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**Lesson 3**
**The Red Children**
**Pages 7-9**


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**Objectives**

- Read and use Study Words **A** **B**
- Become familiar with Acts 17:26 **C**
- Recognize paragraph beginnings **D**

**Board Preparation**

- Pronouns: *She* *We* Laura ate a piece of pie.  
*It* *You* The pie was delicious.  
*We* *They* Paul and Peter preached to the people.  
*He* *She* Jimmy made a home run.
- Bible verse: *He . . . hath made of one blood all nations. Acts 17:26*

**Review**


- What is found in a glossary? (*words with their pronunciations and meanings*)
- Recite the list of pronouns: *I, you, he, she, it, we, they*
- Bible verse: *Children, obey your parents in the Lord: for this is right. Ephesians 6:1*



- Pronouns: (She) We Laura ate a piece of pie.  
 (It) You The pie was delicious.  
 We (They) Paul and Peter preached to the people.  
 (He) She Jimmy made a home run.



## Study Words

Be sure each student can pronounce every Study Word. Go around the class, having each student say the word as you call out Study Word numbers at random; or have the words pronounced in order as you call on students at random.

Look up the words in the glossary together. The glossary is not reviewed in the *We Remember* sections, so students will practice using it in the Study Word exercises.

Ask students what clues the pictures of the Study Words give them about the story.

### Challenge Words

arrowheads, language, horsehair



## NEW Paragraphs

Read the teaching box.

Be sure students understand that an indented space marks the beginning of a new paragraph. Sometimes a paragraph is only one sentence long. A paragraph can start on one page and continue onto the next. A paragraph belongs to the page on which it begins.

Use pages of the reader to give practice in recognizing the beginning of a paragraph.

1. How many paragraphs begin on page 1?  
*(two)*
2. How many paragraphs begin on page 2?  
*(four)*
3. How many paragraphs begin on page 5?  
*(ten)*
4. How many paragraphs begin on page 9?  
*(five)*



## The Red Children

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### Study Words

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1. cliff dwellers (klif • dwēl • ərz) | 6. shelters (shēl • tərz) |
| 2. mortar (mört • ər)                 | 7. tepee (tē • pē)        |
| 3. plains (plānz)                     | 8. tribes (trībz)         |
| 4. protect (prō • tēkt)               | 9. wickiup (wīk • ē • əp) |
| 5. sandstone (sānd • stōn)            | 10. wigwam (wīg • wōm)    |

### A Match each Study Word to its pronunciation and picture.

1.

• wickiup → wīk • ē • əp

• cliff dwellers → klif • dwēl • ərz

• mortar → mört • ər / sānd • stōn

• wigwam → wīg • wōm

• tepee → tē • pē

• plains → plānz

• sandstone → sānd • stōn

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### B Use the Glossary on pages 43, 44 to find the meanings of the bold words. Match each Study Word to its meaning.

- |             |                               |
|-------------|-------------------------------|
| 2. shelters | → to keep safe                |
| 3. tribes   | → groups of people            |
| 4. protect  | → roofs or walls that protect |

### C Read the Bible verse to yourself three times.

He ... hath made of one blood all nations. Acts 17:26

### Paragraphs

A **paragraph** is made of sentences that tell something about the same subject. When a new subject starts, a new paragraph begins.

The way to tell when a new paragraph begins is to look at the words on the left side of the page. The first word of a paragraph is indented. The indented space marks the beginning of each new paragraph.

### D Circle the bold word or number that makes each sentence true.

5. There are **(2)** 3 paragraphs in the box above.
6. The first word of a paragraph is **lined up**, **(indented)**.

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## Introducing the Story

This story is different from other stories in your reader. It does not have characters who have a problem to solve. Instead it tells you of people who lived long ago.

## Building Anticipation

What do you think of when you hear the word *Indian*? *Indian* can mean someone who is from India. It can also mean the first people who lived in North America before the white men came. The pictures in your reader and LightUnit show that this story is about the first people in America. Today we call these people *Native Americans* because they were the *first* Americans. Most Native Americans today do not live in the same kinds of houses or dress in the same way as they did long ago. As you read the story, try to imagine what it would be like to live as the Native Americans did hundreds of years ago.

 Assign "The Red Children" (pages 15-24).

Lesson 3

### We Remember

**E** Think how the first two words go together. Write a word that goes with the bold word in the same way.

7. water - drink                      food - eat

**F** Circle the ownership word in each sentence.   
Underline the word that belongs to it.

8. Mr. Henry fixed Larry's watch.

9. Aunt Julia bought a hamster for her niece's birthday.

**G** Write the missing words to complete the Bible verse.

10. Children, obey your parents in the Lord: for this is right. Ephesians 6:1

**H** Circle the pronoun that replaces the underlined words.

11. Becky and Rob like to play tag.  
He, They like to play tag.

12. The dish broke in pieces.  
It, You broke in pieces.

 Read "The Red Children" (pages 15-24).

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You may explain the following to students, using a map to show Columbus's journey.

Native Americans were called *Indians* because of one man's mistake. Several hundred years ago, Christopher Columbus was sailing around the world, trying to reach the countries known as the Indies. He did not know how big the earth was or how long it would take to get to the Indies. When he landed in America and saw people with reddish-colored skin, he thought, *I have reached the Indies! These must be Indians!*

Today we know that Columbus was wrong. He had not found the Indies. And the people were not Indians; they were Native Americans. But we have called them Indians for so long, it is hard to change, and many books still call them Indians or American Indians.



If students have arrowheads or other Native American artifacts, ask them to bring them to school to show the rest of the class.

Students may color the picture in the front of their LightUnits any time after they have finished the lesson.

**Lesson 4****The Red Children****Pages 10-12****Objectives**

- State a personal preference **A**
- Recall story details **B**
- Make accurate comparisons **C**
- Interpret a figure of speech from the story **D**
- Memorize Acts 17:26 and learn its meaning **E**
- Alphabetize words by the first letter **F**

**Board Preparation**

- Alphabetical order: *mint, pumpkin, donkey, spider*
- Pronouns: *He You Dad came home from work early.*  
*We They Dad and Mom planned a picnic at the park.*

**Review**

- Recite the list of pronouns: *I, you, he, she, it, we, they*
- How can you tell when a paragraph begins? (*The first word is indented.*)
- Bible verse: *Children, obey your parents in the Lord: for this is right. Ephesians 6:1*



- Pronouns: **(He)** You Dad came home from work early.  
We **(They)** Dad and Mom planned a picnic at the park.

**Oral Reading**

This story has no dialogue. It is an excellent story for the class to practice using good expression in narration. Well-written narration can be just as exciting and dramatic as dialogue.

**Story Question**

Discuss the story question: *How are you like the children in this story?* Indian children laughed, cried, ate, slept, worked, and played games just like any other children do.



Read “The Red Children” (pages 15-24).

### Questions for Discussion

1. What are some ways the Indian tribes in different areas were different from each other?  
*(They dressed in different kinds of clothes, spoke different languages, and lived in different kinds of shelters.)*
2. What kind of house did Indians make when they did not want to spend time making a good tepee? *(a wickiup)*
3. How did cliff dwellers make their homes? *(They dug out rooms in the soft rock of a huge cliff or used sandstone blocks held together with mud mortar.)*
4. Did Hole-in-the-Sky’s parents give him that name when he was born? *(no)*  
What do you think his name was at first? *(Take time for a brief discussion.)*
5. How did Hole-in-the-Sky get his name? *(He shot an arrow into the air that went so high that he and his father did not see it fall to the ground. His father said his son shot a hole in the sky.)*
6. How did Sleepy-Eye get her name?  
*(She had weak eyes and always looked sleepy.)*
7. What was one game Indian boys liked to play? *(Hunting the Buffalo)*
8. How was the way Sleepy-Eye cared for her baby brother different from the way you would care for a baby? *(She hung his cradle in a tree.)*
9. What is one kind of work you do that Hole-in-the-Sky or Sleepy-Eye would not have done? *(Take time for a brief discussion.)*
10. What are two games you like to play that you know Indian children would not have played? *(Take time for a brief discussion.)*
11. How many paragraphs begin on page 15? *(three)*  
How many paragraphs begin on page 19? *(five)*  
How many paragraphs begin on page 23? *(seven)*

### Poems: “Rock-a-by, Hush-a-by, Little Papoose” (page 25), “Happy Hearts” (pages 26, 27)

Before reading “Rock-a-by, Hush-a-by, Little Papoose,” make sure students know that a papoose was an Indian baby.

Read the poem, giving it a swinging rhythm as if you were rocking a baby. Although this is not the way you would read most poems, this poem lends itself to that reading style.

Read the paragraphs above “Happy Hearts.” Let the boys in the class say if there are any of the three activities they would not enjoy.

Read “Happy Hearts.” Discuss what it takes to be happy.



**A Question and Answer Information**

No.	Type	Location
1	Application	personal opinion

**B Question and Answer Information**

No.	Type	Location
2	Literal	page 22
3	Literal	page 23

**C Question and Answer Information**

Nos.	Type	Location
4-6	Application	prior knowledge



**D Question and Answer Information**

No.	Type	Location
7	Application	page 23

**Bible Verse**

Adam and Eve were the first two people God created. They are the “parents” of all the people who have ever lived. All nations were made by God through Adam and Eve.

If you know the song “Jesus Loves the Little Children of the World,” sing it with the class. Point out that God purposely made everyone alike inside. It is wrong to think that God loves anyone more or less than any other person. It is also wrong to make fun of people who are different from us. The Indians in the story, as well as other people from all over the world, knew things and could do things that we will never know or do.

Listen to each student say the verse from memory.

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Time for reading class (pages 15-24).

### From the Story

**A Write an answer to the question.**

1. Which kind of Indian shelter would you like best to live in?  
Accept any reasonable answer.

**B Underline the answer to each question.**

2. How long did it often take the boys to catch Hole-in-the Sky?      one hour      all day

3. What did Sleepy-Eye never have much time to do?      play games      work

**C How are you like the children in the story? Circle Yes or No to answer each question.**

4. Do you and Indians both need food and shelter?       Yes       No

5. Do you know things cliff dwellers did not know?       Yes       No

6. Do you both need to know Jesus?       Yes       No

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Lesson 4

**D Underline the meaning of the figure of speech from the story.**

7. When the bees would fly at a boy, he would “take to his heels.”  
 The boy would take hold of his heels.  
The boy would run away.

**E Memorize the Bible verse and say it to your teacher.**

He... hath made of one blood all nations. Acts 17:26

Nations (nā • shənz) means groups of people in the world.  
 God made every person in every nation.

**Write the answer to the question.**

8. Who has made all nations?      God

**Alphabetical Order**  
 Alphabetical order means to put words in the order of the ABCs. Look at the first letter of each word and think of its place on an alphabet strip.  
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
 book      kitten      plant      tumble

**F Number the words in alphabetical order from 1-4.**

9.  ripe       vase       table       plate

10.  kite       hot       left       fig

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## NEW Alphabetical Order

Read the teaching box. An alphabetical strip is a valuable visual aid for learning how to alphabetize.

Number the words on the board in alphabetical order.

mint (2), pumpkin (3), donkey (1), spider (4)



Lay out alphabet cards in a row on the floor. Make word cards for students to place on the correct letter of the alphabet to show alphabetical order.



**G** Students will review counting paragraphs.

Lesson 4

**G** In the small pages, put a tiny x at the beginning of each new paragraph.  Count the x's on each page. Write the number in the box.  One is done for you.

11.  4

12.  3

13.  4

**We Remember**

**H** Write one word from the box that fits in both blanks.

14. When Scott was sick with a cold, he felt cold all over.

cold  hot

**I** Circle the pronoun that replaces the underlined words.

15. Kenny fell and cut his hand.  
She, **He** fell and cut his hand.

16. Faye and I raced to the finish line.  
**We**, They raced to the finish line.

**J** Circle the singular words.  Underline the plural words.

17. wigwam plains shelters tepee tribes wickiup

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