

Tall for His Age, Part 1

LESSON 22 – PAGE 196

About the Story

Jay is tall—taller than any of his second grade classmates. Sometimes he doesn't like being tall, but most of the time he does. Then, one day he figures out another reason to like being tall. He is happy and excited! However, just a short time later he is very sad and wishing he would have never thought about it. What could have made him change his mind so quickly?

Study Words

Teach the words, calling attention to the three words that contain the *ä*.

- | | | |
|---------------------|-------------------------|-----------------------|
| 1. west (wĕst) | 5. worst (wĕrst) | 9. east (ĕst) |
| 2. hated (hā • tĕd) | 6. north (nŏrth) | 10. recess (rĕ • sĕs) |
| 3. south (saŭth) | 7. problem (prā • blĕm) | 11. reach (rĕch) |
| 4. copy (kā • pĕ) | 8. middle (mĭ • dĕl) | 12. copied (kā • pĕd) |

Use a map or a simple drawing on the board to show the four directions.

Silent Reading

Call attention to the story verse and ask the class to be thinking about what it means. They should look also for the answer to the story question.

Worksheet

Part A

Have the directions read for this part and make sure the students know how to do the work.

Part B

Figures of speech can make writing and conversation more interesting. A figure of speech can sometimes convey a concept more accurately than factual or literal words.

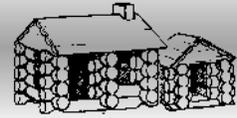
Part C

Ask the class to read the directions and think through the example given.

Lesson 22 pages 196-203

Tall for His Age, Part 1

"Treasures of wickedness profit nothing." Proverbs 10:2



- | | | |
|------------------|----------------------|--------------------------|
| 1. west (wĕst) | 5. reach (rĕch) | 9. recess (rĕ • sĕs) |
| 2. east (ĕst) | 6. middle (mĭ • dĕl) | 10. problem (prā • blĕm) |
| 3. north (nŏrth) | 7. worst (wĕrst) | 11. copy (kā • pĕ) |
| 4. south (saŭth) | 8. hated (hā • tĕd) | 12. copied (kā • pĕd) |

A. Four of the Study Words are used to tell directions. Write them on the lines.

- | | |
|----------------------|-----------------------|
| 1. <u>west</u> _____ | 3. <u>north</u> _____ |
| 2. <u>east</u> _____ | 4. <u>south</u> _____ |

Figures of Speech

Sometimes words are used to mean something different than they usually do. When words are used to mean something different they are called figures of speech.

B. The bold words in the sentences below are figures of speech used in the story. Write the letter of the correct meaning for the figure of speech in the box.

5. **b** "Jay has really **shot up** since I saw him last."
a. Jay pointed his gun at the sky and pulled the trigger.
b. Jay grew very fast.

6. **b** "Going to be a **beanpole** like him, I reckon."
 a. He would stand in the garden for beans to climb on.
 b. He would be a tall, thin man.

C. The sentences below are not true. Find the word that makes the sentence false. Draw a line through it. Then write a word that would make the sentence true. One is done for you.

Jay was ~~two~~ years old. seven

- | | |
|--|---------------|
| 7. Jay got to stand in the front -row. | <u>back</u> |
| 8. Jay's teacher's name was Mr. Ramer. | <u>Miss</u> |
| 9. He could jump over the children's heads. | <u>look</u> |
| 10. Jay ran fast because his legs were short . | <u>long</u> |
| 11. Jay felt good because he could not read fast. | <u>bad</u> |
| 12. Jay thought he was the best at math. | <u>worst</u> |
| 13. Jay hated to talk out loud. | <u>read</u> |
| 14. Little sat in front of Jay. | <u>Eli</u> |
| 15. Jay began to erase Eli's answers. | <u>copy</u> |
| 16. Everyone likes a cheater. | <u>No one</u> |
| 17. Miss Ramer saw Jay cheating. | <u>God</u> |

Moral of the Story

Jay felt guilty after he cheated. But it was too late. There was no going back. He knows that this one time makes him a cheater. Once we do something wrong the only thing to do is to confess it and ask for forgiveness.

Oral Reading

Use this period to train your students to follow the words while someone is reading aloud.

Tell the class that today you will read the story aloud. They should follow along in their books. At any point you will stop reading and call a pupil's name. That student will finish reading the sentence you started. After they have finished you continue reading for a sentence or two and again stop and call on a pupil to finish the sentence. This is a good exercise to use occasionally when time is limited or a story is longer than usual.

Discuss the story question. (*What two classes were hard for Jay?*) Discuss Jay's problem with schoolwork and how that was why he gave in to the temptation to cheat. Ask students for suggestions as to what Jay could have done when he realized he could see Eli's answers.

God made us all different. Some students are good at some things and not others. One may be good on the playground, but have trouble making

good grades. God does not expect us to be good in everything, but He does expect us to do our best in everything we do.

After the Story

When Eli turns around in his seat, Jay thinks he wants to cheat. After all, Jay just did so why wouldn't Eli? Then he realizes how foolish that is. Jay knows he is guilty and that makes him think others will do the same thing he does. What do you think Jay will do now?

Story Verse

Ask your students what they think a treasure is.

Briefly review "Johnny and the Blue Marble" and "Good-bye, Little Blue Jeep." In these stories Johnny wanted a little blue marble and Tim wanted a small toy vehicle. Jay wanted answers to the math problems. The boys wanted them so badly they did something wrong in order to get what they wanted. Each got what he wanted, but they got other things also. Let the children describe how the boys felt and acted after they had the "treasures" they desired.

They wished to be rid of the treasures before the stories ended. The treasures became worthless because they had done wrong in obtaining them. The treasures themselves had not changed.

Extra Activity

On the board, draw Jay's house. Have children say where north, south, east, and west should be written in relation to Jay's house. Ask them where Jay's Grandpa, Grandmother, and uncle live. Write them in the correct location on the board.

Label each of the four walls of the classroom with a large N, S, E, and W. Place a student in the center of the room. Ask: What direction is the pupil from the north wall? The east wall? etc.

Have the students look at Jay's house on the board. **"What direction did Jay live from his Grandpa, from his Grandmother? from the uncle? from the aunt?"**

Tall for His Age, Part 2

LESSON 23 – PAGE 204

About the Story

Jay doesn't know what to do. He knows he cheated, he knows it is wrong to cheat, but what does he do now? What do you think Jay needs to do? Do you think he will go outside for recess and try to forget what he has done?

Silent Reading

Assign the story to be read silently.

Worksheet

Part A

Introduce this part with the following statements and questions: **Jay felt very lonely. He knew he was a cheater. He thought no one liked him anymore. Was that true? Was it a fact? No, it was not a fact. None of the children knew he had cheated. He only thought no one liked him. That was only his opinion.**

An opinion might be a fact, but if we don't know for sure, it is still only an opinion. It is not a fact.

Jim said, "It will rain tomorrow." That is Jim's opinion. Maybe it will rain. Maybe it will not. Jim does not know.

A fact is something we know to be true. We can prove it, or it has been proven by someone else.

Part B

Have the directions read for this part and make sure the students know how to do the work.

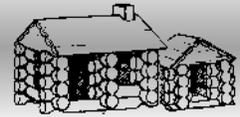
Part C

The questions in this part require that the student comprehend the story. They call for analysis of story facts, drawing personal conclusions, and inferring things not stated.

When you check this page, pay attention to the type of questions the pupil missed. It will tell you the areas in which he needs help.

Lesson 23
pages 204-209

Tall for His Age, Part 2



"I said, I will confess my transgressions." Psalm 32:5

Jay knew he had cheated. He thought no one liked him anymore. Was that true? Was it a fact? No, it was not a fact. He only thought no one liked him. That was his opinion. An opinion is something we do not know for sure. It is not a fact.

A. Below are ten things people said. Are they a fact or the opinion of the person who said them? Circle F for fact or O for opinion to show what you think.

1. "Mother, you bake the best bread." F
2. "I can do that better than you can." F
3. "No man can run a hundred miles a minute." O
4. "Cats are nicer than dogs." F
5. "It is always best to tell the truth." O
6. "I'll get a pony if I beg hard enough." F
7. "Chocolate ice cream is the best kind." F
8. "God will help me do my lessons." O
9. "Winter is better than summer." F
10. "This lesson is too hard." F

45

 **B.** Think of both parts of the story. Write answers in your own words.

- 11. Why did Jay look to see where Miss Ramer was before he began to copy Eli's answers?

He did not want her to see what he was doing.

12. What do you think was the hardest thing Jay did?

To tell Miss Ramer what he had done.

 **C.** Think of both parts of "Tall for His Age." Write one word to answer each question.

13. What was the name of the boy? Jay

14. What grade was he in? second

15. Name one game he liked to play. Keep-Away

16. Name one class that was hard for him. math

17. What was the teacher's name? Miss Ramer

18. What kind of teacher was she? kind

19. Where did the story happen? at school

20. Write a word that tells how the boy felt after he cheated.

awful, sorry, sad, lonely

21. What did the teacher use to put the strips of paper over Eli's answers?

paste/glue

22. What were the other children doing when the boy was writing his math answers?

playing

Moral of the Story

It was hard for Jay to tell Miss Ramer what he had done. It is also hard for us to confess when we have done wrong. The Bible tells us that it is the right thing to do. Once Jay had told Miss Ramer and she helped him, he was relieved and happy. The same happens for us when we confess and make things right.

Oral Reading

Ask the students: **What was Jay thinking that made his eyes open wide when Eli said he missed all the math problems?**

What do you think was the kindest thing Miss Ramer did?

Discuss the story question. (*What did Jay do that was harder than math?*)

After the Story

What do you do when you know you've done wrong and feel bad about it? When Jay didn't know what to do he prayed to God. You can do that too. When you do something wrong and need help to make it right, just pray. Tell God you are sorry and need help. He will tell you what to do. What would have happened if Jay hadn't told Miss Ramer that he had cheated?

Story Verse

Explain the meaning of *confess* and *transgressions*. To see how well your students understand ask them these questions. Listen for an answer of yes or no before going on to the next question.

Does confess mean . . .

to tell what I know about something wrong?

to tell a secret?

to tell the answer to a question?

to tell what I did that was wrong?

Does transgression mean . . .

something I do that turns out wrong?

something I do by mistake?

something I do that makes someone sad?

something I do that God has said not to do?

Extra Activity - Alphabetizing

Write these six Study Words from the last story on the board as follows:

west *right* *copy*

worst *reach* *cheater*

Review how identical letters in the beginning of words cannot be counted when we alphabetize them. They must be covered, crossed out, erased, or ignored, to help us see which letters we must look at to determine the order.

Call on weaker students to direct you in erasing the beginning letters that are the same in each pair. Ask which letters must be used in alphabetizing the words.

Just for fun write the words *camp* and *candy* on the board and have pupils say which two letters determine the alphabetical order.