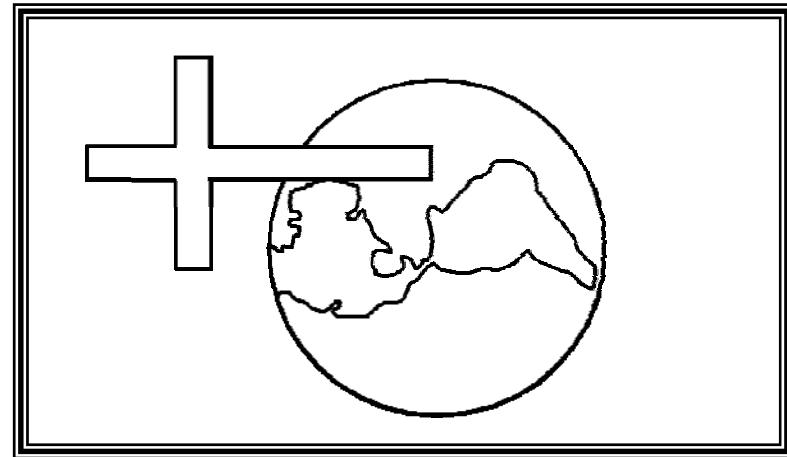
Romans 3:23 For all have sinned, and come short of the glory of God;

Romans 6:23 For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord.

I John 1:9 If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness.

John 3:16-17 For God so loved the world, that He gave His only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. For God sent not His son into the world to condemn the world; but that the world through him might be saved.

**Have you asked Jesus to save you  
from your sins?**



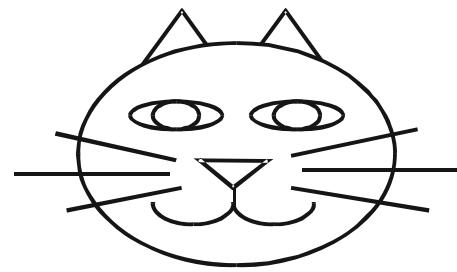
Grade 4 Reading  
Dig Deeper – Lessons 72 and 73

**Directions:**  
Create a cat poem, and write it on the lines provided. Save the worksheet for the Dig Deeper activity in Lesson 73.

Tape ends to inside of jar.

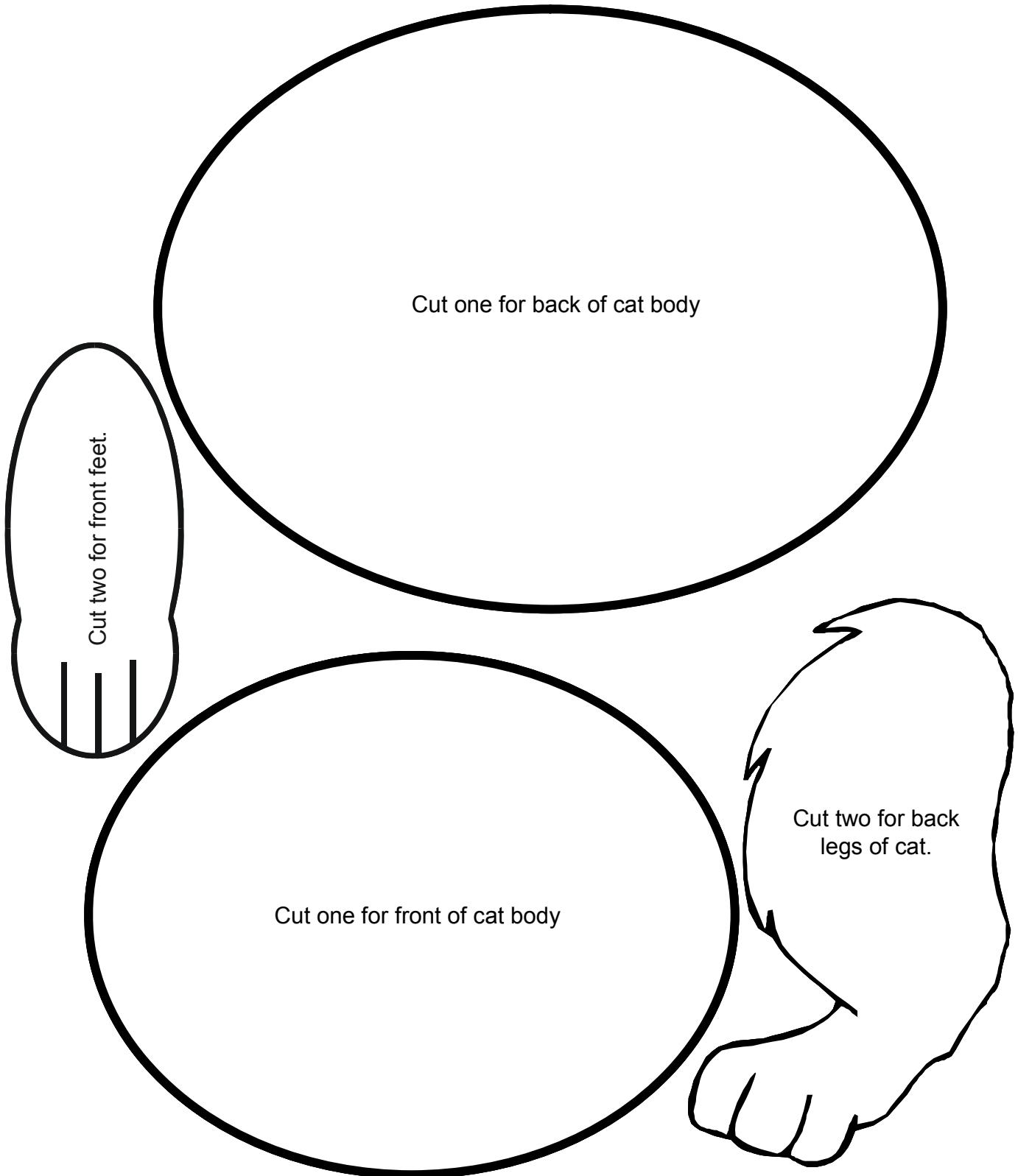
A large rectangular frame with a black border. Inside the frame is a grid of 20 horizontal lines, intended for handwriting practice. The first line of the grid contains the instruction "Tape ends to inside of jar." at its top center.

# CAT CRAFTING



**Directions:**

Make a face similar to the one on this page out of felt or other craft items.



# CAT FOLK TALE

### **Directions:**

Write another adventure that Dick Whittington's cat has. Use the following questions to help you get started. What is the palace like? What does the cat do in the palace? Does the cat seem to enjoy living in the palace? Does the cat miss London? Give your adventure a title.



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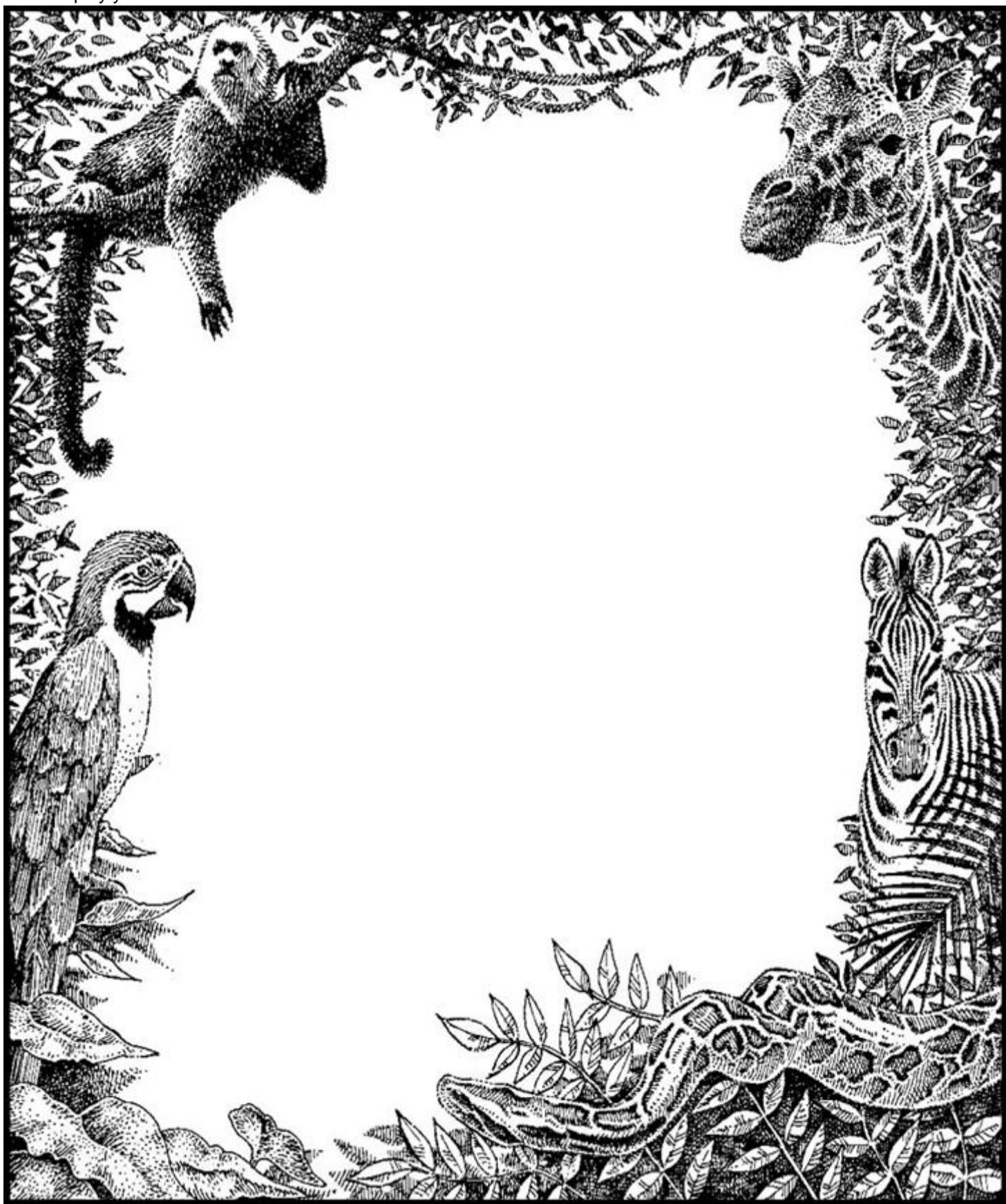
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Grade 4 Reading  
Dig Deeper – Lesson 78

**Directions:**

Write about a strange or unusual pet that you would like to own. What problems would you have? Would you have to get permission from the town or county where you live? How would your neighbors feel about your pet? Color and display your worksheet.



# TWO OF A KIND

**Game Assembly:**

1. Glue pages onto a piece of cardstock or poster board.
2. Cut out the cards.

**Directions:**

1. Shuffle the cards, and place them facedown in rows.
2. Taking turns with a friend, turn over two cards, and try to match the verse with the paraphrase.
3. If the cards do not match, turn them back over until your next turn. Continue playing until all the matches have been made.

*Children obey  
your parents in  
the Lord: for this  
is right.*

*Ephesians 6:1*

✿ *Obeying your  
parents is a way  
to obey God.*

✿ *God expects  
us to be faithful  
servants.*

*For all have  
sinned and come  
short of the glory  
of God.*

*Romans 3:23*

✿ *Every person  
does wrong and  
fails to please  
God.*

*Let another man  
praise thee and  
not thine own  
mouth.*

*Proverbs 27:2a*

*The fear of the  
LORD is the  
beginning of  
wisdom.*

*Proverbs 27:2a*

✿ *Knowing and  
loving God will  
make you wise.*

✿ *Do not brag  
about yourself.*

Make a joyful noise unto the LORD all ye lands.

Psalm 100:1

❖ Praise the Lord with a joyful heart.

I can do all things through Christ which strengtheneth me.

Philippians 4:13

Bless the LORD, O my soul, and forget not all His benefits.

Psalm 103:2

❖ Do not forget everything that God has done for you.

❖ God is the One who gives me the strength to do His will.

Go ye into all the world and preach the gospel to every creature.

Mark 16:15

❖ Tell others about Jesus.

And hereby we do know that we know Him, if we keep His commandments.

I John 1:3

Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God.

I Corinthians 10:31

❖ Do everything to please God.

❖ Obeying God shows that we have a relationship with Him.

The LORD is my shepherd; I shall not want.

Psalm 23:1

✿ The Lord guides me and provides all of my needs.

But seek ye first the kingdom of God and His righteousness and all these things shall be added unto you.  
Matthew 6:33

Therefore to him that knoweth to do good and doeth it not, to him it is sin.

James 4:17

✿ If you do not do what you know is right, you are sinning.

✿ Concentrate on serving God and He will take care of your needs.

O LORD, Thou hast searched me and known me.

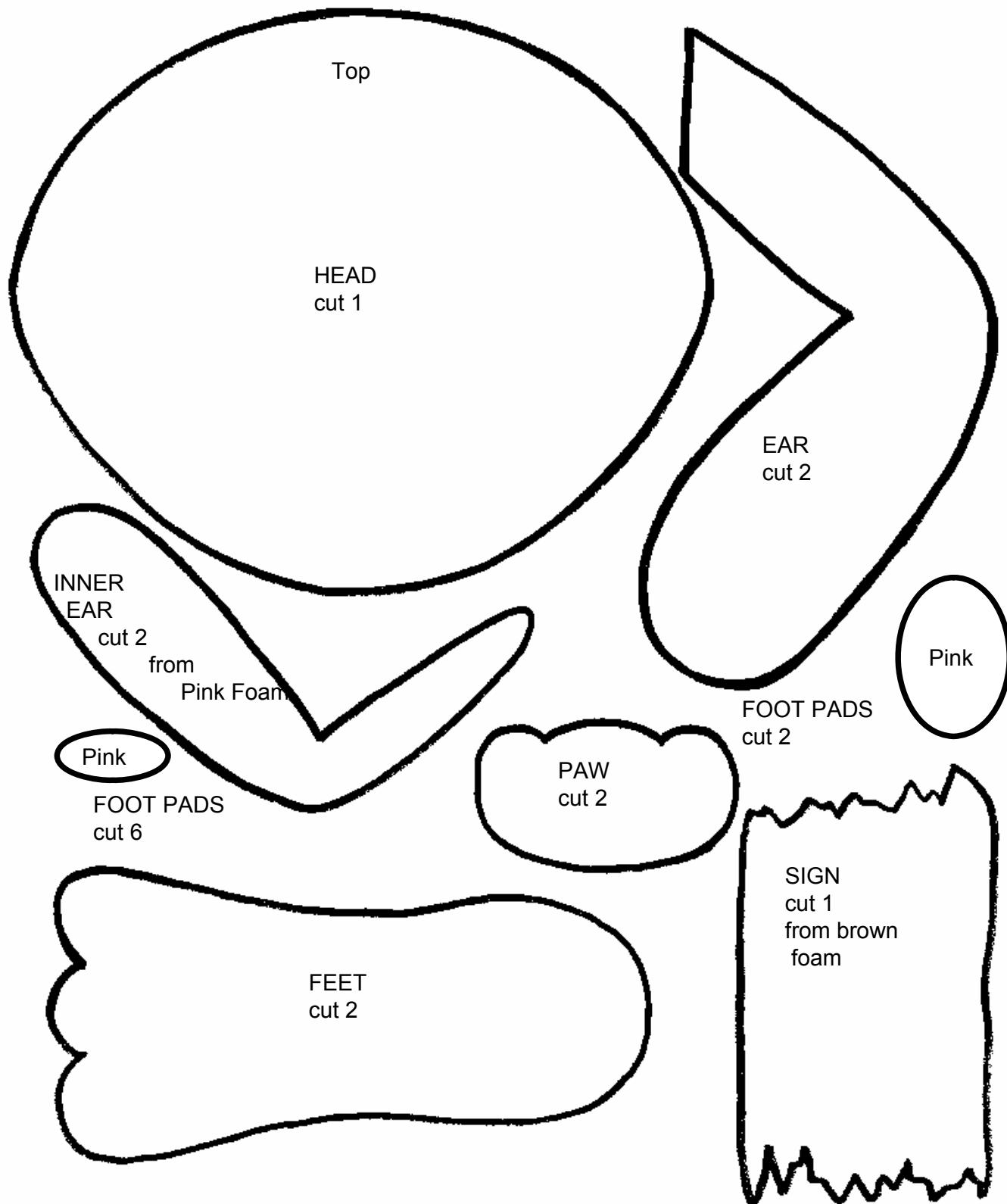
Psalm 139:1

✿ God, You know all about me.

Moreover it is required in stewards that a man be found faithful.

I Corinthians 4:2

# HOPPIN' PENCIL HOLDER

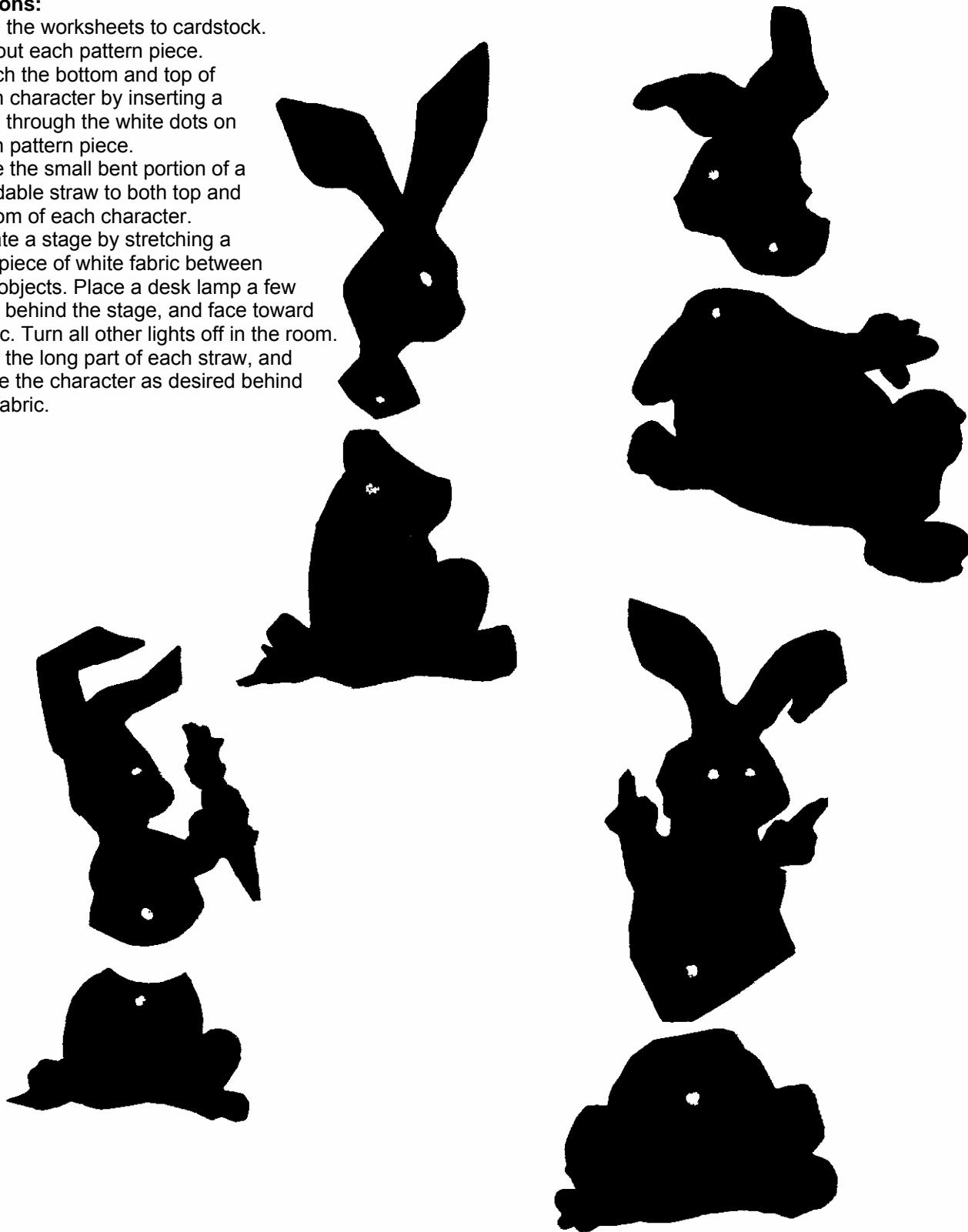


# SHADOW PUPPETS

## The Story of Peter Rabbit

**Directions:**

1. Glue the worksheets to cardstock.
2. Cut out each pattern piece.
3. Attach the bottom and top of each character by inserting a brad through the white dots on each pattern piece.
4. Tape the small bent portion of a bendable straw to both top and bottom of each character.
5. Create a stage by stretching a thin piece of white fabric between two objects. Place a desk lamp a few feet behind the stage, and face toward fabric. Turn all other lights off in the room.
6. Hold the long part of each straw, and move the character as desired behind the fabric.





# Travel the Wild West on the Pony Express

## Game Assembly:

1. Trim and connect the game board.
2. Color the game board and glue it in a manila folder.
3. Cut apart the game cards, and stack them on the game board.

## Directions:

Each player chooses a game piece and spins to see who goes first. The player with the highest number goes first. Spin again, and move the number of spaces indicated. Follow the path to the Pony Express station. Many of the stones along the trail have messages that must be heeded if a player lands on them. The first player to make it to the Pony Express station wins!

### **Help a pony express man!**

Bring the closest person behind you to your spot.

**You've been injured by falling rock.** Get to the closest player for help.

### **You dropped some mail!**

Go back 5 spaces to find it.

### **Making good time!**

Jump ahead 3 spaces.

### **Hindered by snow storm!**

Go back 3 spaces.

### **Coyote on your tail!**

Go ahead 2 spaces.

### **Dust storm**

Stay put to wait it out.

### **Trapped by falling rock!**

Skip a turn to get around it.

### **Outlaws are nearby!**

**Step up the pace.**  
Go ahead 4 spaces.

### **Lost a horse shoe.**

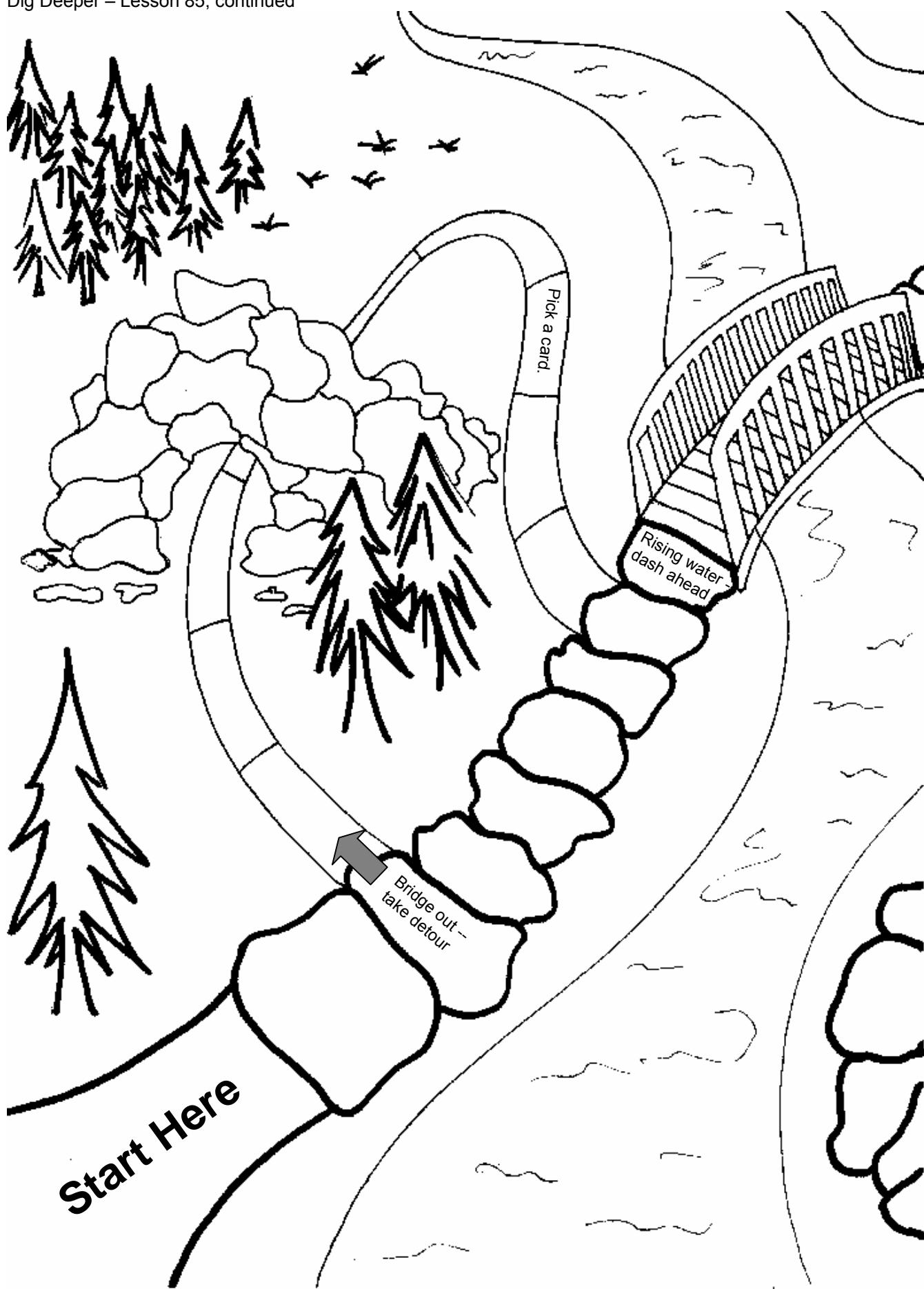
Go back to start.

### **Full moon**

**Ride through the night.**  
Gallop ahead 2 spaces.

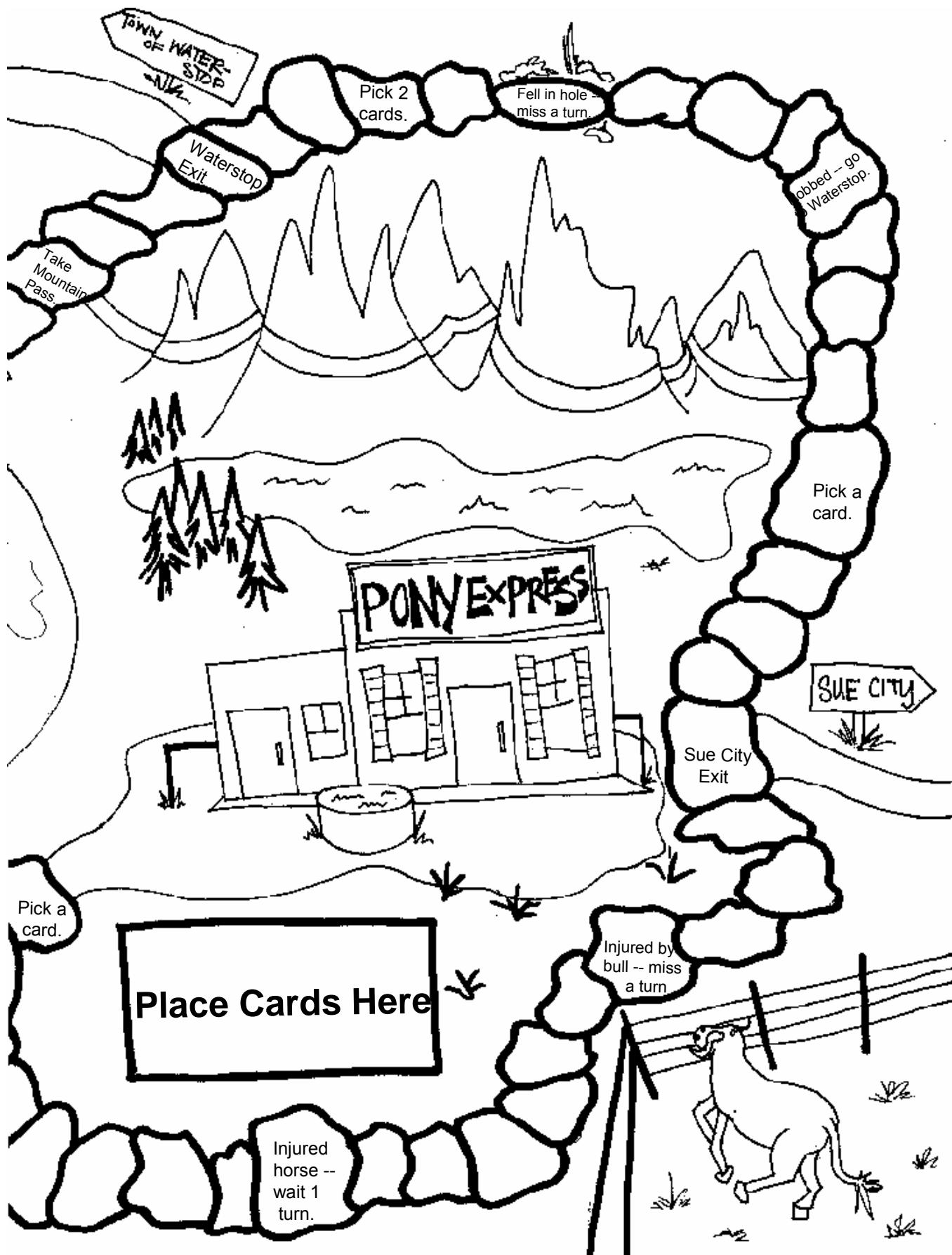
### **Bandits ahead!**

Skip a turn, and hide out for the night.



Place this flap under the edge of the second page, match the picture, and tape.

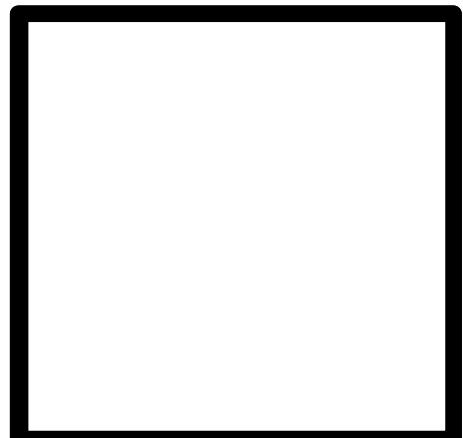
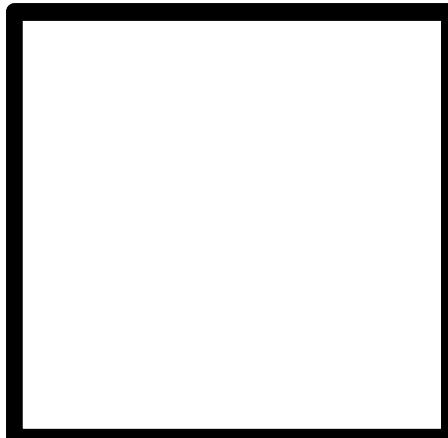
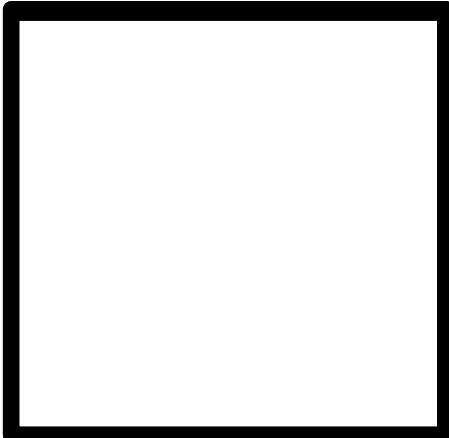
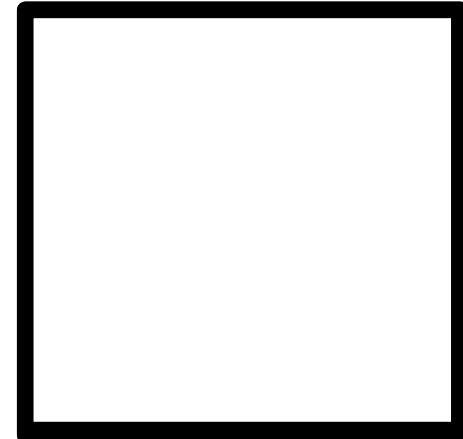
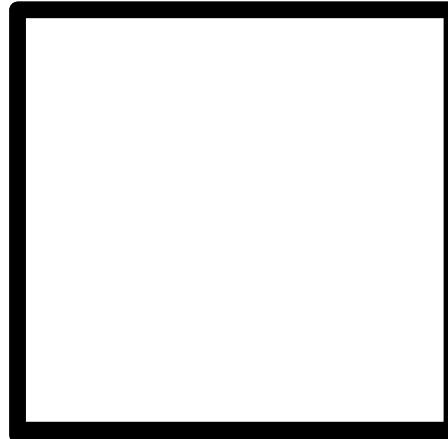
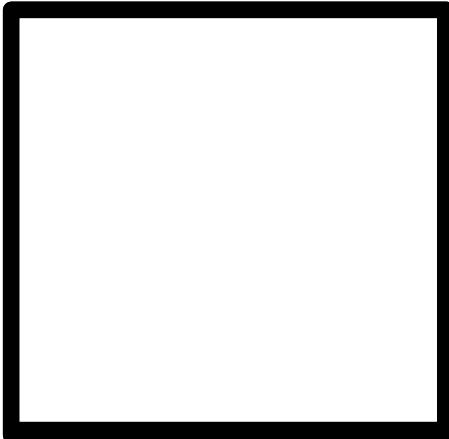
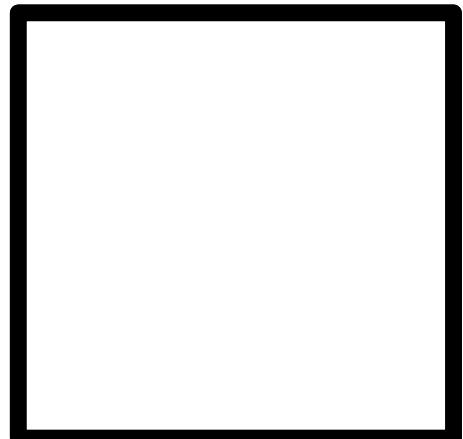
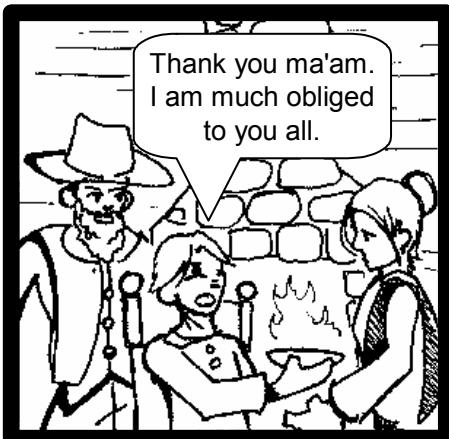
Grade 4 Reading  
Dig Deeper – Lesson 85, continued



# CARTOON CREATIONS

**Directions:**

1. Complete the new ending to the story of Seth Thompson by continuing the cartoon strip.
2. Draw a scene in each remaining square.
3. Use speech balloons or captions to tell the story.



# IN THE MOOD

**Directions:**

1. Cut out the cards on the worksheet, and stack them facedown.
2. Take turns picking cards and acting out the mood that is on the card.
3. Other players should try to guess what mood is acted out.

gloomy

crazy

excited

disappointed

frantic

fearful

angry

silly

calm

grouchy

hateful

joyful

dreamy

happy

bossy

loving

sleepy

brave

# WHAT A CHARACTER

Draw a picture of your favorite character from the fourth-grade reader.



**Describe your favorite character.**

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**Why is this your favorite character?**

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**Does your character change? How?**

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**Directions:**

1. Color and name each character.
2. In the lines provided, describe why he or she is WANTED.
3. Post the wanted posters on a bulletin board.

# Wanted



# Wanted



# PUPPETS ON A STICK

**Directions:**

1. Color the worksheets, and then glue them to cardstock.
2. Cut out the characters.
3. Glue a craft stick about one inch from the bottom on the back of each character.
4. Create a simple puppet stage.
5. Reenact a portion of the story, and entertain your family!



**Rosie**



**J.D.**

# PUPPETS ON A STICK



Sidekick  
Steer



Gruff

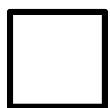
**Directions:**

With your parents' help and permission, decide what you would like to earn money for, and set a goal using the goal worksheet. Think of some ways you can make money and list them on the sheet. Remember to keep your goals and your amounts reasonable. Plan your strategy, and collect the materials necessary to do the task. Get to work!

## Go for the Goal

Goal: \_\_\_\_\_ Total cost: \_\_\_\_\_

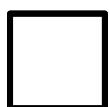
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Earn \_\_\_\_\_ by \_\_\_\_\_

method of income: \_\_\_\_\_

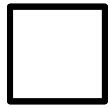
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Earn \_\_\_\_\_ by \_\_\_\_\_

method of income: \_\_\_\_\_

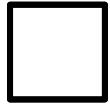
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Earn \_\_\_\_\_ by \_\_\_\_\_

method of income: \_\_\_\_\_

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Earn \_\_\_\_\_ by \_\_\_\_\_

method of income: \_\_\_\_\_

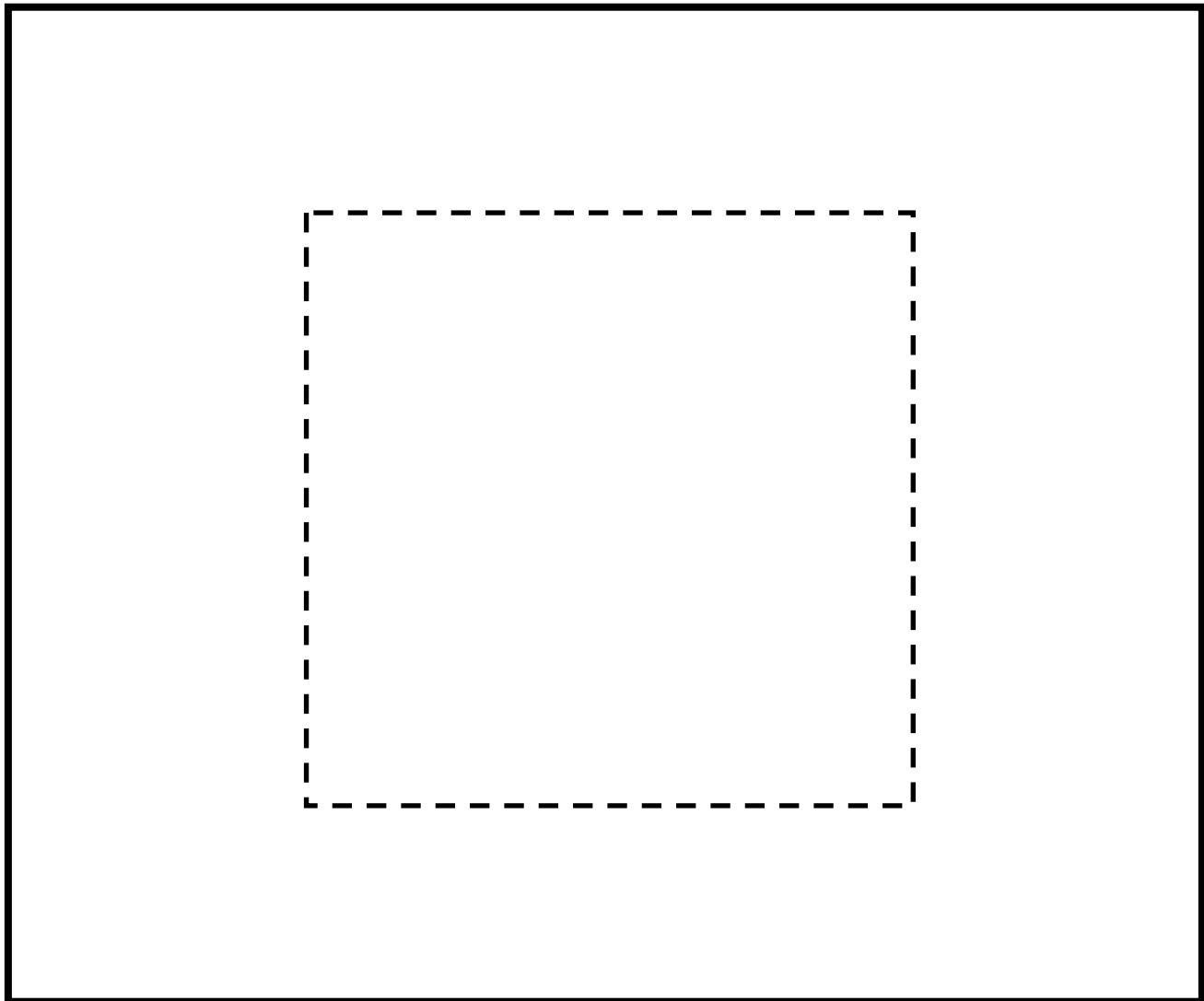
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Total earned: \_\_\_\_\_  
Date: \_\_\_\_\_

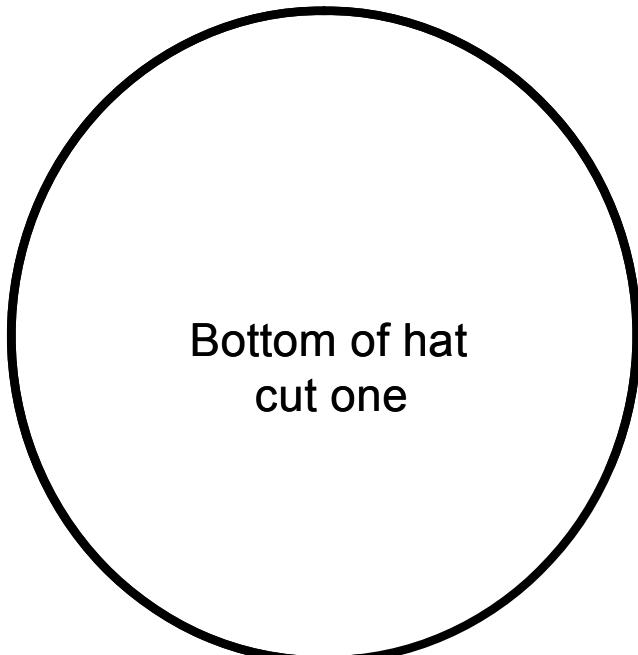
# I'VE BEEN FRAMED

**Directions:**

1. Cut a piece of cardboard  $8\frac{1}{2}$ " tall by 7" wide.
2. Make a strong fold in the cardboard 3" from the bottom. (Hint: To make the cardboard easier to fold, the corrugation should run horizontally.)
3. Using the pattern, cut out the frame from fun foam. Glue the sides and bottom to the front of the stand. Decorate with fabric by covering the front. If desired, use the patterns provided to make the hat, envelopes, horseshoes, and nail. Glue the hat to the upper left corner. Glue the envelopes in the bottom corners and the nail and horseshoes on the upper right-hand side of the frame.
4. Cut another piece of cardboard 4" tall by  $1\frac{1}{2}$ " wide. Glue it to the back of the cardboard to hold the fold in place, and form a stand.
5. Insert a picture between the fun foam and cardboard.

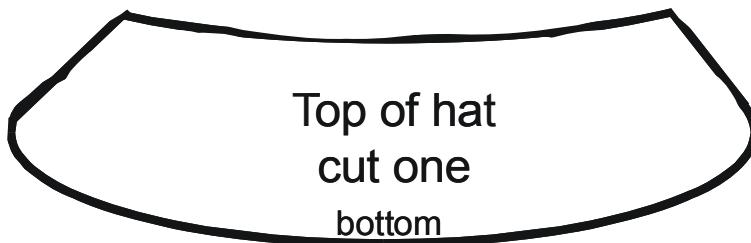
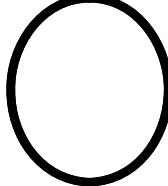


# I'VE BEEN FRAMED



Bottom of hat  
cut one

Top of hat  
cut one



Top of hat  
cut one  
bottom

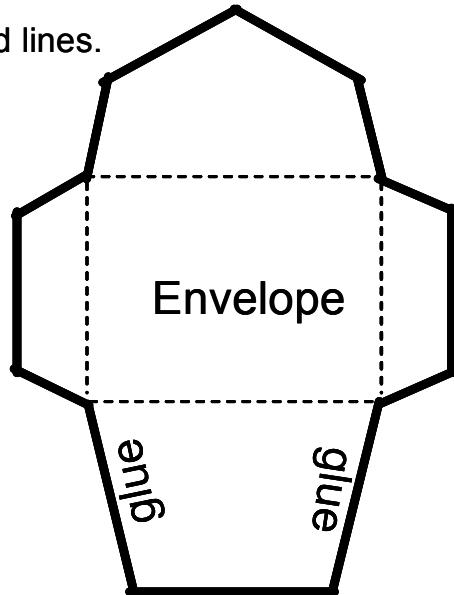
To make nail: Paint the brad with black paint.  
Wrap black electrical tape around the stem of the brad. When the black paint is dry, use a sponge to lightly dab the nail with silver paint.  
Allow to dry and glue in place.

Cut two from foam.



Overlap ends and glue. Glue the bottom to the center of the hat. Insert the small oval at the top and glue in place.

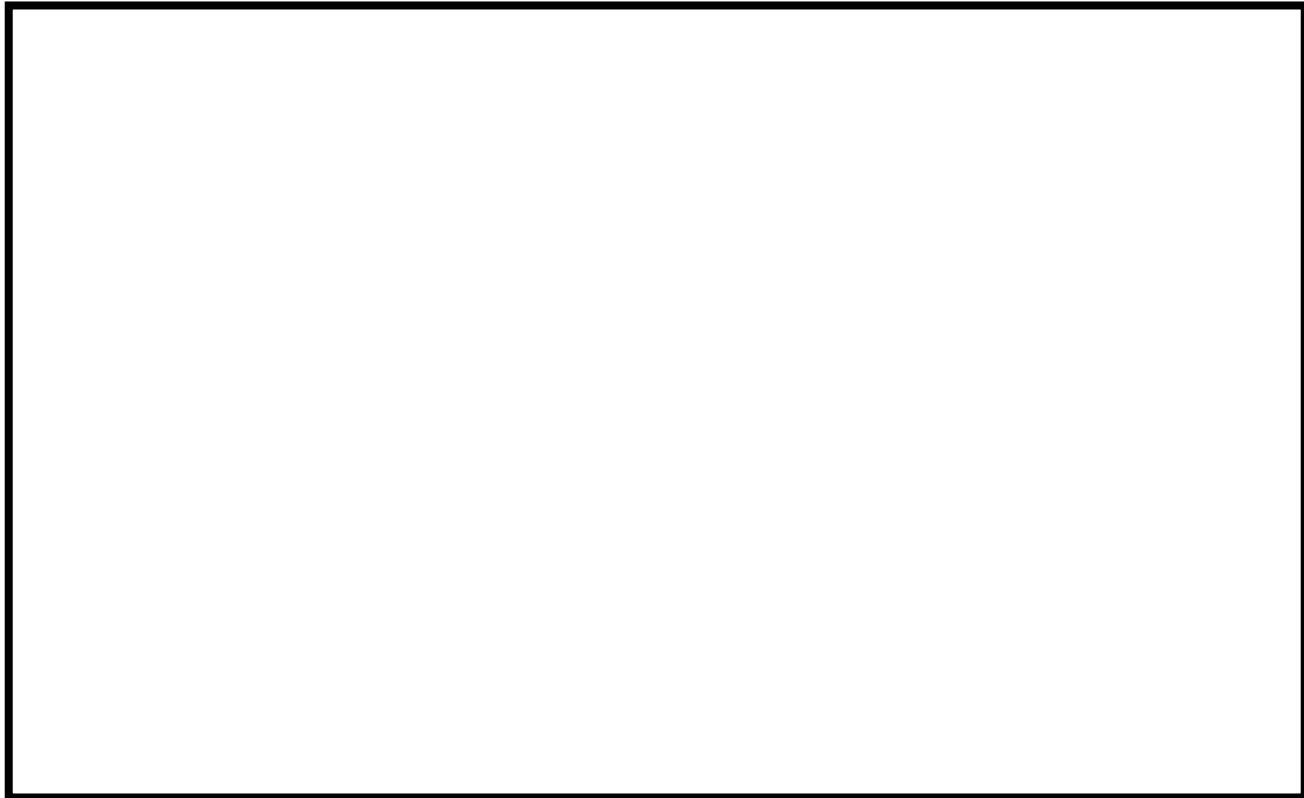
To make envelope, fold on dotted lines.  
Turn side flaps in first.  
Put a little bit of glue where labeled, and bring the bottom flap up.  
Fold the top flap down and glue. Lightly brown the edges by putting very little paint on a piece of sponge and making small brush strokes.



**Directions:**

1. Draw the design of your state flag in the space provided.
2. Research information about your state flag, and answer the questions at the bottom of the page.

## State Flag



### Flag history:

The official flag colors are \_\_\_\_\_.

This flag was created by \_\_\_\_\_  
in the year \_\_\_\_\_.

The following is a list of the symbols on the flag and  
what they represent:

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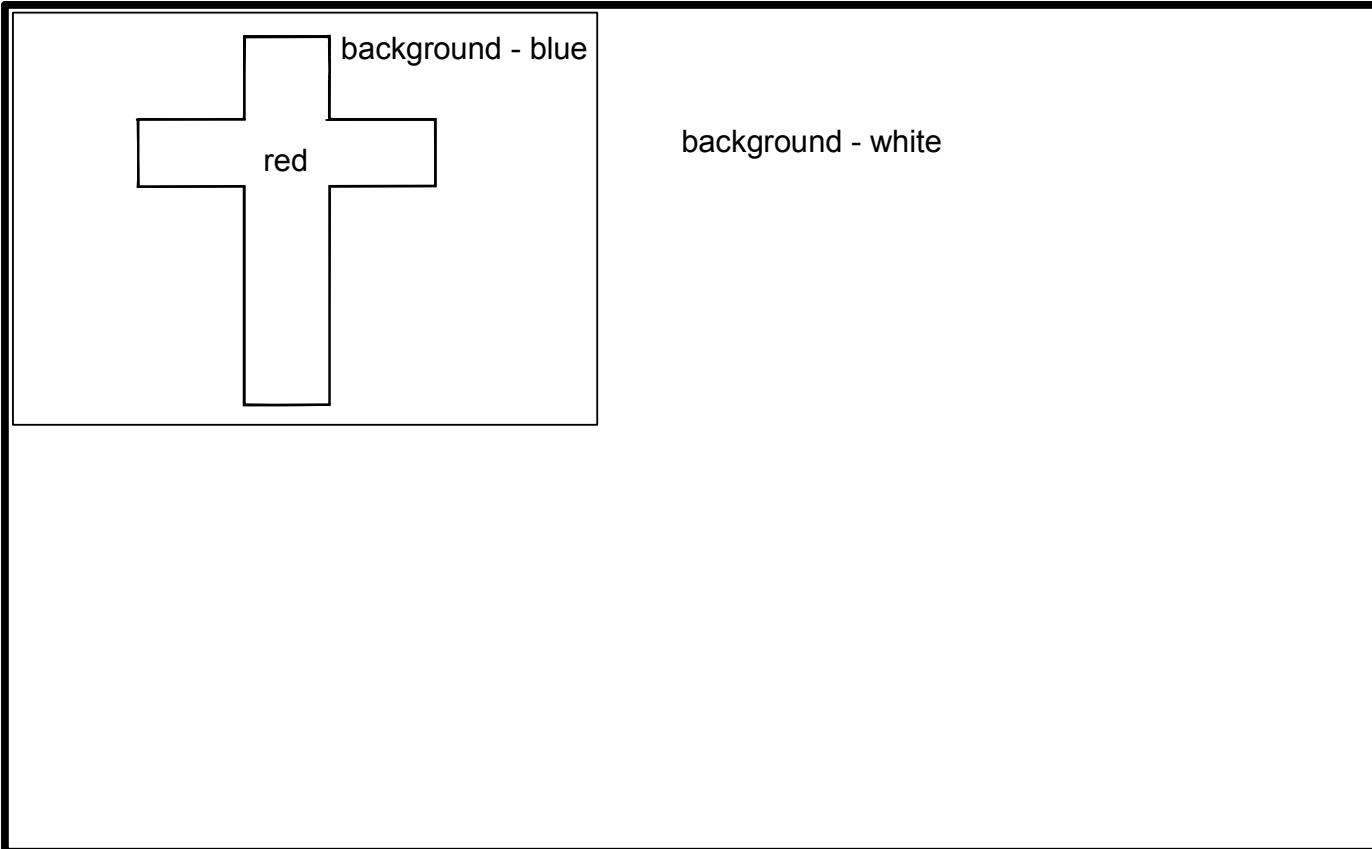
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# RAISE YOUR BANNER HIGH

			background - blue	red
			stars - white	white
				red
				white
				red
				white
				red
				white
				red
				white
				red
				white
				red

Christian Flag



# LAUGH LINES

Do not read the poem below until you have filled in the blanks at the top of the page. Once you have filled in the blanks, complete the poem at the bottom by filling in the blanks.

**Write each type of word in the blank provided.**

# 1 noun \_\_\_\_\_

# 2 adjective that rhymes with “cherry” \_\_\_\_\_

# 3 animal \_\_\_\_\_

# 4 adjective \_\_\_\_\_

# 5 past tense verb \_\_\_\_\_

# 6 nouns that you can eat \_\_\_\_\_

# 7 verb ending with -ing \_\_\_\_\_

# 8 adjective \_\_\_\_\_

# 9 insects \_\_\_\_\_

# 10 past tense verb \_\_\_\_\_

# 11 a geographical feature \_\_\_\_\_

# 12 verb \_\_\_\_\_

# 13 animal \_\_\_\_\_

As carefree as a summer (1) \_\_\_\_\_, playin' on the prairie,

I found a little rodent, furry, fat, and (2) \_\_\_\_\_.

My roly-poly (3) \_\_\_\_\_ became my (4) \_\_\_\_\_ pet.

So when he turned up missing, I called the village vet.

We searched my neighbor's gardens—no squashes! No more gourds!

We finally (5) \_\_\_\_\_ my furball stealing (6) \_\_\_\_\_ by the hoards.

He was (7) \_\_\_\_\_ like a king upon a throne of (8) \_\_\_\_\_ celery!

The neighbors buzzed like angry (9) \_\_\_\_\_ and (10) \_\_\_\_\_ my pet away.

He now lives in a (11) \_\_\_\_\_ where he likes to eat alone;

And now he has a pumpkin patch to (12) \_\_\_\_\_ his very own.

I think the critter likes his space, like any prairie dog.

He grows his pumpkins and eats well, as happy as a (13) \_\_\_\_\_.

## LAUGH LINES

**Do not read until first page is completed!**

As carefree as a summer (1)breeze, playin' on the prairie,  
I found a little rodent, furry, fat, and (2)merry.  
My roly-poly (3)prairie-dog became my (4)favorite pet.  
So when he turned up missing, I called the village vet.  
We searched my neighbor's gardens—no squashes! No more gourds!  
We finally (5)found my furball stealing (6)veggies by the hoards.  
He was (7)sitting like a king upon a throne of (8)chewed-up celery!  
The neighbors buzzed like angry (9)bees and (10)drove my pet away.  
He lives now in a (11)valley where he likes to eat alone;  
And now he has a pumpkin patch to (12)call his very own.  
I think the critter likes his space, like any prairie dog.  
He grows his pumpkins and eats well, as happy as a (13)hog.

# ¡Habla Español!

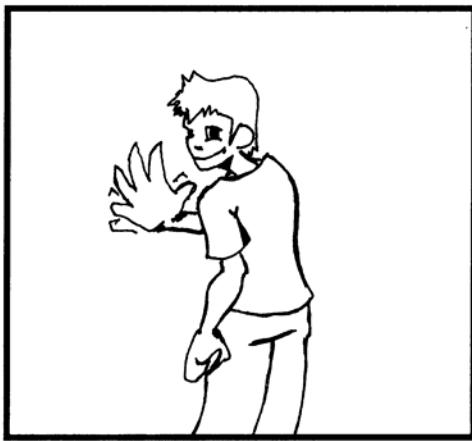
Directions:

Color and cut out each card.

Write the words that are below each card on the back of that card. Use a pencil so the word will not show through.  
Learn basic Spanish words by rehearsing with these flashcards.



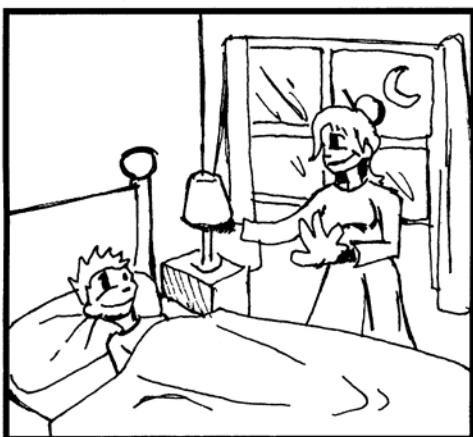
Hello!  
¡Hola!



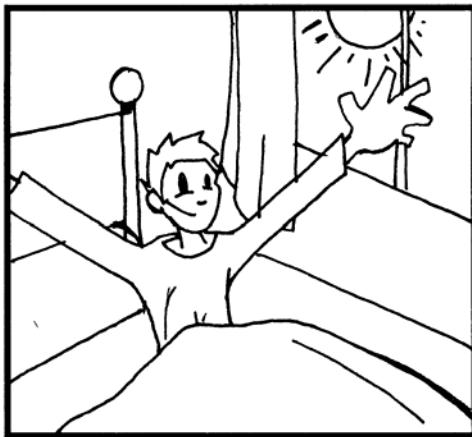
Good-bye.  
Adios.



Excuse me!  
¡Perdón!



Good night.  
Buenas noches.



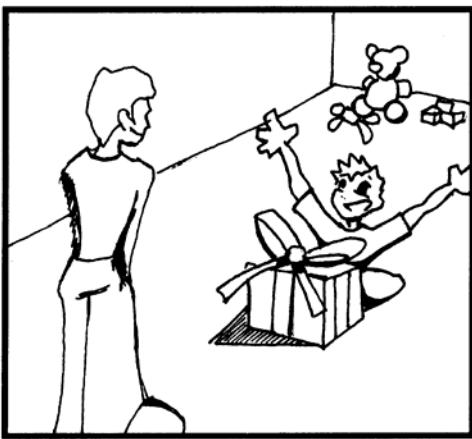
Good morning!  
¡Buenos días!



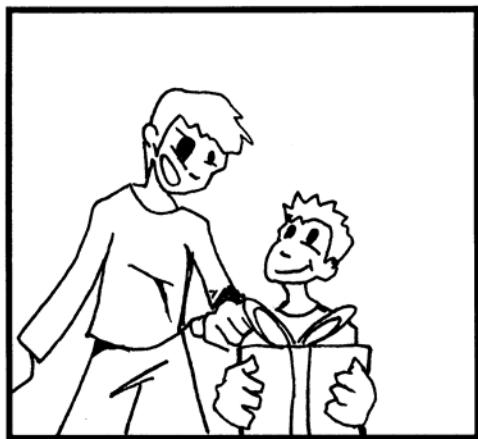
How are you?  
¿Cómo estás?



Very good!  
¡Muy bien!



Thank you!  
¡Gracias!



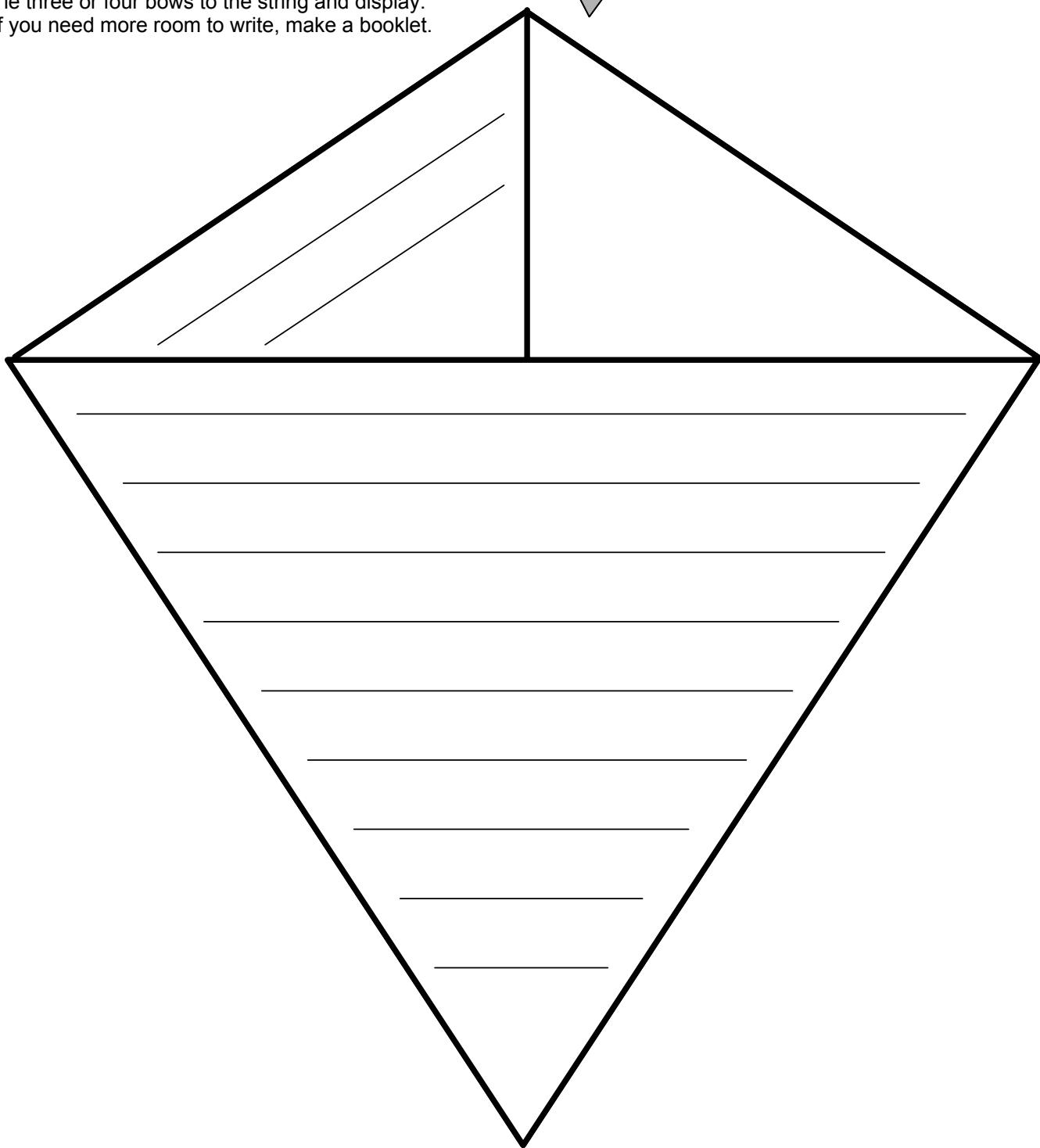
You're welcome.  
De nada.

# Kite

# Flight

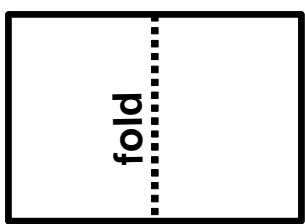
**Directions:**

1. Pretend you are a kite whose string snapped.  
Write about your adventure. Include details  
about where you went and what you saw.
2. Cut out the kite, and glue it to construction paper.
3. Cut around the kite, leaving a small border of  
color around the edge.
4. Tape a piece of string about 2' long to the back  
of the kite.
5. Tie three or four bows to the string and display.
6. If you need more room to write, make a booklet.

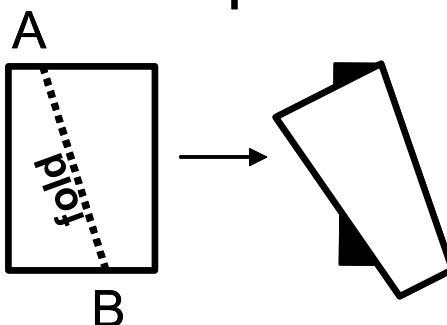


# GO FLY A KITE!

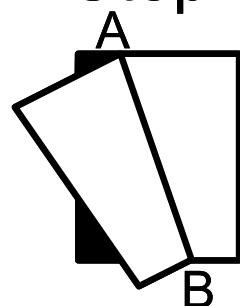
Step 1



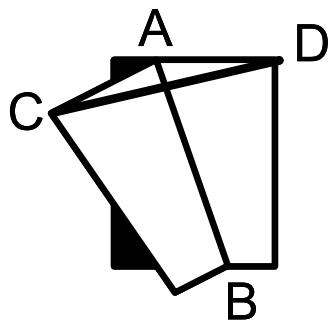
Step 2



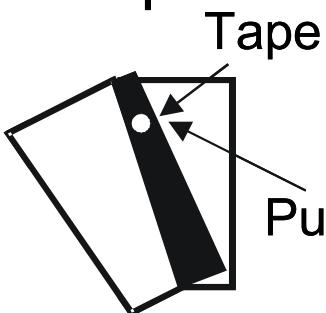
Step 3



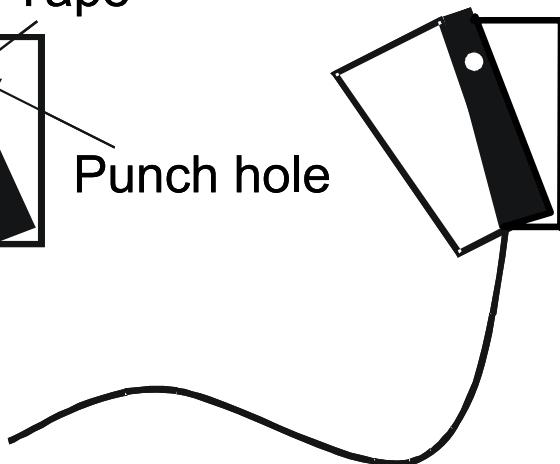
Step 4



Step 5



Step 6



**Directions:**

Steps 1-2: Fold paper as shown.

Step 3: Open paper as shown in Step 3, and tape along line A,B.

Step 4: Cut the dowel rod the length of line CD, and tape it in place.

Step 5: Turn the kite over, and fold the flap so it is standing up. Punch a hole into the flap. Reinforce the hole with tape, and punch again.

Step 6: Attach the kite string to the hole in the flap. Make a tail for your kite out of ribbon or streamers.

# CONSTELLATIONS IN A CAN

## Directions for Dig Deeper

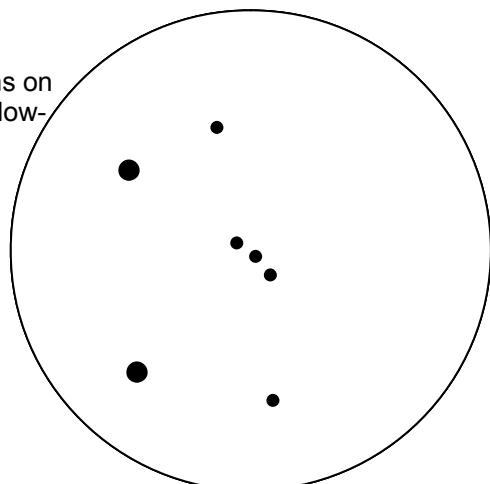
### Lesson 120:

Following the patterns on the worksheet, make constellations on the ceiling in your room with glow-in-the-dark stars.

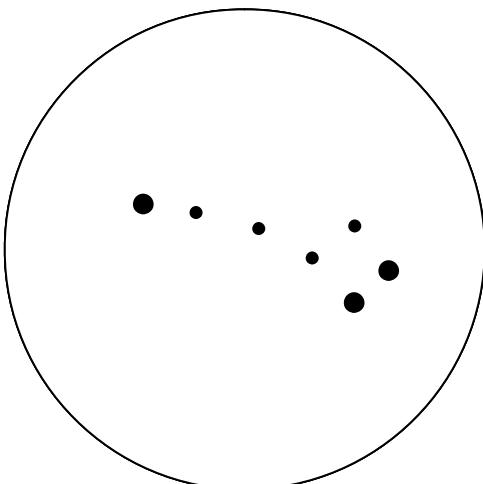
## Directions for Dig Deeper

### Lesson 121:

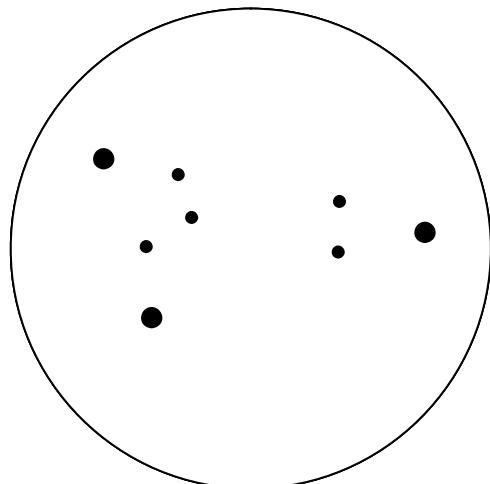
1. Cut out the pattern pieces.
2. Turn the can upside down, and tape one constellation pattern to the bottom.
3. On each dot, carefully place the point of the nail, and hammer a hole, using the small nail for the smaller dots and the large nail for the larger dots.
4. Remove the pattern from the bottom of the can.
5. Label the can with the name of the constellation.
6. Hold the can up to the light, and look through the hole in the top of the can—the constellation pattern will appear.



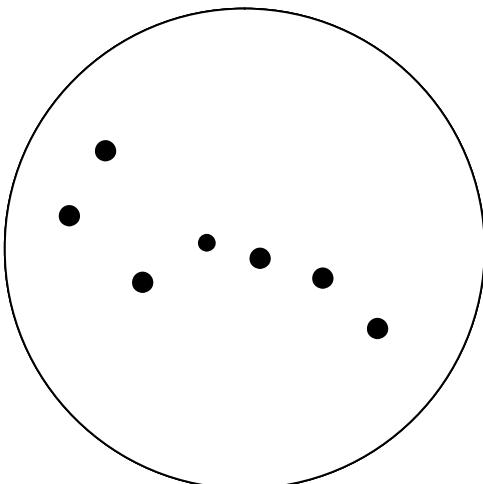
Orion



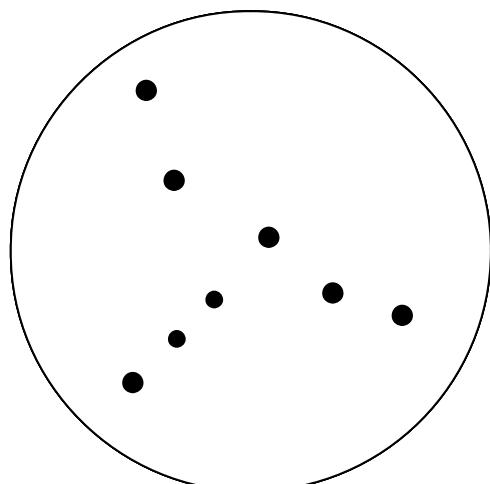
Little Dipper



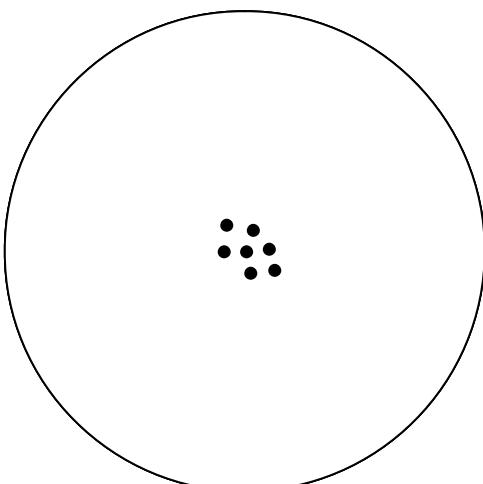
Leo



Big Dipper



Cygnus



Pleiades

# STORY SCRAMBLER

**Directions:**

1. Before cutting the worksheets, lightly number the back of the sentences 1-10.
2. Cut both copies of the story into strips.
3. Keeping the two copies separate, mix them up in a pile. Compete against a partner to see who can put the story in order the fastest.
4. Check the back of each sentence to make sure you put it in order.

“Susan!” Mom called. “Amanda’s here!”

Sue raced down the stairs; she loved playing with Amanda.

“What should we do today?” Sue asked Amanda.

“I brought my new dog over so we could play with him,” Amanda said.

“I left him tied up at the tree in the front yard.”

Sue and Amanda hurried outside.

“What’s his name?” Sue asked as she rubbed the little dog behind the ears.

“Lemon,” said Amanda.

“Why did you name him Lemon?” Sue asked.

“Because lemonade is my favorite drink!” Amanda explained.

## STORY SCRAMBLER

“Susan!” Mom called. “Amanda’s here!”

Sue raced down the stairs; she loved playing with Amanda.

“What should we do today?” Sue asked Amanda.

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“I left him tied up at the tree in the front yard.”

Sue and Amanda hurried outside.

“What’s his name?” Sue asked as she rubbed the little dog behind the ears.

“Lemon,” said Amanda.

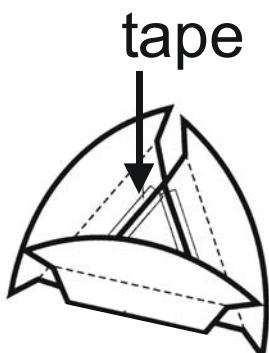
“Why did you name him Lemon?” Sue asked.

“Because lemonade is my favorite drink!” Amanda explained.

# REVOLUTIONARY WAR HAT

**Directions:**

1. Cut out the pattern pieces from the worksheet.
2. Trace them onto the black construction paper and cut out.
3. Tape the three side pieces to the sides of the triangle as shown on the diagram.
4. Fold the sides up, and staple the points together at the three corners.
5. Wear your hat with one of the points facing forward.



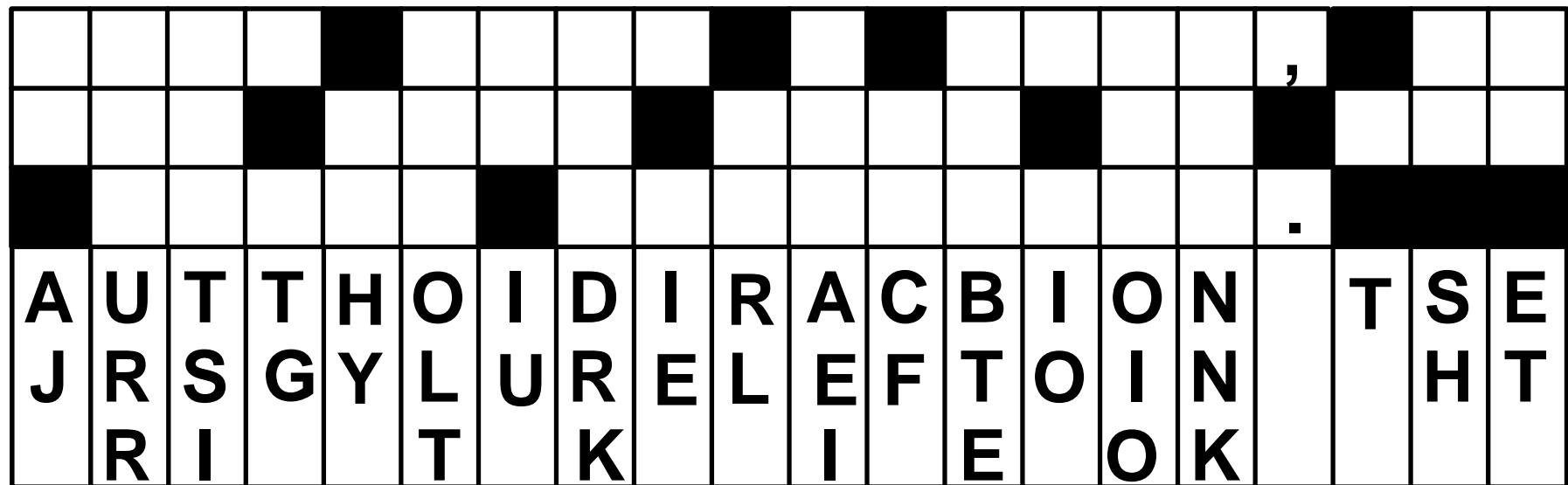
Trace 1

Trace 3

# SECRET CODE

**Directions:**

The letters in each column fit into the spaces directly above them. Decipher the message by inserting the letters into the appropriate spaces.

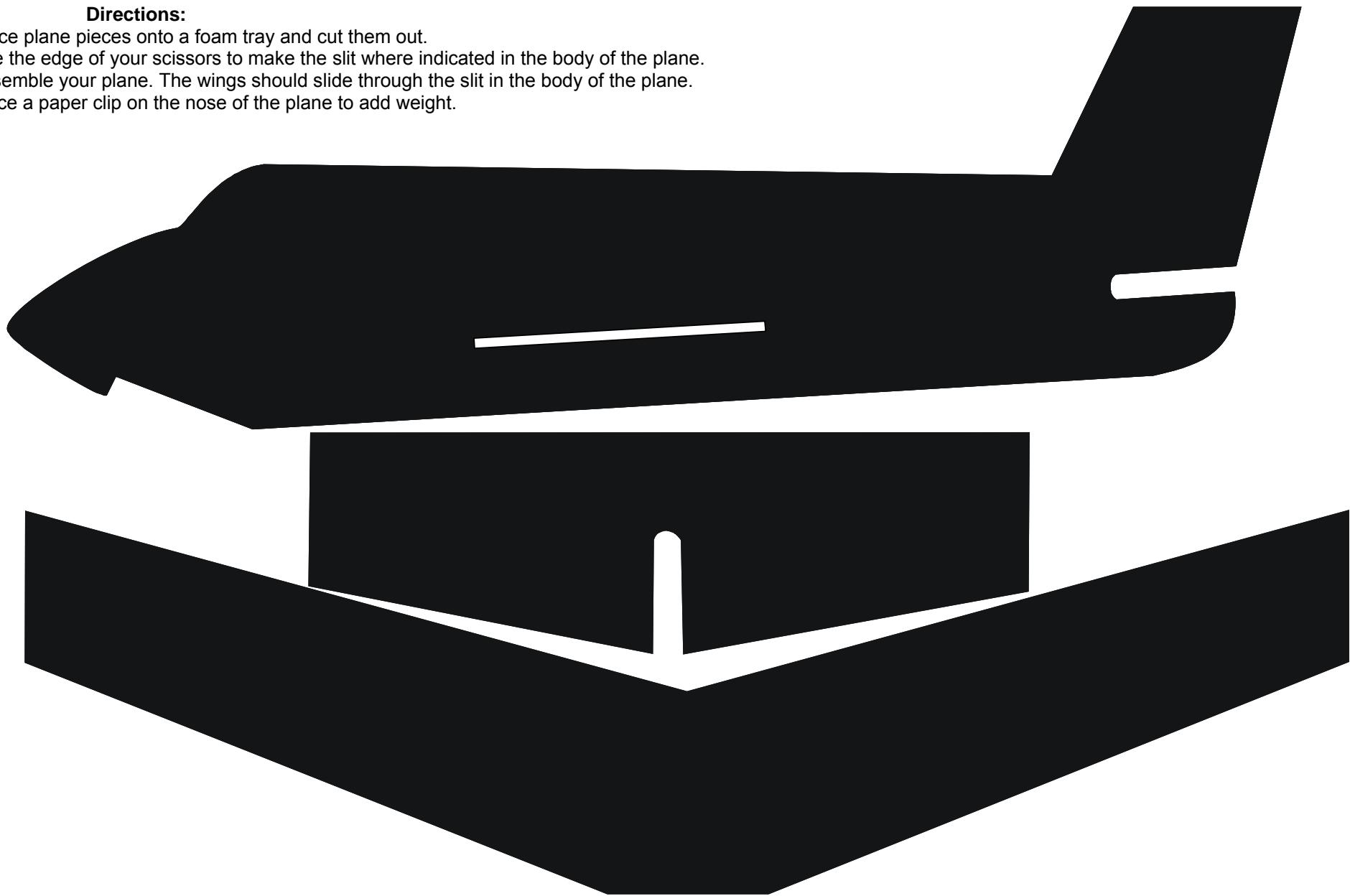


by Bryan Le

# AIRPLANE WARS

**Directions:**

1. Trace plane pieces onto a foam tray and cut them out.
2. Use the edge of your scissors to make the slit where indicated in the body of the plane.
3. Assemble your plane. The wings should slide through the slit in the body of the plane.
4. Place a paper clip on the nose of the plane to add weight.





# BIBLE BREAD

**Directions:**

Look up the Bible references (the recipe corresponds with the KJV) to find the ingredients you will need for the recipe. Make Bible Bread following the directions at the bottom of the sheet.

**Combine the following ingredients:**

**2 c. I Kings 4:22** \_\_\_\_\_

**2 T. Jeremiah 6:20** \_\_\_\_\_

**1 T. Amos 4:5** \_\_\_\_\_

**1/2 t. Leviticus 2:13** \_\_\_\_\_

**Mix in:**

**1/2 c. Psalm 55:21a** \_\_\_\_\_

**Add:**

**1 of Jeremiah 17:11** \_\_\_\_\_

**1/2 c. Job 10:10a** \_\_\_\_\_ (**liquid**)

**Directions:**

Pour onto a lightly floured surface and knead. (Dough will be somewhat sticky and wet before kneading.) Pat dough into a 1/2" thick square, and cut into nine squares. Bake on an ungreased cookie sheet at 450° for 10 minutes. Split open, and serve with Amos 8:1 and whipped cream.

**Directions:**

1. Fill out the following information with your parents' help.
2. Color and post this near your phone.

# **Numbers that Count**

**Call: 911 or emergency #** \_\_\_\_\_

**Fire Department** \_\_\_\_\_

**Physician** \_\_\_\_\_

**Poison Control** \_\_\_\_\_

**Mom** \_\_\_\_\_

**Dad** \_\_\_\_\_

**Neighbor** \_\_\_\_\_

**Home address** (and any unusual descriptions of your house):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Remember to:**

**Calm down.**

**Check the scene for your own safety.**

**Check the victim.**

**Call for help.**

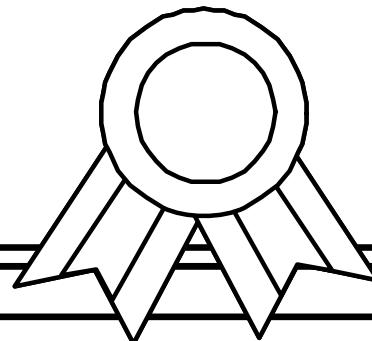
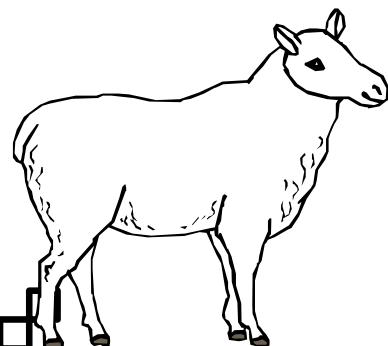
**Care for the victim.**

# Certificate of Completion

This certificate hereby signifies that

\_\_\_\_\_ has successfully completed

# Shepherding Baaa-sics



## **Grade 4 Reading**

### **Oops!**

To the best of our ability, we have tried to make these programs without error; however, we want you to be aware of some inaccuracies we have noted in this course.

#### **Dig Deeper – Lesson 3**

The student was told to use a blanket stitch, but the teacher used an overcast stitch. The student may use either stitch to complete his journal.

#### **Reading Contest – Lesson 71**

The teacher said that there were several sheets of paw prints included in the Mom's Minutes packet, but there is only one sheet.

#### **Lesson 121**

Pluto's moon Charon was mispronounced. The correct pronunciation is (ker' ən).

# We'd like to hear from you!

Your comments are extremely valuable to us as we develop our product.  
Please use this page to make suggestions as you view these programs.

*Thank you for your help!*

**Subject(s):** \_\_\_\_\_

**Grade Level(s):** \_\_\_\_\_

**Teacher(s):** \_\_\_\_\_

If applicable to your comment, please indicate the lesson you are referring to.

**I liked** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I'd like it better if** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional comments or ideas for other educational products:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Name** \_\_\_\_\_  Miss  Mrs.  Mr.

**Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Home Phone ( )** \_\_\_\_\_

**E-mail address** \_\_\_\_\_

Return address

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Place  
Stamp  
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**BJU Press Distance Learning  
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Greenville, SC 29614**

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