

Section 2

Lesson 6

Stowaway on the Pony Express

Pages 14-16

Bridges Beyond, pages 17-24

Objectives

- Learn the definitions of *motive*, *pranks*, *regretted*, *resolved*, *superior* **A**
- Learn about the word *stowaway* **B**
- Use story information to make a prediction **B**
- Discern between real happenings and imaginary ideas **C**
- Determine how story sentences should be read **D**
- Identify the characters and the setting of a story **E F** **New**
- Become familiar with Proverbs 21:2 **G**

Class Preparation

- Map of the United States to show the Pony Express route (from St. Joseph, Missouri, to Sacramento, California)


Review

- Oral reading rules
 - A. Ask the following questions:
 1. How should you sit or stand when you are reading aloud? (*straight and tall*)
 2. How should you read? (*loudly and clearly*)
 3. What should the tone of your voice match? (*whatever is happening in the story*)
 4. What should you do when you see a punctuation mark? (*pause briefly*)
 - B. Demonstrate poor oral reading and have students tell you what you are doing wrong. For example, slouch down in your chair, read in a monotone, mumble, mispronounce words, etc. Then read the same section again properly.
- Table of contents
 1. Where is the table of contents located? (*in the front of a book*)
 2. How is the table of contents useful? (*It helps you find things quickly.*)
 3. Which page number of a story is given in the table of contents? (*the first one*)

Introducing the Story

Introduce today's story by asking students who brings and picks up their mail and what kind of vehicle he drives. Have them imagine what it would be like to have a mailman come riding up on a pony!

In today's story students will read about the Pony Express and how it was used to deliver letters and packages across the United States many years ago. Use a map to show students the route the Pony Express traveled; see if it would have come close to your school.

 Assign “Stowaway on the Pony Express” (pages 17-24).

15

New Characters and Setting

Read the teaching box. Ask students to name the characters from today’s story: *Henry, Polly, May, Betsy Ann, Joey, Ben*. The setting is found on page 19 of the reader: *sometime after 1860 in St. Joseph, Missouri*.

In some stories the setting is not important to the plot; the story could happen anywhere at any time. In other stories, such as “Stowaway on the Pony Express,” the setting plays very strongly into the events of the story.



Additional ideas for teaching characters and setting:

1. Draw pictures of the story characters.
2. Discuss other possible characters or a different setting for the story.
3. Make a chart for students to keep track of story elements as they read.
4. Think of interview questions to ask story characters.

Comprehension Information

| Part | Nos. | Skill | Page |
|------|--------|----------------------|------|
| B | — | Prediction | — |
| C | 6-10 | Application | — |
| D | 11-13 | Reading expressively | — |
| F | 16, 17 | Characters | 17 |
| F | 18, 19 | Characters | 19 |
| F | 20, 21 | Setting | 19 |

Section 2



Stowaway on the Pony Express

Lesson
6

Vocabulary motive pranks regretted resolved superior

A Write the vocabulary word that completes each sentence.

1. The reason a person does something is his motive.
2. If you decided or determined to do something, you resolved to do it.
3. If something is higher or better than another thing, it is superior.
4. Tricks that are meant to be funny without causing harm are pranks.
5. If you felt sorry about something you did, you regretted doing it.

Word Focus stowaway

A **stowaway** (stō' ə wā) is one who hides on a plane, ship, or other vehicle to get a free ride.



Exploring the Story

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

Read the title and first paragraph of the story on page 17. Think about the meaning of *stowaway*. Who do you think the stowaway was on the Pony Express?

Accept any reasonable answer.



Silently read “Stowaway on the Pony Express” (pages 17-24).

14



Lesson 6



C Put a ✓ beside each sentence that is real and not from the girls’ imaginations. Put an x beside each sentence that shows the girls’ imaginations.

6. “My beautiful doll has traveled on the train.”
7. “That would frighten my poor Betsy Ann out of her wits.”
8. “She has gone traveling.”
9. “I’ll let her tell you all about it when she returns.”
10. “I hope mine does not get jealous.”

D Write the letter of each way to read beside the sentence it matches.

a. normal tone of voice b. quickly c. worried tone of voice

11. a. Joey arrived home the next night after Polly and Henry had gone to bed.
12. b. First thing in the morning they ran to the front hall.
13. c. They stopped in alarm when they saw a strange coat hanging on the hook.

Characters and Setting

Two important parts of a story are the characters and the setting. The **characters** are all the people or animals in the story. The **setting** is when and where the story happened.



E Write the word that completes each sentence.

14. The people or animals in a story are the characters.
15. The setting is when and where the story happened.

15



Optional Story Activities

1. Weigh pieces of mail and figure out how much it would cost to send them at \$5 a half-ounce.
2. Bring books or stories about the Pony Express for students to read in their spare time.

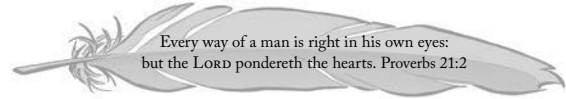


Lesson 6

F Write the name of the character or the setting detail that completes each sentence.

16. The character who had a fancy doll was May.
17. The character who had a doll named Betsy Ann was Polly.
18. The character who planned a trip for a doll was Henry.
19. The character who rode for the Pony Express was Joey.
20. This story happened sometime after the year of 1860.
21. This story happened in St. Joseph, Missouri.

G Read the Bible verse to yourself three times.



We Remember

H Write the words that complete each oral reading rule.

22. Read loudly and clearly.
23. Use good expression.
24. Observe punctuation marks.
25. Practice good posture.

I Use the table of contents in your reader. Write the letter of the story that would be found in each page range.

- | | |
|----------------------------|--------------------------|
| 26. <u>b</u> pages 83-88 | a. "A Lesson That Stuck" |
| 27. <u>a</u> pages 195-200 | b. "A Foxy Father" |
| 28. <u>c</u> pages 236-241 | c. "Facing the Music" |

Lesson 7

Stowaway on the Pony Express

Pages 17-19

Bridges Beyond, pages 17-24

Objectives

- Identify cause-and-effect relationships **A** *New*
- Recall story information **B**
- Learn more about the Pony Express **C**
- Memorize Proverbs 21:2 and understand that God knows our motives **D**
- Apply the Bible verse to a story character and to oneself **E**

Review

- Characters and setting
 - A. Review the terms:
 1. What are the people or animals in a story called? (*characters*)
 2. What word names *when* and *where* a story happened? (*setting*)
 - B. Discuss the way characters and setting affect a story. Imagine that you could change the characters and setting details in this story. For example, the setting could be in Africa and the stowaway could be a puppy hidden in an old suitcase. Notice how all the details of a story work together to make the story complete.

- Vocabulary words

A. Review definitions. Then ask students to use the words in sentences.

1. motive – the reason a person does something
2. pranks – tricks that are meant to be funny without causing harm
3. regretted – felt sorry or guilty about
4. resolved – decided or determined
5. superior – higher than or better than something or someone else

B. Ask the following questions:

1. If your friend were **committing** his pet to your care, would he trust you to take care of it? *(yes)*
2. If you see someone running **frantically** out of a building, would you think that everything is fine or that something is wrong? *(that something is wrong)*
3. Which takes longer and requires more energy—a **trek** or a walk? *(a trek)*

C. Ask students whether the sets of words are synonyms (same meanings) or antonyms (opposite meanings).

1. affectionate – unloving *(antonyms)*
2. affectionate – loving *(synonyms)*

Oral Reading

Play the Posture Game as you read aloud today. Give each student three pennies or place three stickers on each of them. As students read the story, watch for poor posture—slouching, leaning, or anything else inappropriate to good posture. Take away a penny or sticker for each “offense.” See who has the most remaining pennies or stickers at the end of class.

If students continue to have a problem with poor posture, use pennies as mentioned above, but collect the leftover pennies at the end of class and keep them in a jar. Each day you have oral reading class, repeat the procedure. Set a goal to collect a certain number of pennies and have a small celebration or reward when your goal is reached.



Read “Stowaway on the Pony Express” (pages 17-24).

If students struggle with reading aloud, see the ideas for building fluency on page x in the Introduction of this Teacher’s Guide.

Questions for Discussion

1. What gave Henry the idea to send Polly’s doll on a trip? *(May was acting superior about her doll having traveled on the train all the way from Boston. Henry wanted Polly to have something to talk about too.)*
2. What were some of the differences between Polly’s and May’s dolls? *(May’s doll: had a china head and fancy hair, had traveled from Boston; Polly’s doll: made out of rags, had yarn hair and homemade clothes, had never traveled)*
3. If you had important news to send, would you have sent it by stagecoach or by the Pony Express? Why? *(probably by Pony Express, because the stagecoach took many weeks, and the Pony Express took ten days or fewer)*


4. What were some hard things Pony Express riders had to face? (*bad weather, flooded rivers, high mountains, riding all night, Indians*) What hard things might your mailman face today? (*bad weather, bad road conditions, vehicle trouble, unfriendly dogs, etc.*)
5. How did Polly feel when she learned that Henry had sent Betsy Ann on a trip? (*She was delighted that her baby would have an adventure.*)
6. How did Polly feel when she learned that Betsy Ann was with a stranger? (*She felt like crying.*)
7. Why did Henry regret sending Polly's doll traveling? (*He knew his motive had been wrong; he was worried that Betsy Ann would get lost; and he didn't want Polly to become a smart-acting bragger like May.*)
8. How did Henry's prank actually help the girls' friendship in the end? (*May stopped acting superior, and both girls enjoyed talking about the travels of their dolls.*)
9. Which character did you like best? What did you like about him or her?



New Cause and Effect


Read the teaching box. Events do not just happen; the events or effects we see all have causes. Explain that the word *because* is a key to figuring out a cause for an effect. Other clue words are *so*, *since*, *therefore*, and *the reason that*.

- A. Discuss several possible causes for the following effects:
 1. We were late to school this morning because . . .
 2. I made a 100% on my spelling test because . . .
 3. Jonathan is in the hospital because . . .
- B. Discuss several possible effects for the following causes:
 1. Because Dad watered the garden last night, . . .
 2. Since it is Grandma's birthday today, . . .
 3. Because the car ran out of gas, . . .



Stowaway on the Pony Express

Lesson
7

 Oral reading class: "Stowaway on the Pony Express" (pages 17-24)

Cause and Effect

Understanding why things happened helps you understand the story better. The **cause** tells why something happened. The **effect** is what happened.

| | |
|---|---------------------------|
| Cause: | Effect: |
| May acted as if her doll were superior. | Polly blinked back tears. |
| Polly blinked back tears <i>because</i> May acted as if her doll were superior. | |

A Write the letter of the cause of each effect.

Causes:

- a. dolls do not usually go traveling by themselves
- b. his prank had not hurt Polly and May's friendship
- c. he wanted Polly to have something to talk about too
- d. they did not know where Betsy Ann was
- e. he had worried over her

Effects:

1. Henry wanted to send Betsy Ann on a trip *because* c.
2. May was astonished that Betsy Ann had gone traveling *because* a.
3. Henry and Polly were alarmed when they saw a strange coat *because* d.
4. Henry gave a great sigh of relief when he saw Betsy Ann *because* e.
5. Henry was satisfied at the end of the story *because* b.

17



Bible Verse

Apply the verse to the story by asking the following questions:

- Who had an idea that was right in his own eyes? (*Henry*)
- What was wrong with Henry's idea? (*His motive was wrong. He wanted Polly to have something to brag about that would make May stop talking so boastfully.*)

Sending Betsy Ann on a ride was not a bad thing to do, but Henry had a wrong motive for doing it. Sometimes we do not stop to think about whether our ideas are good or bad. God knows everything that is in our hearts, and He knows whether we have good or bad motives.

Listen to each student say the verse from memory.

Comprehension Information

| Part | Nos. | Skill | Page |
|------|--------|------------------|--------|
| A | 1 | Cause and effect | 19 |
| A | 2 | Cause and effect | 21 |
| A | 3 | Cause and effect | 22 |
| A | 4 | Cause and effect | 23 |
| A | 5 | Cause and effect | 23, 24 |
| B | 6-8 | Story facts | 19 |
| B | 9 | Story facts | 20 |
| C | 10, 11 | Facts | — |
| C | 12 | Application | — |
| E | 13 | Lesson | — |



Lesson 7

B Write the answer to each question.

- What four words describe the kind of riders the Pony Express needed?
short slim strong tough
- How long did it take to send a letter by stagecoach? many weeks
- How long did it take to send a letter by Pony Express? ten days
- How much did it cost to send a half-ounce letter? five dollars

Facts about the Pony Express

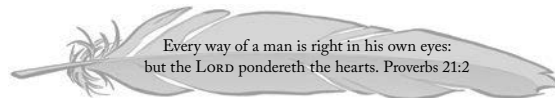
- A rider was expected to ride 75 miles each day.
- The Pony Express owned 400 to 500 horses.
- The route was dangerous, but only one delivery was ever lost.
- Riders were paid \$100 to \$150 a month.
- The Pony Express only ran about a year and a half. It became unnecessary when telegraph lines were stretched across the West.



C Read the facts in the box above. Write the answer to each question.

- How many miles would a rider travel on a two-day trip? 150
- How many deliveries were lost? 1
- If a rider needed \$95 to finish his cabin, could he pay for it in one month? yes

△ D Memorize the Bible verse and say it to your teacher.



Every way of a man is right in his own eyes:
but the LORD pondereth the hearts. Proverbs 21:2

Although Henry thought he had a good idea, he realized later that it could have turned out badly. Whether we come up with good ideas or bad ideas, God knows what is in our hearts and understands our motives.

18



Lesson 7

△ E Write an answer to each question.

- What was one thing Henry learned in this story?
Example: He learned to think about his motives.
- If you do something for fun, but it turns out badly, what should you do?
Example: Apologize for it.

F Write characters or setting to match each definition.

- setting when and where a story happens
- characters the people or animals in a story



We Remember

G Circle Yes if the vocabulary word is used correctly or No if it is not.

- Mrs. Walters **frantically** searched for her son. Yes No
- The boys' argument was filled with **affectionate** words. Yes No
- Janelle's **motive** for washing dishes was to help her mom. Yes No
- Carrie is **committing** her pony to Mr. White's care for a month. Yes No
- Someone left a muddy **trek** on the kitchen floor. Yes No

H Write a vocabulary word from the box to replace the underlined words in each sentence.

groove pranks regretted resolved superior

- regretted James felt sorry that he hadn't put his bike away.
- resolved Harriet determined to form the habit of being on time.
- pranks Uncle Edward enjoys playing harmless tricks.
- superior Kate thought her report was better than everyone else's.

19