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Reading 601

So Many Things to Learn

Have you ever wondered how many things you could learn? If you learned every minute of every day through your whole life, could you learn all there is to know?

The stories for this LightUnit are about learning. You will meet a pair of boys who opened a business selling fish bait and ended up learning a tough lesson about judging others. Then there's the boy who learned how to harvest gold, and another who just learned, at eleven years of age, how to eat green beans.

King Solomon wrote a proverb about learning. He said in Proverbs 1:5 that a wise person will keep on learning.

This LightUnit is used with pages 1-59 of *Calls to Courage*, the reader for Grade 6 of Christian Light Education's Reading Series.

Introduction to the Reader

Your reader contains helpful tools that make it easy for you to find and understand information. Becoming familiar with these tools will help you use them well.

Table of contents: A part in the front of a book listing the contents of the book and the page number where each story, poem, or article begins.

Footnote: A note at the bottom of a page giving further information about something mentioned in the text.

Glossary: An alphabetical list of difficult or unusual words found in a book. (See page 315.)

Acknowledgements: A list recognizing the work or telling the origin of the book's contents. (See page 327.)

Memory Verse

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

Reading 601

Section 1

Introducing Reading 6

Read the introductory page in the LightUnit. The paragraphs at the top of the page introduce the stories for the LightUnit. The memory verse at the bottom of the page is one that students will memorize in the current LightUnit. An introduction to the reader is also included in this LightUnit.

Hand out the readers and discuss the title and the picture on the cover. Look through the reader as a class, locating the table of contents, glossary, and acknowledgements page. Find footnotes throughout the stories and notice the helpful information they contain.

Notice that the stories in the reader are divided into five themes. The theme for the first unit is "So Many Things to Learn." Read "Happy Is the Man" on page 1 of the reader and discuss how wisdom and understanding are far better than silver, gold, rubies, or anything else you might want. The memory verse for this LightUnit also emphasizes what wise people do. Encourage students to take the opportunity to learn many new things as they read the stories. Some of the stories are about characters who learned important lessons, while others contain facts about a particular subject.

The Honor Box*Calls to Courage*, pp. 2-6**Objectives**

- Learn the definitions of *cinder*, *gullible*, *pledge* **A**
- Identify the cause of the real problem of the story **B**
- Recall information and make inferences **C D**
- Identify the characters and the setting **E**
- Determine the feelings of characters based on dialogue **F**
- Use context to determine a word meaning **G**
- Lesson Verse: Learn about principles of judging correctly and evaluate two characters' ideas **H I**
- Learn the definitions of the roots *astr*, *aud*, *struct* **J** **New**

Class Preparation

- **Visual aids:** Jar of candy, container for payment, pennies
- **Oral reading:** Copies of the oral reading checklist from Appendix H
- **New:** Words on the board for introducing roots: *construction*, *astronomy*, *audience*, *audio*, *astronaut*, *structure*

Vocabulary

Introduce students to the glossary in the back of their LightUnits. Each entry word includes a pronunciation, part of speech, definition, example sentence, and page number where the word is first found in the reader.

Be sure students are able to pronounce the vocabulary words correctly. The small triangle beside the vocabulary words indicates the student should read the words to the teacher or teacher's aide. Students could also practice the words in class.

Students who use a *Calls to Courage* reader prior to the sixth printing (2017) full-color version will notice some discrepancies in the vocabulary words and Bible verses.


Students who are using old readers must use the glossary in the back of their LightUnits instead of the ones in their readers.

Introduction

- **Background:** The story takes place during the summertime and involves three boys. Two of the boys came up with a creative way to make money; a third boy did something that made the other two suspicious.
- **Brainstorm and predict:** Discussion starters: What are key words in the lesson verse and story title? What phrase in the verse stands out to you? What do you think you may learn from this story?
- **Visual aids:** To illustrate the principle of an honor box, place a jar of candy and an empty container on your desk. Give each student five pennies and tell them they may take candy from the jar throughout the day and leave their payment (a penny per piece) in the jar. They do not need to talk to you about it or give the money directly to you. Discuss how this approach for selling things may or may not work well.
- **Purposeful reading:** Discuss what students understand about honor. Tell them to notice which story character was dishonored rather than honored.

Oral Reading

As students participate in the first oral reading class for this school term, note any weaknesses and plan to incorporate ways to encourage good oral reading habits throughout the school year. Students should read clearly and with enough volume and expression to hold their listeners' interest. Good posture and facial expression are also important. See Appendix H for an oral reading checklist.

 Read "The Honor Box" (pages 2-6).

Section 1

1. The Honor Box

Doth our law judge any man, before it hear him, and know what he doeth? JOHN 7:51



△ **Vocabulary** cinder gullible pledge

The glossary on page 54 lists the part of speech for each entry word. It uses abbreviations to tell what part of speech the word is: *n* for *noun*, *v* for *verb*, *adj* for *adjective*, and *adv* for *adverb*. The glossary also includes pronunciations, definitions, and example sentences.

A Look up the vocabulary words in the LightUnit glossary. Write the part of speech and definition of each word.

1. cinder noun a small piece of partly burned coal or wood
2. gullible adjective easily fooled
3. pledge noun a promise to give money

Introducing the Story

As they tried to solve one problem, two story characters created an even bigger problem. Think about what caused these problems as you read the story.



Oral reading class: "The Honor Box" (pages 2-6)

Understanding the Content

B Circle the letter of the answer to the question.

4. What caused the real problem in the story?
 - a. Jack's and Wayne's need to earn money
 - b. Jack's and Wayne's missing money
 - c. Jack's and Wayne's attitude about Curly

1

Questions for Discussion

1. Do you think using an honor box as a way for people to pay was a good idea? Why or why not? (*Example: It shows that you trust people, but it may tempt people to steal.*)
2. If someone's brother is in prison, is it true that no one in his family can be trusted? (*No, you can't judge someone based on his family's actions.*)
3. Wayne and Jack thought that seeing Curly put his hand in the honor box and then quickly remove it was evidence that he had stolen their money. Was this proof (a fact that leaves no doubt) or circumstantial evidence (events or situations that strongly suggest something to be true)? (*It was circumstantial evidence, not proof.*)
4. What did Curly mean when he said "thanks for nothing" to Jack and Wayne? (*Example: "You didn't do anything helpful for me—I'm not thankful."*)
5. After the way Wayne and Jack treated Curly, do you think there is any hope that their relationship will be restored? What would need to happen? (*Examples: Wayne and Jack would have to work hard to win back Curly's trust. They could apologize, pray for him, invite him over, and treat him respectfully.*)

Lesson Verse

Doth our law judge any man, before it hear him, and know what he doeth? John 7:51

John 7 tells how the Pharisees hated Jesus and accused Him of doing wrong. They sent officers to arrest Jesus, but after the officers heard Him speak, they did not arrest Him. The Pharisees were upset when the officers returned without Jesus. Then Nicodemus asked them this question: "Doth our law judge any man, before it hear him, and know what he doeth?"

Even a court of law does not say a person is guilty before looking at the evidence. If we make judgments before hearing the evidence, we will probably not judge correctly. Only God knows all the circumstances surrounding an event. It is only fair to hear both sides of a story before passing judgment. Proverbs 18:13, 15 say, "He that answereth a matter before he heareth it, it is folly and shame unto him. The heart of the prudent getteth knowledge; and the ear of the wise seeketh knowledge."



Characters and **setting** are two basic story elements. Characters are a part of every story. Every story also needs a setting, but the setting is not always important to the events of the story.

Because students have been taught and tested on characters and setting in earlier grade levels, these terms are not in the regular review and testing system in Grade 6. However, students will continue to work with these elements throughout the year.

Lesson 1

C Write the answer to each question.

5. Why were Wayne and Jack trying to earn money?

They had made a pledge to their Sunday school class.

6. Why was Jack surprised that Curly was interested in coming to church?

Curly's brother was in prison, and Jack thought you couldn't trust a Lewis.

D Circle the letter of the answer to the question.

7. The fishermen paid for the bait using an honor box. This meant that nobody was at the stand to take the customers' money. Instead, Wayne and Jack relied on the fishermen's sense of honor to pay for the bait. In what way did the honor box not match the boys' actions?

a. The boys planned to keep the money after they had fulfilled their pledge.

b. Instead of calling the police, the boys watched the box themselves.

C The boys relied on the fishermen's sense of honor, but they themselves did not honor Curly.

Analyzing the Story Elements

Two elements of a story are the characters and the setting. A **character** is any person or being in a story. The **setting** is the time and place in which a story occurs.

E Complete each exercise about the characters and setting.

8. Write the first and last names of three boys who were the main characters in the story.

Wayne Fisher Jack Gorman Curly Lewis

9. Describe the setting of the story.

a. season of the year **summer**

b. name of the street **Lake Street**

Teacher's Notes

Blank lined area for teacher's notes.



Lesson 1

Dialogue is a conversation between two or more people. Dialogue in a story helps you understand the emotions of the characters. For example, when Wayne shouted, “Curly, wait! Please wait!” you understand that Wayne was feeling desperate for another chance to reach Curly.

Dialogue is a conversation between two or more people. An author often uses dialogue to reveal something about the characters. For example, when Curly said, “Forget it! Forget the church stuff too,” you can tell that he was angry and was no longer interested in coming to church.

△ **F** Write a word that tells how each character felt as he spoke.

10. **Example: surprised** “Hey,” he said as he opened it, “there’s hardly any money here at all!”
11. **Example: angry** “You tell ‘em, Mister,” Curly said fiercely.

Appreciating the Language

G Use context to determine the meaning of the italicized word. Underline the word that completes each sentence.

Jack’s dark hair and eyes contrasted precisely with Wayne’s sun-bleached *towhead* and blue eyes.

12. When you contrast things, you tell how they are **similar, different.**
13. If the sun bleaches something, it becomes **lighter, darker.**
14. Since Wayne’s sun-bleached *towhead* contrasted with Jack’s *dark hair*, you know that Wayne had **light, dark** hair.

Learning From the Story

Think about the lesson verse. A court of law looks at all the evidence before it pronounces a person guilty. Wayne and Jack did not examine the evidence: without looking inside the box, they concluded that Curly was guilty of stealing. Since they did not trust a Lewis, they assumed Curly was taking money *from* the box instead of putting money *into* it.

H Circle the letter of the answer to each question.

15. The title of your reader is *Calls to Courage*. Think about the way Wayne and Jack judged Curly without checking the box or giving him a chance to explain. What call to courage did they fail to answer?
 - a. to make their pledge to the Sunday school class before the end of summer
 - b.** to give a fair chance to someone whose family was looked down on
 - c. to invite others to come with them to Sunday school and church

Teacher’s Notes



New Word Study:

Roots

- Three basic parts of words are prefixes, suffixes, and roots. Prefixes are found at the beginning of a word and suffixes at the end, but a root can be found anywhere in a word.
- Many English words are built from Latin and Greek roots.
- Learning the meanings of roots helps you understand something about other words that share the same root.
- Sometimes a word's meaning changes so much over time that it no longer matches the original meaning.

Throughout sixth grade, students will learn Latin and Greek roots as a way of building their vocabulary.

Read the teaching box. Look at the words on the board and ask students to identify the root in each word. Notice how the *root* meaning helps you understand at least something of the *word* meaning.

1. construction (involves *building*)
2. astronomy (involves *stars*)
3. audience (involves *hearing*)
4. audio (involves *hearing*)
5. astronaut (involves *stars*)
6. structure (involves *building*)

Lesson 1

16. How could the coins in the honor box accuse Wayne when he looked at them?
 - a. Seeing them made him feel guilty for accusing Curly without checking the evidence.
 - b. The words "In God We Trust" on the coins made Wayne feel guilty.
 - c. His reflection in the shiny coins showed the guilty look on his face.
17. At the end of the story, Wayne knew that Curly was beyond his reach. Which two things does this suggest?
 - a. Curly was too far away to hear him calling.
 - b. Wayne had lost his chance to be a good example to Curly.
 - c. Curly could run faster than Wayne.

I Write the answer to each question.

Jack thought a Lewis could not be trusted. Curly's brother thought church people were no different underneath than anyone else. Were they right?

18. Could the fisherman trust Curly Lewis to put the money into the honor box? yes
19. Are people who obey Jesus' teachings different from those who do not? yes

Word Study: Roots




Each part of a word affects its meaning. By learning the meanings of common prefixes, suffixes, and roots, you can understand the meanings of many unfamiliar words.

Prefix: a letter or group of letters added to the beginning of a word.




Suffix: a letter or group of letters added to the end of a word.

Root: a word or part of a word from which other words are formed.

In Grade 6 you will study common roots. Learn the definitions of the roots in the chart.

Root	Definition	Example
<i>astr</i>	star 	<u>Astronomy</u> is the scientific study of <u>stars</u> .
<i>aud</i>	to hear 	An <u>audience</u> is a group of people assembled <u>to hear</u> .
<i>struct</i>	to build 	<u>Construction</u> is the process of <u>building</u> .

J Write the root and the definition that match each picture.

20.  aud
to hear
21.  astr
star
22.  struct
to build

4

Ideas for working with Latin and Greek roots:

- **Flash cards:** On an index card, have students write the root and draw an illustration. On the other side of the card, they should write the language of origin, definition, and an example word.
- **Word webs:** Have students draw a circle on a paper and write the root in it. Then they should draw rays extending from the root with as many words as they can find that contain this root.
- **Wall words:** Post each new root on a classroom wall. As students encounter words that contain the root, have them write the word on a strip of paper and post it. Encourage students to use the words in their conversations and writing exercises.

Comprehension Skills

Pt.	Nos.	Skill	Pg.
B	4	Inference	-
C	5, 6	Story facts	2
D	7	Inference	-
E	8	Characters	2
E	9	Setting	2
F	10, 11	Dialogue	-
G	12-14	Context	-
H	15-17	Inference	-
I	18, 19	Evaluation	-