

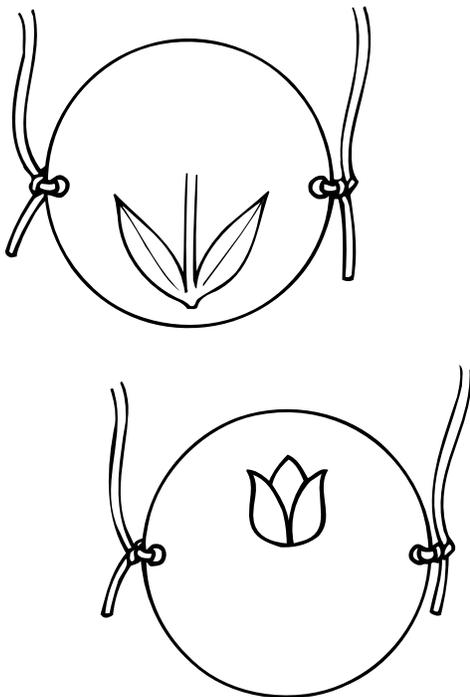


BJ BookLinks[®]

∴ JOURNEY INTO LITERATURE ∴

Pulling Together

In Matthew's day, parents who lived on farms often could not afford to buy expensive toys for their children. Simple homemade toys such as Matthew's puzzle or dolls made from cornhusks were common playthings. One popular kind of toy was the optical toy, which used motion, light, or mirrors to play tricks on the eye. Many children enjoyed playing with a *thaumatrope*.



Materials:

- Cardboard
- Scissors
- Two equal-length pieces of string or ribbon
- Crayons or felt-tip pens

Making the Thaumatrope:

1. Cut a circle from the cardboard and punch two holes at opposite sides of the circle. Tie one end of each string through a hole.
2. Color a picture on the front and the back of the circle. Make the pictures match so that, if seen together, they would create one picture. For example, one side could show a picture of a horse, and the other a rider. After drawing the first picture, flip the circle bottom-side-up to draw the second picture. Each time the circle is flipped from the bottom up, the pictures should appear right side up. (See illustration.)

Playing with the Thaumatrope:

Hold the strings in your hands and flip the circle several times until the string is tightly wound. Then release the circle so that it spins. If you drew your pictures correctly, they will fool your eye and look like one picture.

Dawn Watkins

Dawn Watkins has always wanted to be a storyteller. Growing up on a farm in Pennsylvania, she learned early to love the outdoors—animals, trees and flowers, all kinds of weather, stars, and mountains. She often entertained herself by thinking up stories and then putting them on paper.

Her love of writing and reading led her to study literature in college, and her knowledge of carpentry, sewing, and pattern design gave her an interest in helping with stage productions. Through those opportunities, she gathered the techniques to bring the rich experiences of her days on the Pennsylvania farm into poems, stories, plays, and films.

She has written many books for children and a film script, *A Winter Secret*. Currently she teaches writing on the college level and oversees production and marketing at BJU Press.

One of Watkins's favorite events during her growing up years was the horse pull. The story *Pulling Together* draws on one particularly thrilling contest she witnessed at a county fair.

Books by the Author

Medallion
Jenny Wren
The Cranky Blue Crab
A King for Brass Cobweb
Very Like a Star
Wait and See
Zoli's Legacy
Pocket Change
Pulling Together
The Spelling Window
Nantucket Cats

3

Journey into Science

Understanding Lightning



Hand out copies of Reproducible—Lesson 3. Ask the students to look at the page and listen as you read the accompanying information about lightning.

Discuss the meaning of the symbols in the box on the reproducible. Read the information again, allowing

the students to ask questions. Then instruct them to mark positive and negative charges at the appropriate places in the picture. Suggest that they fill in the cloud with ice and water droplets and color the picture.

Lightning

Many things that you cannot see go on inside thunderclouds. Droplets of ice and water are swirling around inside, constantly bumping into each other. All of this bumping and smashing creates electricity inside the cloud. The pieces of water and ice gain either a positive or a negative electrical charge. Near the top of the cloud, the lightweight, positively charged pieces gather. The heavier pieces with negative charges sink to the bottom of the cloud. Even the ground has an electrical charge—it is positive. The buildup of all of this electricity eventually causes flashes of lightning within the cloud or a lightning bolt from the cloud to the ground.

15

Journey into Game Fun

Horse Pull Game

- Prepare the chalkboard by drawing vertical lines on the chalkboard, following the illustration shown on Reproducible—Lesson 15B. Each line will represent one foot. Draw at least ten lines and label the last line Finish Line.
- Photocopy Reproducible—Lesson 15B so that each team has one marker. Color each marker a different color and mount it on cardboard.
- Using Plasti-Tak, attach the game markers in a column at one edge of the chalkboard as shown.
- Divide the students into teams.



Playing the Game

Read one “literal” question (from the section you wish to review) to the first team. Team members may confer with one another. If the team answers the question correctly, it may move its marker across the first one-foot line. Read another question to the second team and continue for as many rounds as desired. The first team to move its marker across the finish line is the winner.

Pulling Together

This is the story of a pioneer family’s courage and faith in the face of a difficult trial. After a fire destroys their barn, the Briggs family decides to sell Dolly, one of their plow horses. Matthew Briggs is deeply unhappy until he learns that a fifty-dollar prize is being offered to the team of horses that wins the log-pulling contest at the fair. As Matthew works to earn money for the entrance fee, he discovers important truths about God’s character and provision.

When the contest day comes, Ben and Dolly are placed in the same category as Grant Bailey’s big gray team. Ben and Dolly appear to be the underdogs, but as more and more logs are added to their load, it becomes apparent that these horses, like the Briggs family, have learned to win by patiently pulling together.



5 Journey into Arts and Crafts

A Dried Apple Wreath

Dried apples can be used to make an attractive wreath—a good gift for mothers, grandmothers, or any special friend.

Materials:

- Wire (an untwisted coat hanger will work)
- Pliers
- Paper ribbon (optional)
- Hot glue gun (optional)
- Dried apples (prepare ahead; see accompanying instructions)
- Additional decorative touches (ribbon, raffia, or cinnamon sticks)



Making the Wreath

- Bend the wire into the shape you want your wreath to be, such as a heart or a ring.
- String the apples on the wire sideways, or glue the slices facing outward so that the star shape shows. If you glue the apples, wrap the wire with paper ribbon first.
- Twist the two ends of the wire together with pliers.
- Decorate the finished wreath with ribbon, raffia, cinnamon sticks, or other decorative materials.

Drying the Apples

- Gather the following items:
 - 6 to 8 apples
 - ½ cup vinegar or lemon juice
 - 2 teaspoons salt
 - Cinnamon (or allspice and cloves)
 - A sharp knife
 - A bowl
 - Paper towels
 - An oven
 - Wire baking racks
 - Cookie sheets
- Preheat oven to 325 degrees.
- Place apples on their sides and slice them thin (about 1/8 inch thick).
- In a bowl, mix together the vinegar or lemon juice and the salt.
- To prevent them from turning brown, soak the apple slices in the mixture for about 10 minutes.
- Blot the apple slices dry with paper towels. If desired, sprinkle them with cinnamon and/or other spices.
- Lay the apple slices on a wire baking rack and place a cookie sheet under the rack.
- Place the slices in the oven for 10 to 15 minutes. If the apples begin to turn brown, remove them immediately.
- Remove slices from the oven; allow them to dry on the racks for 2 or 3 hours.

15 Journey into the Story

A Day at the Fair

Extend the enjoyment of reading *Pulling Together* by having a Day at the Fair. A selection of games and stories from the lessons and recommended books could provide entertainment. Refreshments could be dried or fresh apple slices and small cups of apple juice.

Students may work together to make a poster similar to the one pictured on page 67 in *Pulling Together*.

Students could pair up to present an “entry” to show at the fair. One student could draw a picture of a likely fair animal, and his partner could write a description of its habits or personal characteristics.

May be used with READING 2

A literature study created especially for educators:

- lesson guide
- reproducibles
- correlated activities

Christian Fiction

Ages: 6–7



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∴ JOURNEY INTO LITERATURE ∴

Pulling Together

▪ LESSONS AND REPRODUCIBLES ▪

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BJ BookLinks®: Journey into Literature for *Pulling Together*

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Chapter 1, pages 1–5

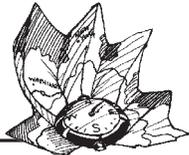
Lesson 1

Objectives

The student will

- Infer information from the cover of the book.
- Use context clues to comprehend the meanings of new words.
- Recognize the importance of family.
- Apply the scriptural principle of being a willing worker.
- Identify characters by their thoughts and actions.

Planning the Trip



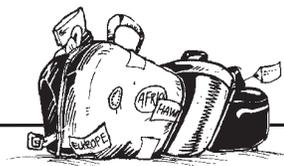
Gather

- A copy of Henry Wadsworth Longfellow's poem "The Village Blacksmith."
- A copy of *Pulling Together* for each student.
- A Bible.

Prepare

- An copy of Reproducible—Lesson 1A for display.
- A copy of Reproducible—Lesson 1B for each student.
- A copy of Vocabulary—Lesson 1 for display.

Packing Up



Introducing the Story

Discuss the following questions with the students.

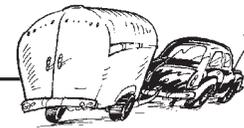
- ▶ Have you ever had a family pet or known some other animal that you loved very much? What did you especially like about that animal?
- ▶ What can you discover about *Pulling Together* from its front cover? (*title, author, a story about two horses and a boy, takes place in fall, does not take place in a modern setting*)
- ▶ Does the picture on the front of the book give you any clues as to what the title means?

Developing Word Meaning

Display Vocabulary—Lesson 1. Choose volunteers to read each sentence and to try to define the underlined words. For an illustration of the first word, *lines*, display Reproducible—Lesson 1A.

Read Longfellow's poem "The Village Blacksmith." Ask the students to describe what they think a blacksmith might look like.

Traveling Along



Setting the Purpose

Direct the students to look for the answers to the following questions as they read.

- ▶ How many characters are introduced in these pages? (Hint: Two are not people.) (*seven: Matthew and John Briggs, Ben and Dolly, Joe Parker and his dad, and Luke*)
- ▶ How are they related to each other? (*John Briggs is Matthew's father; Ben and Dolly are horses that belong to the Briggs family; Luke is Matthew's brother; Joe Parker and his father, a blacksmith, are neighbors.*)

Reading and Thinking

Direct the students to read silently pages 1–5. Ask the following questions.

- ▶ [*literal*] Who is riding in the wagon? (*John Briggs and Matthew*)
[*critical*] Why do you think Matthew wants to drive the team? (*Answers will vary but might include that he wants to be more grown-up; he wants to be like his father; he wants to feel that he is in charge.*)
[*literal*] Why does Matthew click his tongue to get the horses started? (*because his father always starts them that way*)
[*critical*] How do you think Matthew feels about his father? (*Answers will vary but should include the observation that Matthew admires his father.*)
[*interpretive*] What actions show how Matthew's father feels about him? (*John Briggs lets Matthew drive the wagon; he listens to Matthew; he answers Matthew's questions; he teases Matthew by putting his hat on Matthew's head.*)
[*critical*] Do all parents show love for their children in the same way? (*Answers will vary, but lead the students to understand that they do not.*)

[appreciative] In what special ways does your mother or father show love for you?

Choose a student to read aloud the paragraph on page 4 in which John Briggs shows affection for Matthew in a special way.

- ▶ *[literal]* Why does Matthew ask his father whether Ben and Dolly are big horses? (*because a friend had called them a small team*)
[literal] What does Matthew's father say matters more than a horse's size? (*its heart*)
[critical] What do you think he means by *heart*? (*Answers will vary but should include the ideas of courage, endurance, and hard work.*)
[literal] Does Matthew think Ben and Dolly have heart? (*yes*)
[interpretive] How do you think Matthew feels about the horses? (*He likes them very much.*)

Choose a student to read aloud the sentence on page 4 that tells what Matthew thinks of Ben and Dolly.

- ▶ *[interpretive]* What change in weather is about to happen? How can you tell? (*Rain is coming; they hear thunder.*)
[critical] Do you think Luke is older or younger than Matthew? (*Answers will vary; the students' reading in later lessons will reveal that Luke is older than Matthew.*)
[interpretive] Both Luke and Matthew are proud of something they have done. What is each boy proud of? (*Luke is proud that he fixed the latch on the coop; Matthew is proud that he drove part of the way home.*)
[appreciative] What are some things you do to help your family?

Choose a student to read aloud the sentences on pages 4 and 5 in which Luke and Matthew tell what they have done.

Scriptural Application

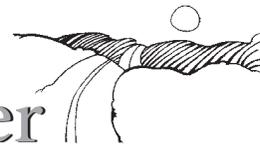
Ask the students to think about what kind of attitude they display when they are asked to help around the house. Read Ecclesiastes 9:10a. Ask the students what this verse teaches about work. (*We should put forth our best effort in our work.*)

Pausing to Rest



Tell the students that in the next lesson they will learn more about how Matthew and Luke help on their farm. Direct the students to mark their places in their books.

Going Further



Journey with the Author

Share the information in the author profile on the folder.

Journey into Story Elements— Characterization

“Character Chart”

(Reproducible—Lesson 1B)

Chapter 1, pages 6–13

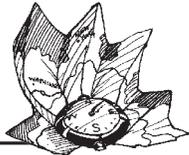
Lesson 2

Objectives

The student will

- Use context and picture clues to comprehend the meanings of new words.
- Note the author’s use of sensory details, especially sound.
- Recognize the value of work.
- Apply the scriptural principle of honoring parents.

Planning the Trip



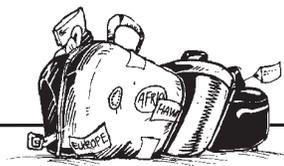
Gather

- A picture of a granary (from a magazine, almanac, calendar, etc.).
- A Bible.

Prepare

- Four copies of Reproducible—Lesson 4B. (See Lesson 4, Journey into Story Elements—Characterization.)
- A copy of Reproducible—Lesson 1A for display.
- A copy of Vocabulary—Lesson 2 for display.

Packing Up



Introducing the Story

Discuss the following questions with the students.

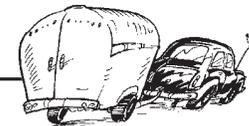
- ▶ Have you ever had to put things away quickly because a storm was coming?
- ▶ What sights or sounds warned you that the storm would come soon?

Developing Word Meaning

Display Vocabulary—Lesson 2. Read the first sentence. Choose a student to pantomime the action of hefting (*lifting a heavy object*). Read the second sentence. Choose a student to pantomime the action of carrying a sack into a granary (*a building used for storing grain*). Show the picture of the granary to the class.

Display Reproducible—Lesson 1A, pointing out the words *bit*, *collar*, *trace*, and *singletree*. Discuss these parts of the harness. Review the meaning of *lines*. Remind the students to watch for these words to occur as they read.

Traveling Along



Setting the Purpose

Tell the students that there are many sounds in this selection from the novel. Encourage them to notice the sounds that are mentioned and be prepared to name some of them later.

Reading and Thinking

Direct the students to read silently pages 6–13. Ask the following questions.

- ▶ *[literal]* What job does Matthew ask to help with? (*unloading sacks of oats*)
[literal] What does his father want him to do instead? (*unhitch the horses from the wagon*)
[interpretive] How does Matthew respond when his father gives him a job to do? (*He immediately obeys.*)
[critical] What is the proper way to respond when your parents give you a job to do? (*Accept any answer, but lead the students to the conclusion that obeying immediately is the only proper way to respond.*)
- ▶ *[interpretive]* Why is it important for Matthew to keep the traces from tangling? (*to keep the horses from getting their feet caught in them and being injured*)
[interpretive] How can you tell that Matthew enjoys working with the horses? (*He takes good care of them; he talks to them.*)
[literal] What other jobs do Matthew and Luke do? (*Matthew feeds horses and puts down new straw; Luke milks cows.*)
[appreciative] What kind of work do you enjoy doing?

Choose a student to read aloud the paragraph on pages 10–11 that shows how Matthew admires the horses.

- ▶ *[literal]* What are the horses’ collars made of? (*leather*)

[interpretive] How do you know these collars are well made? (*Matthew knows they cost a lot of money; he wonders if horses with cheaper collars can feel the wood pieces through them.*)

[critical] What does the fact that the horses' collars are high in quality tell you about Matthew's father? (*Possible answers: He cares about the horses; he doesn't mind spending money to make sure they are well taken care of*)

Choose a student to read aloud the paragraph on page 12 that tells what Matthew thinks of cheaper collars.

► *[literal]* What sounds are mentioned in this section of your reading? (*thunder, clicking tongue to horses, whistling, stamping of horse's foot, jingling of chain, clanking of the bit against horse's teeth, rustling of apple trees*)

[appreciative] Do the sounds help to make you feel as if you are really a part of this scene?

Choose students to read aloud sentences from this section of the chapter that describe sounds.

Scriptural Application

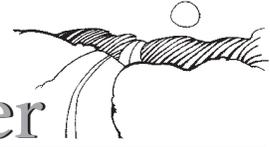
Read Ephesians 6:1–2. Ask the students how Matthew honored his father. (*by obeying him*) Encourage students to name ways they can honor their mothers or fathers. List several ideas for display.

Pausing to Rest



Tell the students that an adventure is just ahead for the Briggs family. Have the students mark their places in their books.

Going Further



Journey into Information

Display a poster or provide library books which label the basic parts of a horse. Allow students to describe in a few sentences how to brush a horse, mentioning as many parts as they can remember.

Chapter 2, pages 14–24

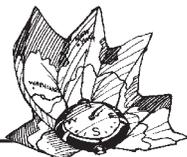
Lesson 3

Objectives

The student will

- Use context clues to comprehend the meanings of new words.
- Identify true and false statements about the story.
- Apply the scriptural principles of being joyful in trials and of trusting God's provision.

Planning the Trip



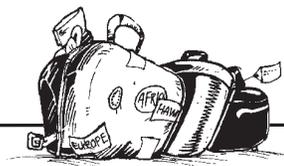
Gather

- A Bible.

Prepare

- A copy of Reproducible—Lesson 3 for each student.
- A copy of Vocabulary—Lesson 3 for display.

Packing Up



Introducing the Story

Write out Psalm 46:1 for display. Read it to the students; then have them say it together with you. Erase two words and instruct them to say the verse again. Repeat this process until the entire verse has been erased. Then choose several volunteers to repeat the verse from memory. Encourage the students to notice how the author uses this verse in the section they will read today.

Developing Word Meaning

Display Vocabulary—Lesson 3. Read each of the following sentences and choose students to tell which word from the list would best fit in each blank.

Don't let water _____ on the mirror when you wash your hands.

(*splatter*)

The lamp _____ its light on the page of her book. (*cast*)

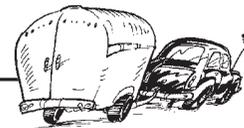
Lightning flashed, and thunder followed an _____ later. (*instant*)

Three armies had gathered, providing _____ of soldiers to fight.

(*hosts*)

The batter watched _____ while the pitcher prepared to throw the ball. (*intently*)

Traveling Along



Setting the Purpose

As they read this selection, tell the students to look for small things that comfort Matthew during the storm.

Reading and Thinking

Direct the students to read silently pages 14–24. Ask the following questions.

- ▶ [*interpretive*] Who is Addie? (*Matthew's mother*)
- [*critical*] Do you think Matthew's home is a happy one? (*Accept any answer, but lead the students to conclude that it is.*)
- [*interpretive*] What actions of this family give clues that they are a Christian family? (*They pray and thank God for their food; they read the Bible around the table after supper; they show love to each other.*)

Choose a student to read aloud the paragraph on page 16 that tells how Matthew was able to hang up his father's hat.

- ▶ [*literal*] What one thing does John Briggs ask for in his prayer? (*that God keep the family well, if it be His will*)
- [*literal*] What happens right after the prayer? (*Thunder rattles the windows.*)
- [*interpretive*] How do you think Matthew's mother feels about thunderstorms? (*They scare her; they make her jumpy.*)
- [*appreciative*] How do you feel about thunderstorms? (*Point out that thunderstorms are one way in which God can show His power—I Samuel 12:18 and Psalm 77:18.*)
- [*literal*] What are the verses about that Matthew's father reads from the Bible? (*about God's help and presence in times of trouble*)

► *[interpretive]* How do you think Matthew's mother knows the lightning has hit something? *(She knows the lightning was close because the thunder came at the same time as the lightning and because the light held for such a long time.)*

[literal] Whom does Matthew's father ask to help him after the lightning strikes? *(Luke)*

[literal] What does Matthew's mother ask him to do? *(stay here)*

[literal] What does Matthew see from the hall window? *(He sees Luke and John Briggs running into the burning barn.)*

[interpretive] Why do you think Matthew believes he has to go help his father and brother? *(Answers will vary but might include that Matthew is worried his father and brother might be hurt; he wants to do the same work the other men of the family are doing; he wants to make sure the horses are safe.)*

[appreciative] What would you have chosen to do if you were Matthew?

Choose a student to read aloud the passage on pages 21–22 in which lightning strikes the barn.

Scriptural Application

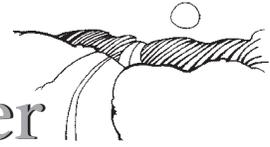
Ask the students to think about the things or situations that make them afraid. Ask them how the verses in Psalm 46 can be a help to them when they are afraid. *(Accept any answer.)* Remind them that God's Word, if hidden in a Christian's heart, can provide strength and comfort in any situation. Choose students to read aloud the portions of Scripture from page 20.

Pausing to Rest



Tell the students that next time they will find out what happens to the barn. Direct them to mark their places in their books.

Going Further



Journey into Science

Use the folder activity with Reproducible—Lesson 3 to help the students understand lightning.

Journey into Scripture

Read Psalm 46 to the students; challenge them to memorize the complete psalm.

Journey into Information

Provide books about lightning for the students' study (how it strikes things, its role in the discovery of electricity, etc.).

Chapter 3, pages 25–34

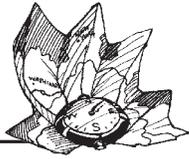
Lesson 4

Objectives

The student will

- Recognize figurative language.
- Use context clues to comprehend the meanings of new words.
- Recall details from the previous chapter.
- Apply the scriptural principle of obedience to parents.
- Recall facts and details from this chapter.

Planning the Trip



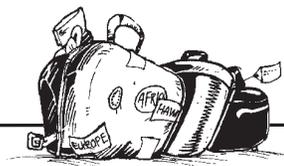
Gather

- A Bible.

Prepare

- A copy of Reproducible—Lesson 4A for each student.
- A copy of Vocabulary—Lesson 4 for display.

Packing Up



Introducing the Story

Tell the students that *Pulling Together* uses a style of writing that makes us see many pictures in our minds when we read. Ask the students if they have ever heard someone say, “It’s so hot you could fry an egg on the sidewalk.” Ask them what it means. (*It is a way of saying that it is very, very hot.*) Explain that in today’s reading they will find many expressions like this that make them think of pictures. Encourage them to look for those expressions as they read.

Developing Word Meaning

Display Vocabulary—Lesson 4. Read the sentences. Then ask the following questions.

- ▶ Which word means “a place in a barn where feed is stored”? (*mow*)
- ▶ Which word means “a device made of leather straps that fits on a horse’s head”? (*halter*)
- ▶ Which word means “to keep from giving in”? (*resist*)
- ▶ Which word means “trees or wood”? (*timber*)
- ▶ Which word means “stopped”? (*ceased*)

Traveling Along



Setting the Purpose

Ask the students what has just happened at the end of the last chapter they read. (*Lightning has struck the Briggses’ barn and set it on fire.*) Select a student to find John Briggs’s prayer at the table and read it aloud. Ask the students what request John Briggs made in this prayer. (*to keep the family well*) Encourage them to notice how God answers this prayer as they read the selection for today.

Reading and Thinking

Direct the students to read silently pages 25–34. Ask the following questions.

- ▶ [*literal*] What is Luke’s responsibility during the fire? (*to get the cows out of the barn*)
[*interpretive*] Why do you think the cows try to come back after Luke drives them out? (*They are confused and frightened by all the commotion.*)
[*literal*] Who brings the horses out of the barn? (*John Briggs*)
[*interpretive*] What do the actions of the horses tell you about their attitudes toward the fire? (*They are scared; the fire makes them nervous and skittish.*)
- ▶ [*literal*] What gives Matthew courage? (*the calm voice of his father*)
[*appreciative*] Has there ever been a time when someone else’s calmness made you feel less fearful?

Choose a student to read aloud the paragraph on page 28 in which Matthew finds courage in his father’s calmness.

- ▶ [*interpretive*] Why do you think Matthew hangs back before going into the barn? (*He is trying to work up his courage to go in.*)
[*literal*] What is the first thing Matthew saves from the fire? (*the horses’ harnesses*) What else does he save? (*the collars*)

[literal] What does Matthew's father tell him and Luke to do after they bring the collars out of the burning barn? (*stay away*)

[critical] Why does Matthew feel that time is standing still when his father goes back into the barn? (*Possible answers: All he can think about is watching for his father to come back out of the barn; he is concerned for his father's safety.*)

[appreciative] Have you ever felt that time has "ceased to pass"?

Choose a student to read aloud what Matthew says on page 30 when he sees his father go into the barn.

► [literal] Who holds the horses for John Briggs when he goes back into the barn? (*Matthew's mother*)

[interpretive] What does being able to hold horses steady tell you about Addie? (*She is strong and able to be calm in times of trouble; she is used to handling horses.*)

► [critical] Is Matthew right in listening to Luke when he is tempted to go into the barn after his father? (*Lead the students to conclude that he is right because Luke tells him to obey his father.*)

[critical] What might have happened if Matthew had gone into the barn? (*Possible answers: He might not have gotten out before the barn collapsed; both he and his father might have been killed.*)

Choose a student to read aloud the paragraph on page 32 that tells how Luke stops Matthew from entering the barn.

► [literal] What is the last thing John Briggs rescues from the barn? (*the wagon*)

[literal] What is Addie Briggs doing when they reach her? (*crying without a sound*)

[literal] How does the author describe the sparks shooting up from the roof? (*They are like a million and a million fireflies.*)

[appreciative] How does this description give you a better picture in your mind of what the scene looks like?

[interpretive] How do you think the family feels at the end of the chapter? (*relieved and thankful that they are all safe; sad about losing their barn; tired from all their activity*)

Choose a student to read aloud the description of the roof's crashing in.

Scriptural Application

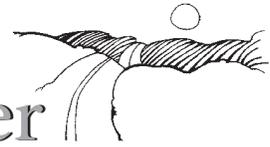
Emphasize that God has placed parents over us because they are wiser than we are and want to take care of us. The incident of the burning barn and Matthew and Luke's obedience to their father illustrates how important it is that we obey and trust our parents, even when we would like to do something other than what they tell us. Remind the students that God promises to honor obedience (Eph. 6:1–3).

Pausing to Rest



Tell the students that the Briggs family probably needs some rest after fighting the fire and that the class needs to rest from this exciting leg of their journey through the book. Direct them to mark their places in their books.

Going Further



Journey into Language—Writing

"Just the Facts, Please"

(Reproducible—Lesson 4A)

Journey into Story Elements—Characterization

Choose four students to play the parts of the Briggs family. Notify the students who will be giving speeches a day or two early so that they will have time to prepare. Give each one a copy of Reproducible—Lesson 4B to help him organize his thoughts. When the day of the speeches arrives, allow each speaker two minutes to give his impressions of the night of the fire: what he did, what he saw, what he thought, and so on. Encourage the students to use specific details from the book about the sights and sounds each character experienced, but also to use their imagination about how their character might have thought and felt about his experience.

Journey into Heritage Studies

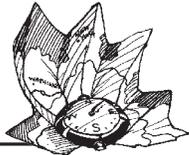
Discuss the topic of fire safety with the students. Invite a fireman to the classroom, or supply the students with library books or a film on fire safety.

Chapter 4, pages 35–44
Lesson 5

Objectives

The student will

- Use context clues to comprehend the meanings of new words.
- Identify true and false statements about the story.
- Apply the scriptural principles of being joyful in trials and of trusting God's provision.

Planning the Trip 

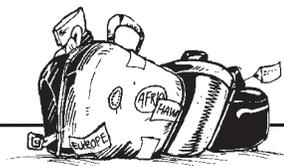
Gather

- A Bible.

Prepare

- A copy of Reproducible—Lesson 5 for each student.
- A copy of Vocabulary—Lesson 5 for display.

Packing Up



Introducing the Story

Direct a Bible drill using the following passages: Romans 8:28, James 1:2–3, I Thessalonians 5:18, and Job 13:15. Allow the first student who finds each passage to stand and read it to the class. When each passage has been read, discuss the principle of thanking the Lord and trusting Him even when seemingly bad things happen to us.

Developing Word Meaning

Display Vocabulary—Lesson 5. Read the following sentences. Select students to fill in each blank with one of the displayed words.

- I ran my fingers through the dog's thick, _____ fur. (*coarse*)
After crying for a few minutes, my little brother _____ loudly and then grew quiet. (*snuffled*)
We _____ the juice through a strainer. (*filtered*)
“No more _____,” said Mom. “Come now.” (*dawdling*)
Even after we poured water on the campfire, it was still _____. (*smoldering*)

Traveling Along



Setting the Purpose

Tell the students that, even though the fire in the barn was a great loss for the Briggs family, the family still has much to be thankful for. Encourage the students to help John Briggs look for things he can be thankful for as they read this chapter.

Reading and Thinking

Direct the students to read silently pages 35–44. Ask the following questions.

- ▶ [*interpretive*] Where did Matthew sleep after the fire? (*at the table*)
[*literal*] What are his parents looking at when he awakes? (*They are looking out the window at the remains of the barn.*)
[*interpretive*] What do you think the mood of the family is? (*Answers will vary but might include shock, sadness, weariness.*)
- ▶ [*literal*] What does Matthew see when he looks outside where the barn used to stand? (*dark smoke rising from black ruins, small piles of glowing red*)
[*literal*] What does Matthew smell when he goes outside to join Luke? (*smoke*)
[*literal*] What has been done with the cows and horses in the absence of a barn? (*The horses are tied to a fence; the cows are put inside the fence to graze.*)
[*interpretive*] Do Matthew and Luke seem worried about what will happen to their family? (*Answers will vary, but elicit from the students that Matthew and Luke know that Papa will know what to do.*)

Choose a student to read aloud the question Matthew asks Luke on page 36 and Luke's answer at the top of page 37.

- ▶ [*literal*] What does John Briggs thank the Lord for in his prayer at the breakfast table? (*He thanks the Lord that they are all still there and that the Lord has sent them what He saw fit.*)

[critical] Does the Lord want us to thank Him even when He sends us things that seem bad? (*Lead the students to conclude that He does.*)

[literal] What two prayer requests does John Briggs make? (*that God would help him to find the good in this situation and that He might help him to get another barn up before winter, if it is His will*)

[critical] What things can you think of that John Briggs can be thankful for? (*Possible answers: His family is all safe; the animals, wagon, and harnesses were saved from the fire; the fire didn't spread to the house.*)

[interpretive] Why do you think Matthew watches his father's actions so closely at the breakfast table? (*He wants to see whether his father really means the things he is saying, to see whether his face really reflects the peace and confidence of his words.*)

Choose a student to read aloud the middle paragraph on page 39 which gives the two requests Matthew's father makes about the barn.

► *[literal]* What job does Matthew begin after breakfast? (*gathering fallen apples*)

[literal] What does he do with the two badly bruised apples he finds? (*gives them to Ben and Dolly*)

[appreciative] Do you ever give your pet a special treat?

[literal] What does Matthew tell the horses to comfort them? (*not to worry; that Papa knows what to do*)

[critical] Who else besides the horses might Matthew be trying to comfort with these words? (*Accept any answer, but lead the students to understand that Matthew is also trying to comfort himself.*)

[critical] Why does Matthew's mother not scold him for dawdling with the apples? (*Answers will vary but might include that she has too much on her mind or that she is sympathetic toward him because of all that he had been through the night before.*)

Choose a student to read aloud the paragraph on page 43 that gives characteristics of the horses.

Scriptural Application

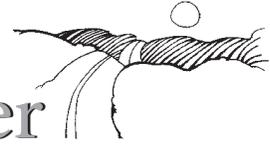
Read Matthew 6:31–33. Remind the students that in this lesson, Matthew and Luke do not know what is going to happen to them, but they are comforted by knowing that their father has a plan and will make wise decisions. Point out that we don't know what will happen in our own futures either, except those things that our Heavenly Father has said. But we can be sure that He knows what we need, and we do not need to worry or doubt.

Pausing to Rest



Tell the students that they will soon find out what John Briggs has decided to do. Direct them to mark their places in their books.

Going Further



Journey into Higher Order Reading Skills

"Wormy Apples"

(Reproducible—Lesson 5)

Journey into Arts and Crafts

Follow the instructions for drying apples and making the dried apple wreath as shown on the folder.

Chapter 5, pages 45–53

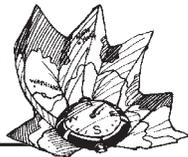
Lesson 6

Objectives

The student will

- Identify with story characters.
- Use context clues to comprehend the meanings of new words.
- Relate the story title to story facts and details.
- Apply the scriptural principle of contentment.
- Match story characters with riddles in dialogue form.

Planning the Trip



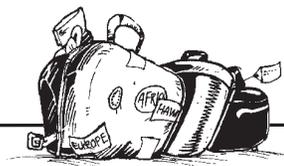
Gather

- A Bible.

Prepare

- A copy of Reproducible—Lesson 6 for each student.
- A copy of Vocabulary—Lesson 6 for display.

Packing Up



Introducing the Story

Discuss the following question with the students.

- ▶ Have you ever had to give up something that was very precious to you? What helped to comfort or encourage you in that situation?

Developing Word Meaning

Display Vocabulary—Lesson 6. Read the sentences aloud. Then ask the following questions.

- ▶ Which word means “to be full”? (*abound*)
- ▶ Which word means “rise to the surface, ready to overflow”? (*welled*)
- ▶ Which word means “lowered or humbled”? (*abased*)
- ▶ Which word means “an open carriage”? (*buckboard*)

Traveling Along



Setting the Purpose

Direct the students to look at the front cover illustration on their copies of *Pulling Together*. Ask them what they think the title might mean. (*Accept any answer.*) Explain that in the reading for today they will find out at least one of the meanings of the title and which characters are pulling together. Encourage them to look for this information as they read.

Reading and Thinking

Direct the student to read silently pages 45–53. Ask the following questions.

- ▶ [*interpretive*] Who do you think Sam Johnson is? (*a neighbor and friend of the Briggs family*)
[*critical*] What kind of neighbor is Sam? (*Possible answers: He is a good one; he cares about his neighbors; he encourages and tries to help them.*)
[*literal*] What does Matthew hear his father say to Sam Johnson? (*“Not all lost; thank the Lord.”*)
[*critical*] What word would you use to describe John Briggs’s attitude about his loss? (*Answers will vary but might include the ideas of trust and thankfulness to God.*)
[*literal*] What does Sam Johnson do when he first goes to John Briggs? (*shakes hands, puts a hand on his shoulder*)

Choose a student to read the sentence on page 46 that tells what Sam Johnson does when he first goes to John Briggs.

- ▶ [*interpretive*] Why does Matthew put his horseshoe puzzle back without trying it? (*He is worried about what his father will say about the barn; he can’t concentrate.*)
[*interpretive*] What is the main idea of the passage that John Briggs reads to the family? (*being content no matter what the circumstances*)
[*literal*] What does he say the family already knows about God and His will? (*Whatever comes, comes from God.*)
[*appreciative*] Has there ever been a time in your life when you needed to be reminded of this fact? If so, who reminded you?

[critical] How does the reading of this particular passage prepare Matthew for what his father is about to tell him? (Possible answer: He is about to receive bad news that one of the horses must be sold, and this passage reminds him that even this is from God.)

Choose a student to read aloud the last paragraph on page 49 in which John Briggs encourages his family.

► [interpretive] During the conversation at the table, can you find any clues that let you know ahead of time that John Briggs is going to have bad news for Matthew? (Matthew notices his mother's "waiting look" as his father speaks; John Briggs says, "But" and then hesitates; Matthew feels cold and "hangs on every word.")

[interpretive] Why must Dolly be sold rather than Ben? (because she is older)

[literal] How does Matthew try to hide his feelings? (He tries to hold in his tears and bites his lip.)

[appreciative] Have you ever had a disappointment like Matthew's?

[literal] What does John Briggs say the whole family will do? (pull together)

[interpretive] How does this phrase add a new meaning to the title of the book? (Answers will vary. Help the students to understand that "pulling together" represents not only the action of the horses but also the attitude of the family as they all help each other through their hard time.)

[literal] What does John Briggs do to comfort Matthew? (takes him on his knee)

Choose a student to read aloud the paragraph on page 53 that tells how John Briggs comforts Matthew.

Scriptural Application

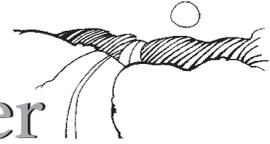
Ask the students to name some types of circumstances in which it would be hard to be content. (Accept any answer.) Challenge them to memorize Philippians 4:11–12 so that they can remember it when difficult circumstances come into their lives.

Pausing to Rest



Tell the students that in the coming chapters they will see how the Briggs family pulls together. Direct them to mark their places in their books.

Going Further



Journey into Higher Order Reading Skills

"Who Am I?"

(Reproducible—Lesson 6)

Journey into Scripture

Direct the students to look up the following passages to find out more about Paul's trials and his attitudes toward them: Philippians 3:10; II Corinthians 4:8–11, 16–18; II Corinthians 11:23–30; II Corinthians 12:7–10.

Chapter 6, pages 54–62

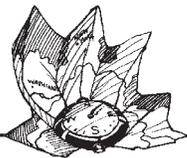
Lesson 7

Objectives

The student will

- Make comparisons and contrasts between the present and the past.
- Appreciate both past and present methods of farm work and transportation.
- Use context clues to comprehend the meanings of new words.
- Apply the scriptural principle of keeping a cheerful heart.

Planning the Trip



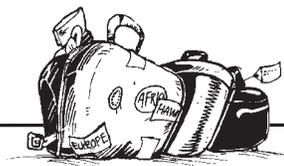
Gather

- Pictures of horse teams doing various jobs.
- A Bible.

Prepare

- A copy of Reproducible—Lesson 7 for each student.
- A copy of Vocabulary—Lesson 7 for display.

Packing Up



Introducing the Story

Tell the students that horses like Ben and Dolly were used for many different purposes in farm work. Allow the students to pass the pictures of horse teams you have brought around the classroom. While they look at the pictures, tell them that horses could be used for jobs like pulling plows, threshing grain, raking hay, pulling logs, and pulling wagons that carried freight or just a family on a trip to town.

- ▶ What kinds of things do people today use to help them do this kind of work? (*tractors, mowing machines, cars, trucks, other types of farm machinery*)

Explain that there are good and bad things about both the old and the new ways of doing work and going places.

- ▶ What are some good things about machinery? (*Possible answers: Machines get work done faster; they don't get sick or tired as horses do; many of them last longer than a horse would live.*)
- ▶ What are some good things about horses? (*Possible answers: They have personality; they often become friends or part of the family; they are faithful, reliable, and hard working.*)

Point out that losing a horse would probably be even harder on a farming family than losing a piece of machinery. Not only would a valuable helper for the work be gone but also a close and loyal friend.

Developing Word Meaning

Display Vocabulary—Lesson 7. Read each of the following sentences and choose students to tell which word from the list would best fit in each blank.

Mom _____ when she saw the spider crawling up the wall.
(*shuddered*)

Cutting down trees is hard _____. (*labor*)

Logs are made into smooth boards at a _____. (*sawmill*)

I didn't want to eat the black, _____ hot dog I had dropped into the campfire. (*charred*)

Metal can be filed or scraped with a tool called a _____. (*rasp*)

Traveling Along



Setting the Purpose

Tell the students that in the selection they will read for today, Dolly and Ben are doing an important kind of farm work. Encourage the students to note what type of work the horses are being used for.

Reading and Thinking

Direct the students to read silently pages 54–62. Ask the following questions.

- ▶ [*literal*] What kind of work is the family doing at the beginning of this chapter? (*tearing down the burnt wood of the barn, saving and cleaning metal*)
[*interpretive*] Which piece of metal is hardest for Matthew to clean? (*the head of a hoe*)
- ▶ [*literal*] How does Matthew feel during the ride into town? (*guilty*)
[*interpretive*] Why do you think he feels guilty? (*He feels as though the family isn't treating Dolly fairly, making her work right up until the moment she is to be sold.*)

[interpretive] Why does Matthew's father stop at the sawmill? (He needs to buy lumber to build a new barn.)

[literal] How much longer does Matthew's mother say the family can keep Dolly? (until it turns too cold for grazing)

[critical] Why do you think Matthew's mother says they can keep Dolly until it's too cold for grazing? (Accept any answer, but help the students to understand that after this time, they would have to buy feed for her and they don't have the money for that.)

[interpretive] How does Matthew react to this news? (He sits back against the seat; the news makes him sad because the mornings are already cold.)

Choose a student to read aloud the paragraph on page 56 that gives Matthew's reaction to Addie's statement.

► [interpretive] What is the sign on the mill office about? (the upcoming fair)

[interpretive] What is a smithy? (a blacksmith shop)

[literal] What is the good deal that John Briggs gets on the lumber? (The mill owner allows him to trade some of his own timber for the lumber.)

► [critical] Why do you think Luke does not go to school every day as Matthew does? (He has to help his father with the work on the farm.)

[literal] What does Matthew do on the way to school? (works on his puzzle)

Choose a student to read aloud what Matthew does with his puzzle when he reaches the school gate (page 58).

► [literal] How does Matthew find the place where Luke and his father are working when he comes home from school? (He listens for the sound of the axe hitting the tree.)

[critical] Is it always safe to go into woods where people are cutting down trees? (Lead the students to conclude that it is not safe.)

[interpretive] How does Matthew's father make sure Matthew is safe? (He stops cutting the tree until Matthew comes over and stands behind him.)

[appreciative] In what ways does your mother or father protect you from being hurt?

Choose a student to read aloud what John Briggs says to Matthew on page 59.

► [interpretive] How does Matthew try to show Dolly that he appreciates her during this scene? (He pats her, calls her a good horse, and sits on her back.)

[literal] What does John Briggs do with the tree he has chopped down? (He hooks a chain around it, hooks the chain to the harness, and drives the team home.)

[critical] What did you expect Matthew's father to say when Matthew asked him how he would work with only one horse? (Answers will vary.)

[appreciative] Does John Briggs's answer to this question make you like him more? Why?

Scriptural Application

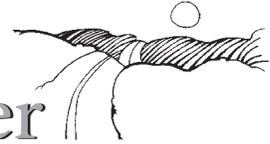
Read Proverbs 17:22. Remind the students that God wants us to keep a cheerful heart even when things seem to be going wrong. Point out that the verse says a merry heart is actually healthy for the body, not just the mind.

Pausing to Rest



Tell the students that since the Briggses are stopping their work for the day, the class will stop theirs too. Direct them to mark their places in their books.

Going Further



Journey into Heritage Studies

"Would We Use Wood?"

(Reproducible—Lesson 7)

Journey into Arts and Crafts

Give the students an opportunity to design a poster advertising the fair.

Journey into Information

Provide library books about the logging industry or have students bring pictures, photos, or information on the lumber industry that they might have at home.

Chapter 7, pages 63–72

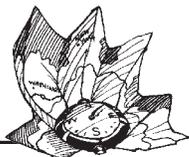
Lesson 8

Objectives

The student will

- Develop an appreciation for schools of the past.
- Use context to comprehend the meanings of new words.
- Apply the scriptural principle of using discretion.

Planning the Trip



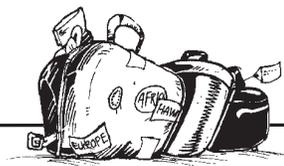
Gather

- A bell.
- A picture of a one-room schoolhouse.
- A Bible.

Prepare

- A copy of Vocabulary—Lesson 8 for display.

Packing Up



Introducing the Story

Ring the bell. Ask the students what they think the bell means. (*Accept any answer.*) Tell them that the ringing of the bell signals the start of the reading lesson.

Tell the students that old-fashioned schools had bells that the teacher rang to call the students into the classroom. Show the picture of the one-room schoolhouse to the students. Explain that in the time period that this story takes place, most children went to small schools where all the grades met in the same room. The teacher called each grade level up to her desk whenever she wanted to deal with them individually. Ask the students what some good and bad points about this type of school might be. (*Accept any answer.*)

Developing Word Meaning

Display Vocabulary—Lesson 8. Read the list of words. Then ask which of them would fit best in each of the following sentences.

My friend and I agreed to enter the baking _____ of the contest. (*division*)

The _____ of the agreement were that I would bake a cake and my friend would decorate it. (*terms*)

I _____ to use the last of the sugar, but then I decided Mom wouldn't mind. (*hesitated*)

I _____ up the kitchen when I found out Mom would be home soon. (*spruced*)

Traveling Along



Setting the Purpose

Tell the students to look for answers to the following questions as they read.

- ▶ Is Matthew the kind of person who is easily discouraged?
- ▶ Who is Mr. Reed, and what kind of person is he?

Reading and Thinking

Direct the students to read silently pages 63–72. Ask the following questions.

- ▶ [*interpretive*] How do you know that Joe Parker is older than Matthew? (*He gets ink in his inkwell sometimes, and only the older students get ink; Matthew doesn't.*)
[*literal*] What is Joe Parker's job in the schoolroom this month? (*splitting wood and starting a fire in the stove*)
[*literal*] What is the teacher's name? (*Miss Hall*)
- ▶ [*interpretive*] Why doesn't Matthew want to talk about the mornings getting colder? (*because his family will have to sell Dolly when it gets too cold for her to graze*)
[*literal*] What exciting news does Joe give Matthew about the fair? (*that there is going to be a horse pull with a fifty-dollar prize for the winning team*)
[*literal*] Do you remember what kind of work Joe's father does? (*He is a blacksmith.*)
[*literal*] Where does Joe go to get a fire for the stove? (*the smithy*)

[interpretive] What do you think Matthew is thinking about while Joe goes to get the fire? (Answers will vary but should include that he is probably still thinking about the horse pull.)

[literal] What item does Matthew have that Joe seems to be very interested in? (his horseshoe puzzle)

Choose a student to read aloud the paragraph on page 65 where Joe tells Matthew the exciting news.

- ▶ [literal] Where does Matthew go right after school? (to the bank)
- [interpretive] What is the date set for the fair? (September 25, 1912)
- [interpretive] Why do you think the first man Matthew meets at the bank seems unwilling to talk to him? (He thinks Matthew is too young to enter a team in the contest.)
- [critical] How is Mr. Reed's attitude toward Matthew different from the first man's? (Possible answers: He is kind; he answers Matthew's questions about the horse pull; he treats Matthew like an adult.)
- [appreciative] How do you feel when an adult talks to you as if you were grown up?

Choose a student to read aloud the paragraph on page 68 that describes Mr. Reed.

- ▶ [literal] What information does Mr. Reed already know about Matthew? (that he is John Briggs's boy and that his barn has burned down)
- [literal] What is one requirement for any team entering the horse pull? (They have to be a team used for work.)
- [interpretive] Why does Matthew feel an ache in his chest when Mr. Reed tells him there is a fee to enter the contest? (He knows his family has no money to pay the fee.)
- [literal] What does Matthew tell Mr. Reed that Papa would not want him to talk about? (His family has to sell one horse to keep the other one.)
- [critical] Why would Papa not want Matthew to tell this? (Answers may vary, but explain that talk of a family's money matters should be kept within that family.)
- [appreciative] How do you feel when you tell something you were not supposed to tell?
- ▶ [literal] What offer does Mr. Reed make Matthew? (He offers to give him work in exchange for ten cents a day.)
- [interpretive] How can you tell Matthew is excited about this offer? (His words come in a rush of breath.)

Choose a student to read aloud Matthew's response to Mr. Reed's offer on page 72.

Scriptural Application

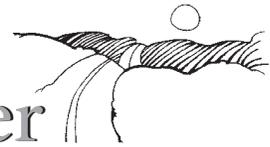
Read Proverbs 2:11. Ask the students what they think the word *discretion* means. (Answers will vary.) Explain that someone who is discreet thinks before acting or speaking and uses wisdom in making decisions. Ask them what this verse says discretion will do for them. (preserve them) Explain that this means that thinking before speaking and acting will keep them out of trouble. Discuss types of everyday situations that require discretion. (when someone asks you to tell him something that was meant to be kept secret; when someone tries to get you to do something wrong; when someone asks you for money)

Pausing to Rest



Tell the students that they will find out what type of work Matthew does for Mr. Reed in the next chapter. Direct them to mark their places in their books.

Going Further



Journey into Heritage Studies

Allow the students a taste of old-fashioned writing. Provide ink for each student in a small bowl or a paper cup and let them use a quill or a dip pen to write out Proverbs 2:11. Ask their opinions of why younger students at Matthew's school were not allowed to use ink pens.

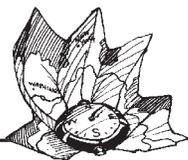
Chapter 8, pages 73–83
Lesson 9

Objectives

The student will

- Recognize the value of work.
- Use context clues to comprehend the meanings of new words.
- Apply the scriptural principle of using money wisely.
- Recall facts and details about the story.

Planning the Trip



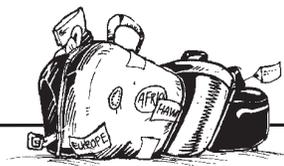
Gather

- A Bible.

Prepare

- A copy of Reproducible—Lesson 9 for each student.
- A copy of Vocabulary—Lesson 9 for display.

Packing Up



Introducing the Story

Ask the students whether they have ever worked to earn money for something. Allow several students to share what type of work they were doing, what they were earning money for, and whether they eventually earned enough to buy that thing. Ask them whether they enjoyed the work they did and why. (*Answers will vary.*)

Developing Word Meaning

Display Vocabulary—Lesson 9. Read the first sentence. Choose a student to pantomime Matthew’s action of fiddling with (*playing with*) the horseshoe puzzle.

Read the second sentence. Choose a student to pantomime the action of trudging (*walking with slow, heavy-footed steps*).

Traveling Along



Setting the Purpose

Tell the students to notice the chores Matthew does both at the bank and at home as they read this selection.

Reading and Thinking

Direct the students to read silently pages 73–83. Ask the following questions.

- ▶ [*interpretive*] What do you think has just happened before this chapter begins? (*Answers will vary, but lead the students to infer that Matthew’s mother is questioning why he is leaving so early for school.*)
[*literal*] What is Addie Briggs doing while Matthew talks to her? (*threading a needle, getting ready to mend a shirt*)
[*interpretive*] Why do you think Addie’s voice “changes a little” when she asks Matthew whether he is working to earn fair money? (*Answers will vary but should include the idea that Addie thinks spending money on the fair is wasteful and unwise.*)
- ▶ [*critical*] Why do you think Matthew wants to keep his job a secret from his father? (*Answers will vary but might include that he wants to surprise him.*)
[*literal*] Does Matthew ever tell his mother what the money is for? (*No, he just says it is not for him.*)
[*literal*] Under what condition does Addie finally agree to Matthew’s working at the bank? (*He must still finish his chores at home.*)

Choose a student to read aloud the paragraph on page 76 in which Addie agrees to Matthew’s job at the bank.

- ▶ [*literal*] How far from Matthew’s home is the bank? (*a mile and a half*)
[*literal*] What task does Matthew do even before Mr. Reed comes to the bank? (*He sweeps the steps.*)
[*critical*] What does this tell you about Matthew’s character? (*Answers will vary, but lead the students to understand that Matthew’s actions show that he is willing to work and is excited about helping.*)
[*literal*] What task does Mr. Reed give Matthew to do next? (*scraping paint off the windowsills*)

[critical] Do you think this job will go very quickly? (Lead the students to conclude that it won't.)

► [literal] How does Matthew know when it is time to go to school? (by watching the shadows)

[appreciative] Have you ever used the sun to help you tell what time it is?

[interpretive] How does Matthew's seatwork at school differ from Joe's? (Matthew uses a slate—writes with chalk; Joe uses an ink pen.)

Choose a student to read aloud the paragraph on page 79 that tells how Joe looked while he was doing his schoolwork.

► [literal] What chore does Matthew have to do when he returns home from working at the bank? (brush the horses)

[interpretive] What happens to Matthew as the week goes on? (He becomes more and more tired; he has less energy.)

[literal] What does his mother do for him? (She brushes the horses for him.)

[appreciative] Has your mom or dad ever done something to help you when you were too tired to do it?

[critical] Do you think Matthew's mother has any idea what he wants to use the money for? (Answers will vary but should include the observation that she probably has an idea.)

Scriptural Application

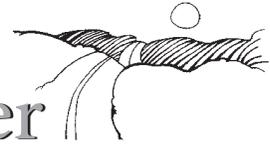
Ask the students what kinds of things would be wise to spend money on. (Answers will vary.) Choose a student to read aloud Matthew 6:19–20. Explain to the students that giving money to the Lord or investing it in things that will last is wiser than spending it on things that will last only a short time.

Pausing to Rest



Tell the students that they will soon find out whether Matthew earns enough money to enter Ben and Dolly in the contest. Direct them to mark their places in their books.

Going Further



Journey into Thinking Skills—Comprehension

“Make Your Choice”

(Reproducible—Lesson 9)

Journey into Heritage Studies

Direct the students to make slates. Tell them to write a verse in chalk on black construction paper. Work together as a class to make cardboard frames for the papers. Mount the finished slates on a bulletin board.

Chapter 9, pages 84–91
Lesson 10

Objectives

The student will

- Appreciate old-fashioned games and toys.
- Use context clues to comprehend the meanings of new words.
- Recognize the scriptural principle of God’s provision for our needs.
- Recall sequence of events in the story.

Planning the Trip 

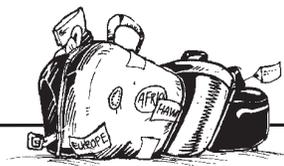
Gather

- A Hula-Hoop.
- A dowel rod.
- A stopwatch.
- A Bible.

Prepare

- A copy of Reproducible—Lesson 10 for each student.
- A copy of Vocabulary—Lesson 10 for display.

Packing Up



Introducing the Story

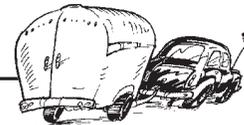
Show the students the Hula-Hoop and the dowel rod and ask them what kind of game might be played with these two objects. Then direct them to turn to page 88 in their books. Explain that Joe Parker, in the background of the picture, is playing the game of “hoop.” Children in Matthew’s day often played with wooden or metal hoops that had been made to hold barrels together. The object of the game was to move the hoop, using only the stick, without the hoop falling over. If possible, take the students to the gymnasium or the playground and allow several of them to try the game of hoop. Time the students with a stopwatch to see who keeps the hoop rolling the longest.

Developing Word Meaning

Display Vocabulary—Lesson 10. Read the sentences aloud. Then ask the students the following questions.

- ▶ Which word means “disturbed the smoothness of”? (*ruffled*)
- ▶ Which word means “allowed to leave”? (*dismissed*)
- ▶ Which word means “ran away suddenly”? (*bolted*)

Traveling Along



Setting the Purpose

Tell the students that in this chapter Matthew receives a very special answer to prayer. Encourage them to pay careful attention to how God answers Matthew’s prayer.

Reading and Thinking

Direct the students to read silently pages 84–91. Ask the following questions.

- ▶ [*literal*] At the beginning of this chapter, how many days away is the fair? (*one*)
[*interpretive*] How does Matthew feel as he counts his money? (*worried about where he will get the rest, discouraged*)
[*critical*] Does Matthew handle his feelings in the right way? (*Answers will vary, but lead the students to conclude that praying about his feelings is the right way to handle them.*)
[*critical*] Does God always give us what we ask for when we pray? (*Answers will vary, but lead the students to understand that God gives us only what is good for us, not necessarily what we ask for.*)

Choose a student to read aloud Matthew’s prayer on page 85.

- ▶ [*literal*] What exciting thing happens to Matthew at the breakfast table? (*He solves his puzzle—gets the ring off the horseshoes.*)
[*appreciative*] How do you feel when you solve a riddle or a problem that has puzzled you for a long time?

Choose a student to read aloud Matthew’s and Addie’s responses on page 86 after he has solved the puzzle.

- ▶ [*literal*] What game does Joe Parker play at school? (*rolling a hoop with a stick*)
[*literal*] What does Matthew do rather than join in the game? (*works on his puzzle*)

[interpretive] Why do you think the other students come to watch Matthew? *(They want to see how the puzzle works.)*

- ▶ *[interpretive]* How can you tell that Joe Parker wants to impress the girl who tries Matthew's puzzle? *(He comes up behind her, he smooths his hair down, and he runs in front of her with his hoop.)*

[critical] Why do you think Joe Parker is so interested in buying the puzzle from Matthew? *(Answers may vary; explain to the students that Joe thinks having the puzzle will make the girl pay attention to him as she has to Matthew.)*

[interpretive] How does Matthew bargain with Joe? *(He says he will not only give him the puzzle but also show him how to work it for another dime.)*

[critical] What does this incident tell you about Matthew? *(Answers may vary but might include that he has good business sense, he thinks quickly, he is clever.)*

Choose a student to read aloud the sentence on page 90 where Matthew makes his bargain.

- ▶ *[interpretive]* How can you tell that Matthew has done a good job at the bank? *(The windowsills and railing are shining with new paint, the brass doorknobs have been polished till they gleam, and the steps are all swept.)*

[literal] What surprise does Matthew receive from Mr. Reed? *(an extra dime as a tip)*

[appreciative] Have you ever received a surprise gift that was the answer to a specific prayer?

[interpretive] Does Matthew have enough money to enter the contest? *(yes)* How do you know? *(He needed thirty more cents—he got twenty for his puzzle plus a ten-cent tip.)*

Scriptural Application

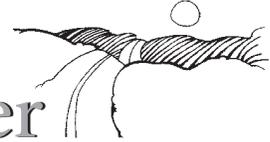
Read Philippians 4:19. Remind the students that God promises to supply all our *needs*. He does not promise to give us everything that we want. Sometimes, though, He gives us over and above what we need because He is good and He loves us.

Pausing to Rest



Tell the students that they will have to wait to see whether Matthew's father allows his family to attend the fair. Direct them to mark their places in their books.

Going Further



Journey into Heritage Studies

Follow the directions to make the thaumatrope as shown on the folder.

Journey into Story Elements—Plot

“Shoe In the Right Word”

(Reproducible—Lesson 10)

Journey into Math—Dollars and Sense

Matthew got ten cents a day for working for Mr. Reed at the bank. After his last day of work, before he got his tip, he had earned \$1.70 at the bank. How many days had he worked? *(17 days)*

Matthew needed thirty more cents to complete the \$2.00 contest fee. He got it by selling his puzzle and by a tip from Mr. Reed. Let's pretend that Matthew did not sell his puzzle and that Mr. Reed did not give him a tip. How many days earlier should Matthew have started working at the bank in order to earn the additional thirty cents he needed? *(3 days)*

Chapter 9, pages 92–97
Lesson 11

Objectives

The student will

- Recognize the importance of communicating with parents.
- Use textual clues to comprehend the meanings of new words.
- Recognize God’s fatherlike compassion for His children.

Planning the Trip



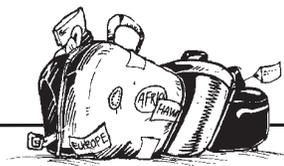
Gather

- A soup spoon.
- A Bible.

Prepare

- A copy of Vocabulary—Lesson 11 for display.

Packing Up



Introducing the Story

Discuss the following questions with the students.

- ▶ Have you ever had something very important to tell your parents? What time of day did you choose to tell them and why?
- ▶ How did your parent act when he or she heard the news?
- ▶ Why is it important to tell our parents about the important things in our lives?

Developing Word Meaning

Display Vocabulary—Lesson 11. Direct the students’ attention to the word *soupspoon*. Ask them what two smaller words make up the word. (*soup, spoon*) Ask them what a soupspoon is. (*a spoon used to eat soup*) Show the students the soupspoon you have brought. Ask them how it is different from a regular spoon. (*It is bigger.*) Choose a student to use the word *soupspoon* in a sentence.

Direct the students’ attention to the word *tripping*. Ask them what smaller word is part of this word. (*trip*) Ask them to give any meanings for the word *trip* that they already know. (*a journey; to stumble*) Tell them that this word has another meaning: “to move lightly and rapidly.” The word *tripping* used in this selection from the story has this third meaning. Read the sentence from the story that has this meaning. (*Matthew watched, his heart tripping.*)

Traveling Along



Setting the Purpose

Tell the students that an important decision is made in this section of the story. Encourage them to watch for it as they read.

Reading and Thinking

Direct the students to read silently pages 92–97. Ask the following questions.

- ▶ [*literal*] Who helped John Briggs rebuild his barn? (*different neighbors; Sam Johnson helped nearly every day.*)
[*literal*] How much money does Matthew have? (*two dollars*)
[*interpretive*] Why do you think Matthew whistles as he does his chores that evening? (*He is happy that he has all the money he needs.*)
[*appreciative*] Have you ever been so happy that you felt like whistling and singing?

Choose a student to read aloud the sentence on page 93 that tells whose tune Matthew whistled.

- ▶ [*literal*] Who brings up the subject of the fair at supper time? (*Matthew’s mother*)
[*interpretive*] What action of Matthew lets you know that he is nervous about his father’s decision about the fair? (*He puts down his spoon, but he doesn’t let go of it.*)
[*literal*] What information does Matthew give his father to try to persuade him that going to the fair is important? (*There will be a horse pull with a prize of fifty dollars, and if Ben and Dolly win, the family could keep Dolly.*)

[appreciative] Have you ever tried to convince your parents that something you wanted to do was important to you? How did you feel while you waited for their decision?

Choose two students to read the conversation between Matthew and his father concerning the horse pull (page 94).

- ▶ *[literal]* What does John Briggs tell Matthew at first? (*that they have no money to pay the fee for the contest*)
[critical] How do you think Matthew feels when he shows his father the sock money? (*Answers may include proud, excited, and nervous about his father's answer.*)
- [literal]* What is John Briggs's final word about the fair? (*He agrees to let them go: "Maybe we could try it."*)
[critical] Do you think it is only because Matthew has the money that John Briggs says yes? What other reason might he have? (*Answers will vary, but point out to the students that when John Briggs sees how diligent Matthew has been to get the money, he sees how important keeping the horse is to his son.*)

Scriptural Application

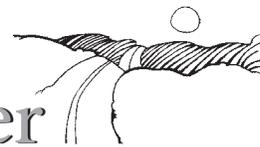
Read Psalm 103:13. Point out that Matthew's father had compassion on him because he had gone to so much work to get the money. The Bible says our Father pities us in the same way an earthly father does his child. Ask the students what this tells them about God. (*Accept all answers about God's goodness, mercy, and compassion for us.*)

Pausing to Rest



Tell the students that they will find out soon what the outcome of the contest is, but for now they need to let Ben and Dolly rest and prepare for their big day. Direct the students to mark their places in their books.

Going Further



Journey into Language— Writing

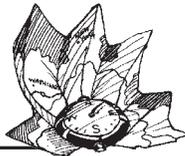
Direct the students to write appreciation letters to their parents, thanking them for the good things they have done for them recently.

Chapter 10, pages 98–108
Lesson 12

Objectives

The student will

- Judge a pie contest.
- Use context clues to comprehend the meanings of new words.
- Recognize the wisdom of parental advice.
- Apply the scriptural principles of judging ourselves before judging others and contentment with God’s design.
- Identify character attitudes.

Planning the Trip 

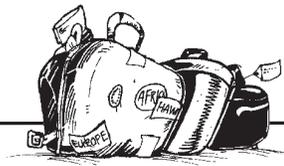
Gather

- Two pies of different kinds (be sensitive to students with special dietary needs).
- Two signs for the pies: *A* and *B*.
- Paper plates.
- Forks.
- Scraps of paper to be used as ballot slips.
- A hat (for collecting the ballot slips).
- A Bible.

Prepare

- A copy of Reproducible—Lesson 12 for each student.
- A copy of Vocabulary—Lesson 12 for display.

Packing Up



Introducing the Story

(NOTE: For this activity, you may wish to invite the whole class to the “fair.” Each student could participate in tasting and voting.)

Display the two pies at the front of the classroom. Prop signs up in front of each pie, marking it *A* or *B*. Explain that one popular contest at an old-fashioned fair was a pie contest. Tell the students that today they will be the judges of a pie contest. Give each student a small sliver of each pie.

After the students have tasted both pies, pass out ballot slips and have them vote on the pie they liked the best. Collect the slips in a hat, count the votes, and announce the results.

Explain that they will talk more during this lesson about what it means to be a good judge.

Developing Word Meaning

Display Vocabulary—Lesson 12. Read the following sentences to the students. Call on volunteers to choose a word that would best fit in each blank.

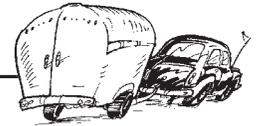
The horse gave a _____ and began to run away with the wagon.
(*lunge*)

I need a _____ to use in my woodworking project. (*sawhorse*)

In the dog show, the toy poodle was a _____, and the Saint Bernard was a _____. (*lightweight, heavyweight*)

The heavy wagon was pulled by a _____. (*draft horse*)

Traveling Along



Setting the Purpose

Tell the students that John Briggs gives Matthew several important things to think about in this chapter. Encourage them to pay close attention to the advice he gives his son.

Reading and Thinking

Direct the students to read silently pages 98–108. Ask the following questions.

► [*appreciative*] How do you feel after reading the first paragraph in this chapter?

[*interpretive*] Why do you think Matthew’s father and brother polish the harnesses? (*to make the horses look their best for the horse pull*)

Choose a student to read aloud the sentence at the bottom of page 99 that tells how John Briggs responded to Matthew’s idea about new harnesses.

► [*critical*] In what way do you think Bailey’s horses look like marble statues? (*Possible answers: They are the color of marble; they shine in the sun as marble does; they are big like statues.*)

[*literal*] Bailey’s horses’ hooves are almost as big as what object? (*church bells*)

[*interpretive*] Why does Matthew’s heart both “jump and sink” at the sight of the teams? (*They were beautiful to look at, but he knew his horses couldn’t beat them.*)

Choose a student to read aloud the paragraph on page 102 that tells what Matthew’s heart did when he saw Bailey’s team.

- ▶ *[interpretive]* Why are Bailey and the other man laughing? (*They are laughing because Bailey is getting away with entering horses in the contest that are not really working draft horses.*)
[literal] What does John Briggs say in response to Matthew’s news about Bailey’s horses? (*It is not for them to go into—none of their business.*)
[critical] Why do you think John Briggs refuses to do anything about the matter of Bailey’s dishonesty? (*Answers will vary; explain to the students that John Briggs does not want to judge something he has only heard secondhand; he trusts God to be the judge.*)
- ▶ *[literal]* What does Matthew do after his father tells him to let the matter go? (*He obeys; he goes to watch the smaller teams weigh in.*)
[interpretive] Why is Matthew disappointed about the class Dolly and Ben are put into? (*He knows they will have to compete against bigger horses like Bailey’s.*)

Choose a student to read aloud the paragraph at the bottom of page 104 that tells how Matthew and John Briggs react to the decision about their team’s class.

- ▶ *[literal]* Name two things that the first lightweight team does wrong. (*They lunge into their harnesses; they leap forward without waiting for a command from their driver.*)
[interpretive] How can Matthew and Luke recognize that these things are bad? (*Their father has taught them and has set a good example with their own horses.*)

Choose a student to read aloud what Luke says on page 106.

- ▶ *[literal]* What does Matthew wish about Ben and Dolly? (*that they were bigger*)
[appreciative] Do you ever wish something to be different that you cannot really change?
[critical] What do you think the Lord wants us to do when we have these kinds of wishes? (*Answers will vary; remind the students that we need to accept the things that we cannot change and pray for the Lord’s help to be content.*)
- ▶ *[interpretive]* How can Matthew tell that his father is happy when he comes to get Ben and Dolly? (*He is whistling.*)
[literal] What reason does Matthew give in his mind for his father’s happiness? (*His father has not yet seen Bailey’s team of horses.*)
[literal] What does John Briggs say will still be the same even if their horses lose the contest? (*every important thing*)
[interpretive] How does Matthew take his father’s advice about not being worried? (*He agrees with his father outwardly, but inside he is still worried.*)

Choose a student to read aloud the sentence on page 108 that lets us know Matthew is still worried.

Scriptural Application

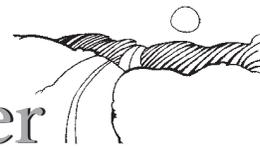
Ask the students whether they have ever been a “tattletale” when they saw a brother or sister do something wrong. Ask how many of them have ever told on themselves for something they did wrong. Read Matthew 7:1 and I Corinthians 11:31. Explain to the students that the Lord wants us first to judge our own lives and see whether we are doing anything that displeases Him. We need to take care of the things that are wrong in our own lives before we look for things that are wrong in the lives of others.

Pausing to Rest



Tell the students that they will have to wait to find out how Ben and Dolly do in the contest. Direct them to mark their places in their books.

Going Further



Journey into Character Building

“Which Reaction Is Showing?”

(Reproducible—Lesson 12)

Journey into Scripture

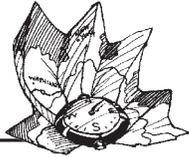
Ask the students what well-known Bible story tells of someone small in a battle with someone big. (*David and Goliath*) Discuss ways in which the contest between the Bailey horses and the Briggs horses is like the one between David and Goliath. Remind the students of what God did for David in that contest and help them make the application that God can help us with the seemingly impossible battles in our lives.

Chapter 11, pages 109–19
Lesson 13

Objectives

The student will

- Recognize that God values inward qualities more than outward.
- Use context clues and association to comprehend the meanings of new words.
- Note the author’s use of suspense.
- Apply the scriptural principle of being kind.
- Identify character traits.

Planning the Trip 

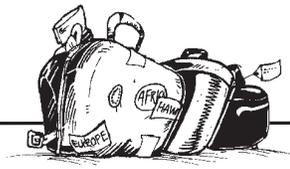
Gather

- A recording of people applauding.
- A flag of the United States.
- A Bible.

Prepare

- A copy of Reproducible—Lesson 13 for each student.
- A copy of Vocabulary—Lesson 13 for display.

Packing Up



Introducing the Story

List the following items for display:

- wearing nice clothes*
- obeying*
- being tall*
- having expensive toys*
- being friendly*
- being good at sports*
- being kind*

Discuss the following questions with the students.

- ▶ Which three items in this list are most important? (*obeying, being friendly, being kind*)
- ▶ Why are they more important than the other items in the list? (*Possible answers: These three are inner qualities, and the others are only outward: these three are most important to God; these three are qualities that anyone can have.*)

Tell the students that in today’s reading, they will learn that most people place more value on what a horse acts like than on what it looks like. So also, God puts more importance on what kind of person we are than on what we look like or what we have.

Developing Word Meaning

Display Vocabulary—Lesson 13. Read the word *applause*. Play the recording of applause. Ask the students what another word for applause might be. (*clapping*)

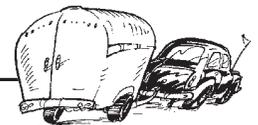
Read the word *skidded*. Ask the students what happens when a car tries to stop suddenly on ice or a gravel road. (*It slides.*) Explain that this kind of sliding is called skidding.

Read the word *studded*. Ask the students what they think the word means in this sentence: “The sky is *studded* with stars.” (*Accept any answer, but lead the students to understand that in this example the word means “scattered over.”*)

Read the word *spangles*. Ask the students what famous song has a form of this word in its title. (“*The Star-Spangled Banner*”) Point out the stars on the United States flag, explaining that a spangle is anything bright and shiny, such as a star, a shiny metal, or a jewel.

Read the word *wincing*. Ask the students what expression they think a person would have on his face if he had just touched a hot stove by accident. Choose several volunteers to act this out. Tell them that a wince is an expression of sudden pain.

Traveling Along



Setting the Purpose

Tell the students that sometimes writers make the action of a story go slowly at exciting parts so that the reader will have to wait a while to find out what happens. Explain that this excited waiting feeling is called *suspense*. Encourage them to watch for a place in this chapter that gives them a feeling of suspense.

Reading and Thinking

Direct the students to read silently pages 109–19. Ask the following questions.

- ▶ *[literal]* What is taking place at the beginning of this chapter? (*The teams are moving into position for the heavyweight log-pulling contest.*)

[interpretive] Why does the crowd feel sorry for Ben and Dolly? (*Because they are smaller than the other teams, they appear to be at a disadvantage.*)

[interpretive] How is John Briggs's team better-behaved than Bailey's when they enter the ring? (*Briggs's team is under control; Bailey's team is snorting and prancing, showing signs of nervousness.*)

[critical] Why do you think Matthew feels comforted by the tilt of his father's hat? (*Accept any answer, but lead the children to understand that he probably thinks the angle of the hat makes his father look cheerful and hopeful.*)

Choose a student to read aloud the paragraph on page 111 that describes what Matthew saw when he looked at his father and their horses.

- ▶ *[literal]* How many more logs were chained to the pile after the first round? (*two*)
[appreciative] The pace of the story slows down when Ben and Dolly's turn comes to pull the logs. How does this make you feel?

Choose a student to read aloud the paragraph on page 112 that tells what happened to each of the other teams before Ben and Dolly.

- ▶ *[interpretive]* In what ways do Ben and Dolly show that they have been well trained? (*They stay together, even when backing up; they are obedient when John Briggs gives orders; they pull the logs smoothly.*)

[interpretive] How do John Briggs's actions show that he cares about his horses? (*He stops and gives the horses a moment to rest; checks on them; does not push them too hard.*)

Choose a student to read aloud the sentence on page 115 that tells how Matthew and Luke reacted to their team's performance.

- ▶ *[interpretive]* What can you tell about Grant Bailey from the way he treats his horses? (*Answers will vary but might include that he is impatient, he is easily angered, he is not gentle and kind.*)

[appreciative] Have you ever seen an animal being mistreated? Were you able to help the animal in any way?

[literal] How was the crowd's reaction to the Bailey team's performance different from their response to Ben and Dolly's? (*They applauded, but the applause was not loud.*)

[interpretive] How do you think John Briggs felt about Bailey's treatment of his horses? (*He watched the team leave without smiling; he did not like the treatment Bailey gave his horses.*)

- ▶ *[literal]* What is Matthew wondering about at the end of this chapter? (*whether the load will be too heavy for Ben and Dolly also*)

Choose a student to read aloud Luke's answer to Matthew's question at the end of the chapter.

Scriptural Application

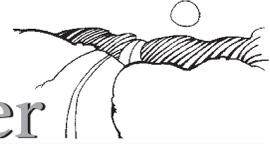
Read Ephesians 4:32. Ask the students how a person who was obeying this verse would treat others. (*kindly, with compassion, willingly forgiving wrongs*) Ask them whom the verse names as an example for us of how we are to forgive. (*God*)

Pausing to Rest



Tell the students that the final chapter will tell about the last round of the contest. Direct the students to mark their places in their books.

Going Further



Journey into Higher Order Reading Skills—Comparing and Contrasting

“Seeing the Difference”

(Reproducible—Lesson 13)

Chapter 12, pages 120–25
Lesson 14

Objectives

The student will

- Recognize the importance of kindness.
- Use context clues to comprehend the meaning of new words.
- Identify problems and solutions.
- Apply the scriptural principle of respecting the rules made by authority.
- Write a composition telling what he has learned about horses.

Planning the Trip 

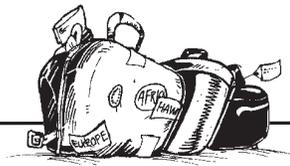
Gather

- A Bible.

Prepare

- A copy of Reproducible—Lesson 14 for each student.
- A copy of Vocabulary—Lesson 14 for display.

Packing Up



Introducing the Story

Read the following story to the students:

One day a stray black dog came to our house. He was thin, and his fur was tangled and matted. When I went outside to talk to the dog, he stared at me with big scared eyes. When I put out my hand to pet him, he backed away and shook all over. Dad said someone had probably treated him unkindly and that we would have to change the dog's idea that all people are unkind.

We put out food for the dog every day, and every day the dog came back to eat. Soon he started to be more friendly. He let us pet him. Then one day he let us clean him up. He looked nice with his fur all clean and combed. We put out an advertisement about the dog, but nobody ever called to claim him. Now he lives with us, and his name is Pepper. When he learned that we would be kind to him, he turned into the happy, playful dog he is now.

Ask the following questions.

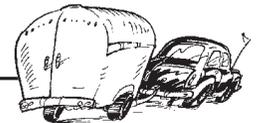
- ▶ What made the dog scared and unfriendly? (*People had been unkind to him.*)
- ▶ What made the dog change? (*The family was kind to him.*)
- ▶ How did the dog act at the end of the story? (*happy and playful*)

Developing Word Meaning

Display Vocabulary—Lesson 14. Read the sentences. Then read the following questions.

- ▶ Which word means “people gathered for a performance”? (*audience*)
- ▶ Which word means “left behind”? (*remaining*)
- ▶ Which word means “beat something”? (*thrashed*)

Traveling Along



Setting the Purpose

As they read this section of the book, tell the students to look for the problem that Bailey's team has.

Reading and Thinking

Direct the students to read silently pages 120–25. Ask the following questions.

- ▶ [*literal*] At the beginning of this chapter, how many teams are left in the contest? (*three*)
[*interpretive*] Which team had the best time in the second round? (*the black team*)
[*interpretive*] How are the rules for the third round different from those for the first and second rounds? (*Possible answers: There is no finish line for the third round; the team that pulls the logs the farthest in two minutes will win.*)

Choose a student to read aloud the paragraph on page 120 that gives the order of the teams in the third round.

- ▶ [*literal*] What happens to the first team in the contest? (*They cannot move the logs at all.*)

[interpretive] How do you think the gray horses are feeling at the beginning of this round? (*tired, nervous, not wanting to pull any more*)

[interpretive] What one sentence on page 122 describes the main problem that the gray team has? (*“The horses would not pull together.”*)

[critical] How does the driver of the gray team make the problem even worse? (*Possible answer: He frightens the horses by yelling at them and hitting them with the lines.*)

Choose a student to read aloud the sentence on page 122 that tells how the logs move.

► [literal] What dangerous thing happens to one of the gray horses? (*It steps out of the traces.*)

[literal] How does Mr. Bailey react when this happens? (*He doesn’t stop the horses; he just keeps yelling at them.*)

[interpretive] Why does Matthew feel as though he can’t watch? (*It hurts him to see the horses being mistreated.*)

[literal] What sounds does Matthew hear when he puts his head down? (*the man yelling, the horses puffing and snorting, the crowd mumbling, the harness jingling*)

Choose a student to read aloud the sounds listed on page 123.

► [literal] How far does the gray team pull the logs? (*almost to the finish line of the other rounds*)

[literal] How does Matthew think the gray team looks after this third round? (*wild and dangerous*)

[appreciative] Have you ever seen an animal that looked wild? Describe how the animal looked.

[literal] What does Matthew wish he could do after the gray team’s performance? (*tell his father not to make Ben and Dolly try it*)

Choose a student to read aloud what Matthew wishes on page 125.

Scriptural Application

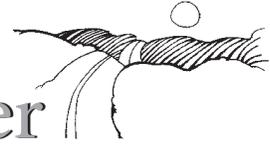
Explain the danger of a horse stepping outside the traces. The horse could easily trip and fall and injure himself if his feet are tangled in the traces. Read Proverbs 7:1–3. Tell the students that as long as we stay within the boundaries, or rules, that God or our parents have placed around us, we will be peaceful and content, but when we step outside by sinning, we open ourselves up for danger and pain.

Pausing to Rest



Tell the students that the Briggses’ horses will have their turn in the last reading of the story. Direct them to mark their places in their books.

Going Further



Journey into Language—Writing

“What I’ve Learned About Horses”

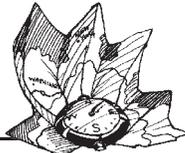
(Reproducible—Lesson 14)

Chapter 12, pages 126–35
Lesson 15

Objectives

The student will

- Identify traits of a good hero and apply them to the story characters.
- Use context clues to comprehend the meanings of new words.
- Recognize scriptural lessons that can be learned from Ben and Dolly.
- Relate the story title to story facts and details.
- Review story facts and details.

Planning the Trip 

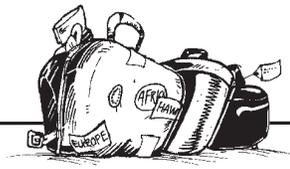
Gather

- A Bible.

Prepare

- A copy of Reproducible—Lesson 15A for each student.
- Game markers for “Horse Pull Game” as described on the folder.
- A copy of Vocabulary—Lesson 15 for display.

Packing Up



Introducing the Story

Discuss the following questions with the students.

- ▶ What is a hero?
- ▶ What makes a good hero?
- ▶ Which characters in *Pulling Together* are good heroes? Why?

Developing Word Meaning

Display Vocabulary—Lesson 15. Read the list of words. Read the following sentences and invite the students to guess the meanings of these words from their contexts.

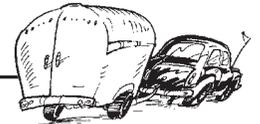
John Briggs adjusted the horses’ bridles so that they would be more comfortable. (*changed; made them fit better*)

When he flexed his muscles, they bulged and ripped seams in his shirt. (*swelled*)

The horses’ nostrils flared as they breathed more heavily. (*opened outward*)

Matthew clutched his brother’s arm and wouldn’t let go until the contest was over. (*grasped and held tightly*)

Traveling Along



Setting the Purpose

Tell the students that in this last section of the story they will learn the outcome of the contest.

Reading and Thinking

Direct the students to read silently pages 126–35. Ask the following questions.

- ▶ [*interpretive*] Why do you think Matthew holds his breath? (*He is nervous and excited.*)
- [*critical*] What do Ben and Dolly do that the gray team has not done? (*Accept any answer, but lead the students to the conclusion that Ben and Dolly pull together.*)
- [*literal*] Do Ben and Dolly move the logs right away? (*No, about ten seconds pass before they are able to move them.*)
- [*interpretive*] What does the author mean when she says that Matthew lost his ability to tell time? (*He is so absorbed in watching the horses pull that nothing else matters.*)
- [*appreciative*] Have you ever been so interested in watching something that you felt as though that event were the only thing happening?

Choose a student to read aloud the paragraph on page 127 that describes how Matthew feels as he watches the horses.

- ▶ [*literal*] How does John Briggs take care of his horses during the contest? (*He adjusts their bridles, tosses stones out of the way, pats them, lets them rest.*)
- [*critical*] Do you think John Briggs’s refusal to hurry his horses means that he thinks winning the contest is unimportant? (*Accept any answer, but lead the students to understand that John Briggs thinks his horses and their health are even more important than winning the contest.*)
- [*literal*] What happens to Dolly after pulling for a while? (*She goes down on one knee.*)

[interpretive] What can you tell about Dolly by the way she acts after her stumble? (She is determined and courageous—she keeps pulling even after she falls. She stands up and wants to keep trying.)

Choose a student to read aloud the sentence on page 129 that tells how Dolly recovered herself after stumbling.

► [interpretive] Why do you think Matthew’s eyes blur when he sees Dolly and Ben pass the red marker? (He has tears in them because he is so happy.)

[critical] Why do you think John Briggs does not stop his team after they pass the mark where Bailey’s horses stopped? (Answers may vary, but point out to the students that John Briggs does not want his horses just to beat Bailey’s but to do their best and to keep working until the time runs out.)

[interpretive] Why couldn’t Matthew and Luke hear themselves yelling? (because the cheering of the crowd was drowning them out)

Choose several students to read aloud the sentences on pages 132–33 that tell of the crowd’s reactions to Ben and Dolly’s performance as they near the finish line.

► [literal] How far did Ben and Dolly pull the logs in the time limit? (all the way to the finish line)

[literal] What does the crowd do after the contest is over? (People run out onto the field and surround the team; the cheering lasts for five minutes.)

[literal] What surprising thing does John Briggs do when it is time to go get the trophy? (Instead of going straight to the judges’ stand, he goes and gets his sons to walk with him to get the trophy.)

[literal] What does the author say the Briggses look like as they walk to get their trophy? (heroes home from war)

[critical] Do you think that is a good comparison? Why or why not? (Accept any answer.)

[literal] What does the author say about the horses? (They do not look small at all.)

[critical] What does the author mean by this? (Possible answers: The horses are not small in heart; they have shown great courage.)

[interpretive] Why are the Briggses especially happy about winning the prize? (Having the prize money means they will be able to keep Dolly.)

Choose a student to read aloud the final paragraph about the Briggses’ walk across the field to receive their trophy.

► [interpretive] Now that you have finished the book, do you understand the title better? Who had to pull together to move the logs? (Ben and Dolly) Who had to pull together to keep their horses? (the Briggs family)

[critical] How does the final scene in the book go along especially well with the title? (Accept any answer, but lead the students to understand that the family has stuck together through hard times, and now they are sticking together in a moment of victory.)

[appreciative] How does the ending make you feel?

Scriptural Application

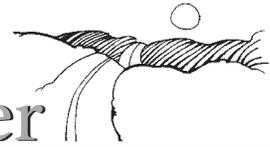
The book of Proverbs makes it clear that there are lessons we can learn from animals. Read Proverbs 6:6–8 and Proverbs 30:24–28. Ask the students what scriptural lessons or character qualities they can learn from Ben and Dolly in this book. List their ideas for display. (Possible answers may include faith, perseverance, determination, obedience, courage, trust.)

Pausing to Rest



Tell the students to close their books. Invite them to tell what they liked best about *Pulling Together*.

Going Further



Journey into Writing

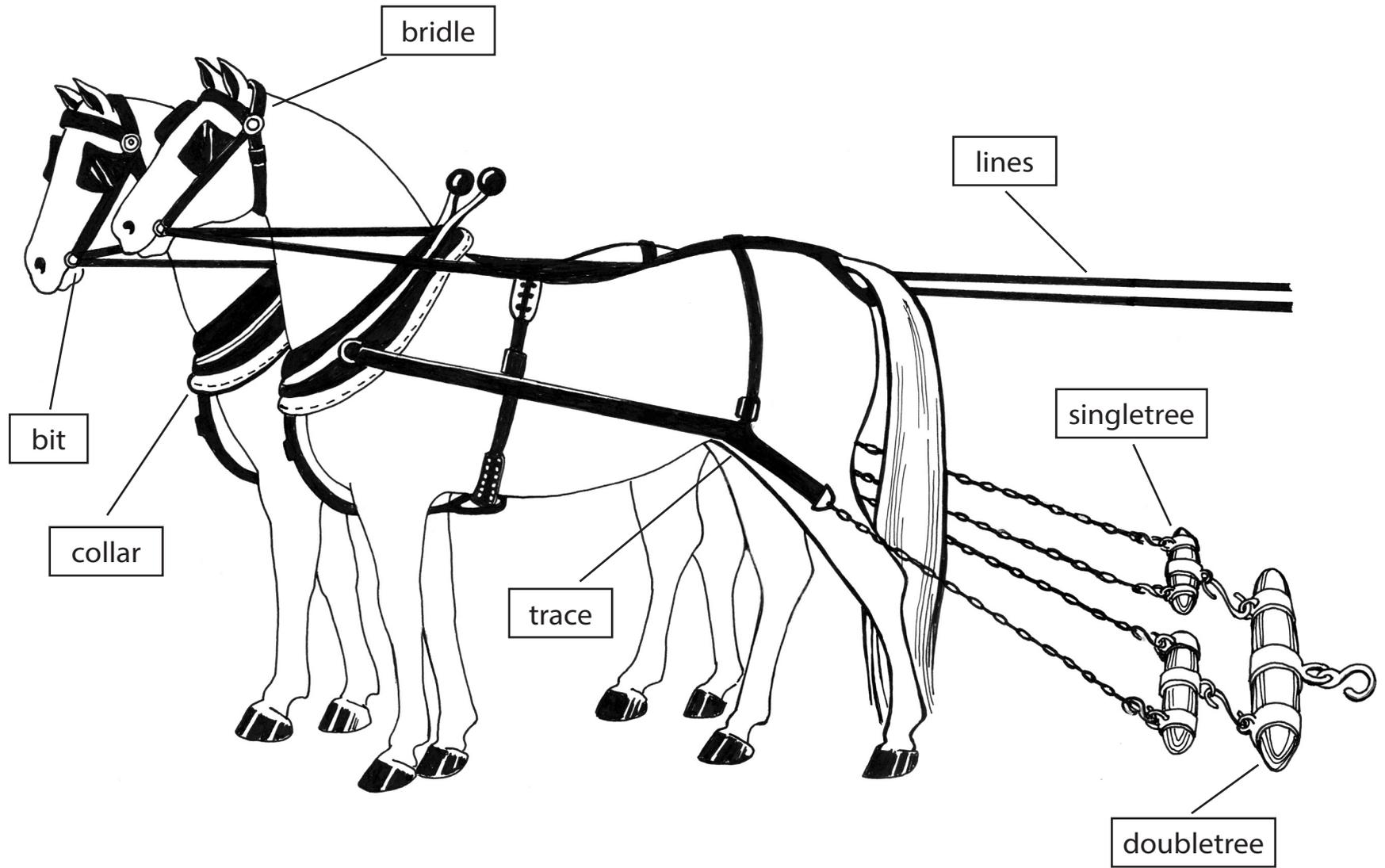
Give each student a copy of Reproducible—Lesson 15A. After the students complete the page, direct them to exchange papers with a partner and answer their partner’s questions as they think Matthew or John Briggs would.

Journey into Game Fun

Play “Horse Pull Game” as described on the folder.

Journey into Story Elements—Characterization

Discuss with the students how Matthew’s character changed and grew over the course of the story. (grew more responsible, shouldered more work, learned to trust God more, learned to be content with what God had given him)

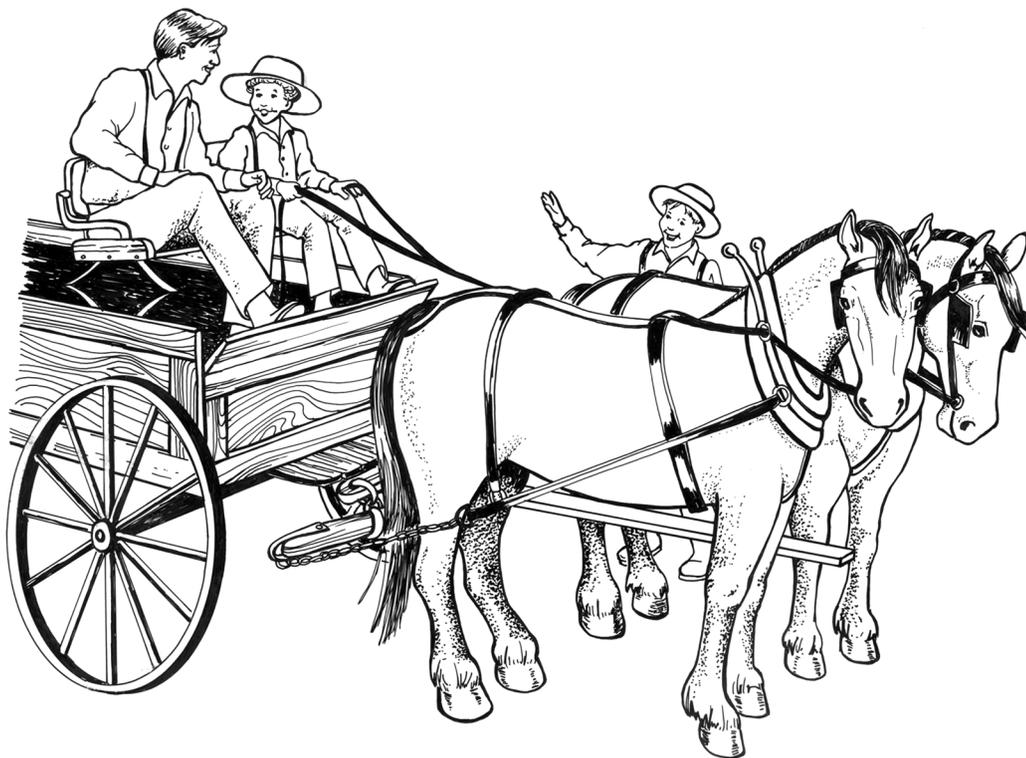


Character Chart

► Identify the character described in each statement. Put a check mark in the correct space on the chart for each statement.

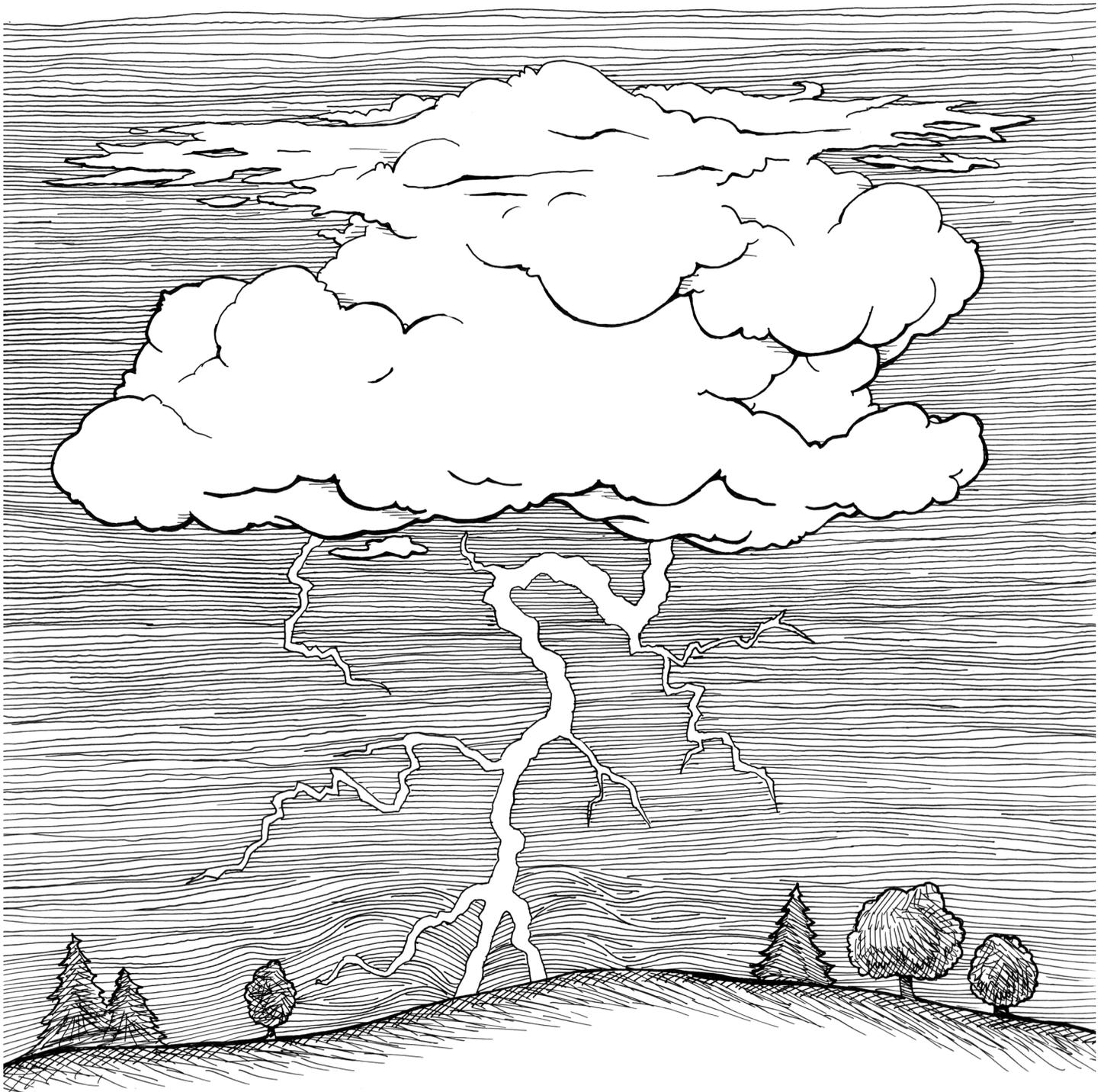


1. Asks to drive the team
2. Fixes the latch on the coop
3. Has a friend named Joe Parker
4. Corrects Matthew's grammar
5. Believes heart, not size, makes a team
6. Waits for the team at the barn
7. Puts his hat on Matthew's head



Understanding Lightning

- ▶ Listen as your teacher reads to you an explanation of lightning.
Draw +’s and –’s in the correct spots in the picture.



Positive charge	+
Negative charge	-

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Just the Facts, Please

► Write a brief sentence about what happened to each thing or person during the fire.

1.



Ben and Dolly

2.



The cows

3.



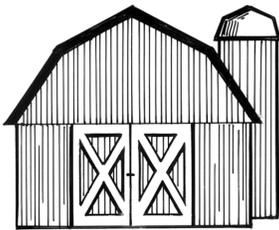
John Briggs

4.



Matthew Briggs

5.



The barn

The Night the Barn Caught Fire

Character Name: _____

What I Saw:

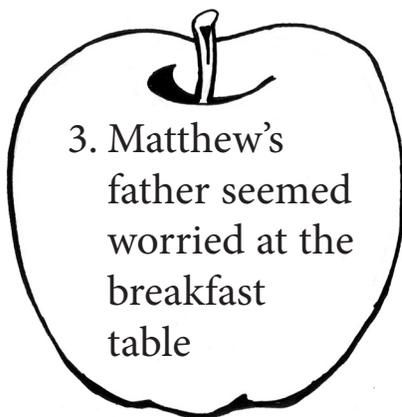
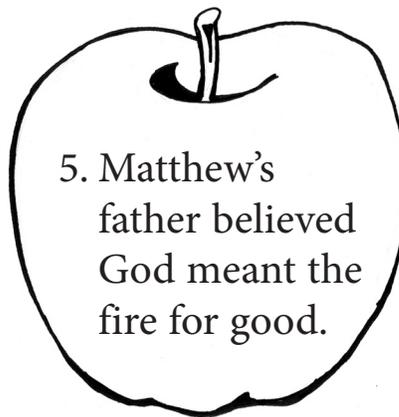
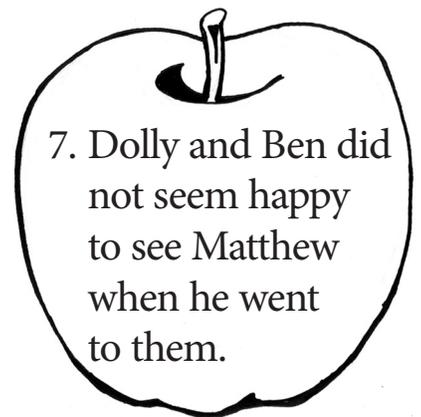
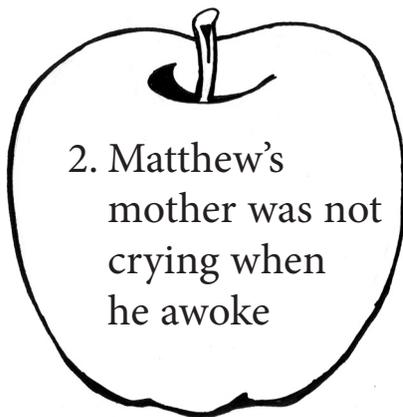
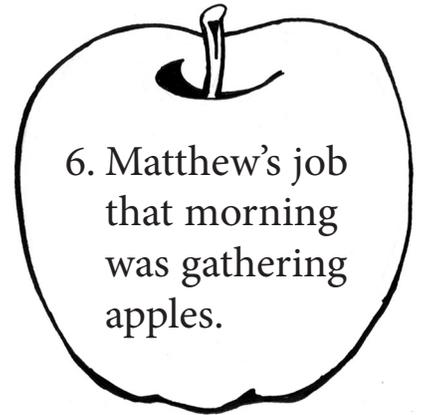
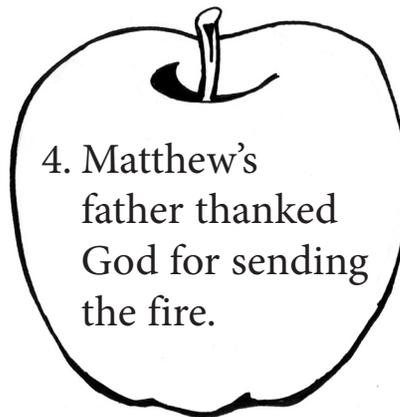
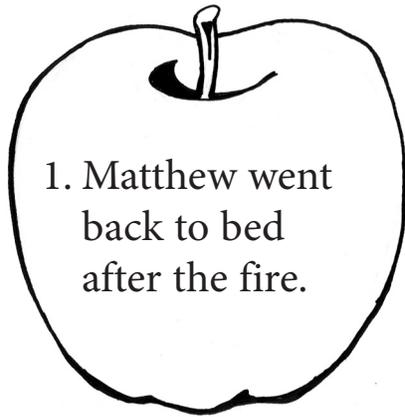
What I Heard:

How I Felt:

What I Thought:

Wormy Apples

► Draw a worm in each apple that has a false statement.



“Who Am I?”

► Read each riddle and decide which character in this lesson would have said it. Write that character’s name in the blank provided.

1. I’ll lend a hand
When there’s work to do,
And I’ll be your friend
In the hard times too.



Sam
Johnson

4. I’ll read to my family
A truth we can use,
And I’ll try to be gentle
When I break the sad news.

2. For our supper tonight
I’ve made apple pie.
I don’t feel much like smiling,
But to please you—I’ll try.



Dolly

5. I’m not really a person,
But the Briggses all agree
It will be hard to lose me,
Since I’m like family.

3. With supper we’ll all drink
The milk I’ve brought in,
And I’ll help build the barn
Just like one of the men.



John
Briggs

6. When our horse goes away,
I don’t know what I’ll do,
But by pulling together,
Papa says we’ll get through.



Addie Briggs



Luke Briggs



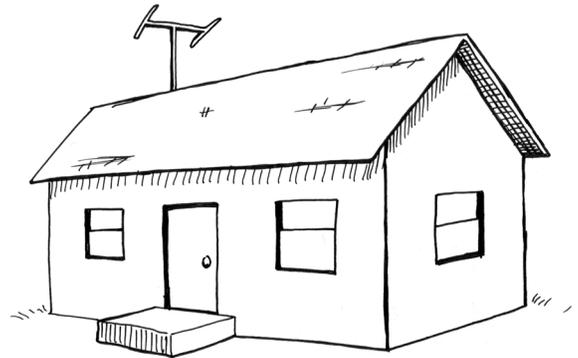
Matthew Briggs

Would We Use Wood?

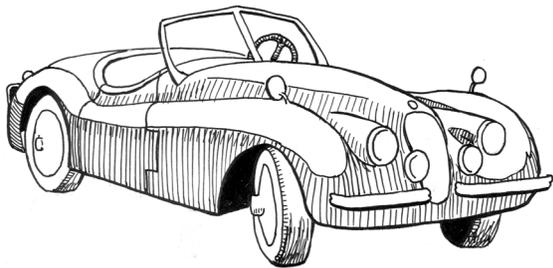
► Wood is used to build many different things. Sometimes logs are used whole, and sometimes they are sawed into boards. Circle the items below that we would use wood to build.



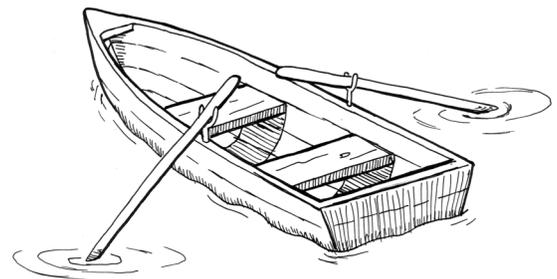
campfire



house



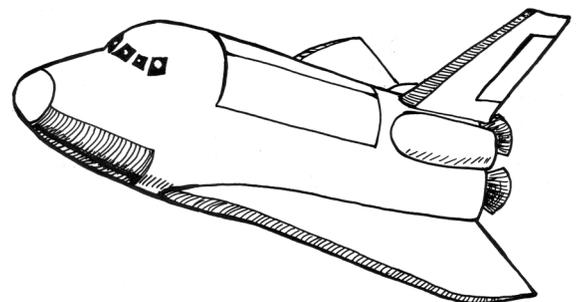
sports car



fishing boat



rocking chair



space shuttle

Make Your Choice

► Darken the circle of the answer that best fills in the blank.

1. Matthew wants to earn money to spend on _____ at the fair.

- candy
- a ride
- a contest
- his mother

2. Matthew works part-time at the _____.

- sawmill
- bank
- grocery store
- fairgrounds

3. The first thing Matthew does at his job is _____.

- scrape paint
- unlock the bank
- wash windows
- sweep the steps

4. By the second week, Matthew has not _____.

- gotten a blister
- fallen asleep at supper
- given up the job
- used a hammer

5. Matthew is not _____.

- a disobedient son
- a hard worker
- a diligent student
- a boy of his word



Shoe In the Right Word

► Fill in the blanks in the plot events with words from inside the horseshoe.

1. Matthew prays for _____.

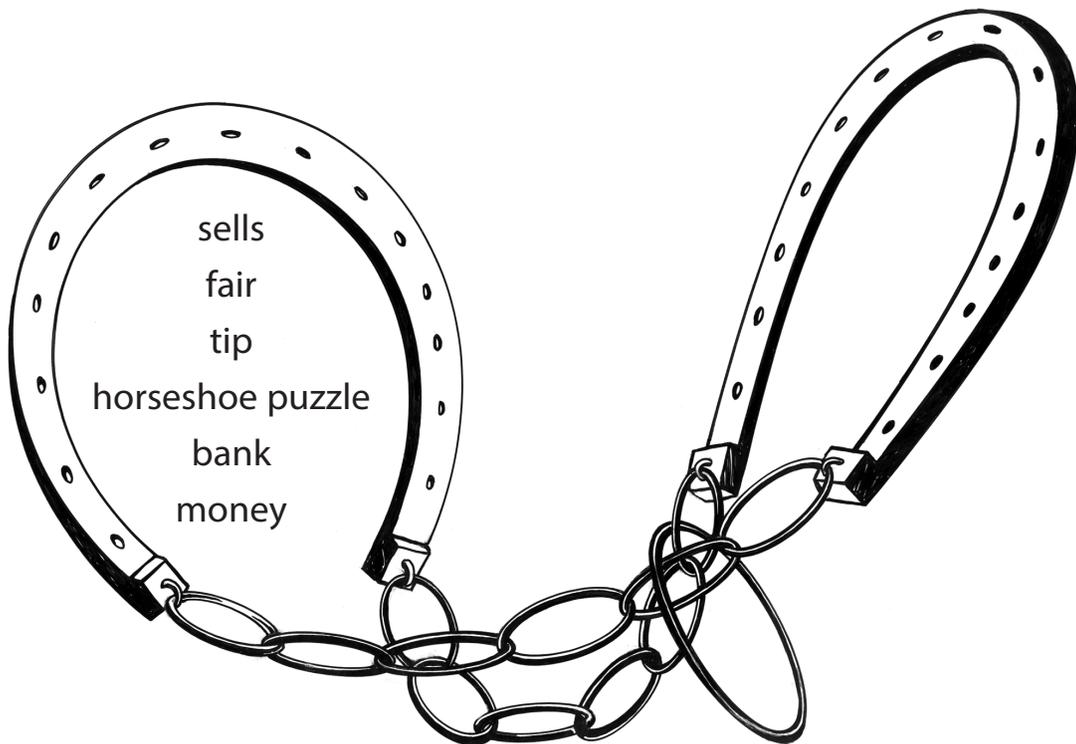
2. Matthew solves his _____.

3. Matthew _____ the puzzle and its solution.

4. Matthew finishes his work at the _____.

5. Matthew gets a _____ for doing good work.

6. Matthew says he hopes to attend the _____.



Which Reaction Is Showing?

► Below each sentence is a set of opposite reactions, one good and one bad. Circle the one that describes how the character in each sentence reacted.

1. Matthew sees the size of Bailey’s horses and fears that Ben and Dolly have no chance against them.

 trust

 worry

2. Mr. Bailey knows that his horses don’t meet the requirements for the contest, but he plans to enter them anyway.

 honesty

 dishonesty

What should Mr. Bailey have done instead?

3. When Matthew’s father tells him to keep silent about Bailey and begin weighing the horses, Matthew does as he is told.

 obedience

 disobedience

4. When Matthew thinks about how big Bailey’s team is, he wishes Ben and Dolly were bigger.

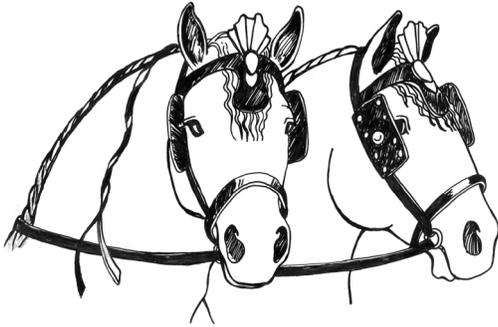
 contentment

 discontentment

How should Matthew have reacted instead?

Seeing the Difference

► Contrast the two teams and their drivers, using the words from the word bank to complete each chart.



small
spangled
large
stay together
plain but shiny
pull jerkily



	Size	Harness	How They Work
Dolly & Ben			
Bailey's grays			



loud
clicks tongue
soft applause
quiet
slaps team with lines
wild cheers

	Tone of voice	Starting method	Crowd's response
John Briggs			
Grant Bailey			

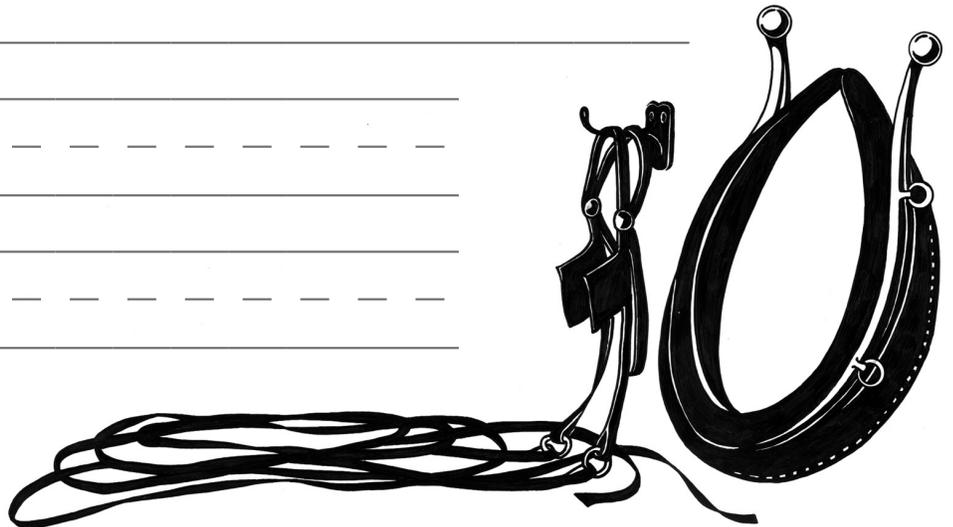
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What I've Learned About Horses



► What new things have you learned about horses by reading this book? Write your thoughts on the lines below.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing.



Interview the Winner

- Pretend you are a reporter for the Cherry Springs Times. Your assignment is to interview John and Matthew Briggs about their victory in the horse pull. What questions will you ask them? Circle the horse's head in front of each question to show which questions you think are important.



1. How long did it take you to get to town this morning?



2. Have your horses been training for this contest?



3. How long did you spend polishing the harness?



4. Did you expect your horses to win this event?



5. How do you think Ben and Dolly were able to beat a big team like Bailey's?



6. How many years have you been coming to the Cherry Springs fair?



7. How did you feel when the contest was over?

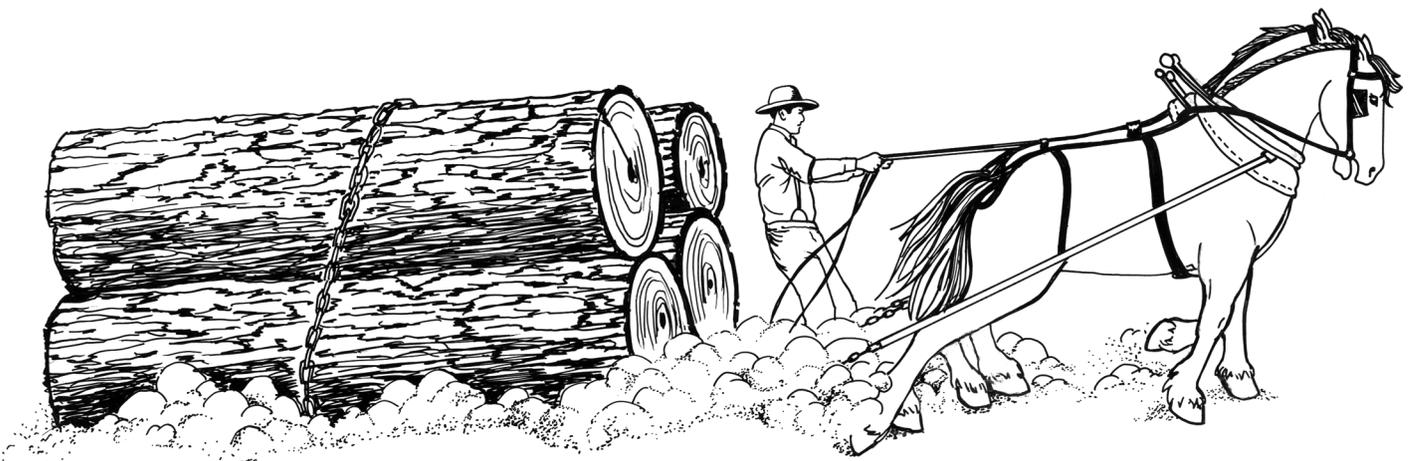
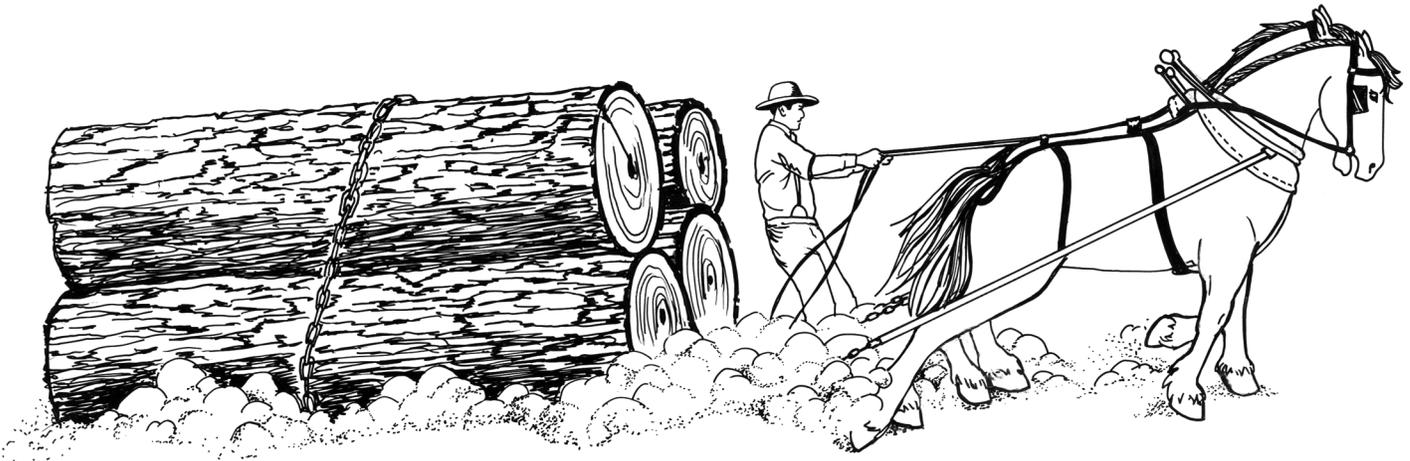
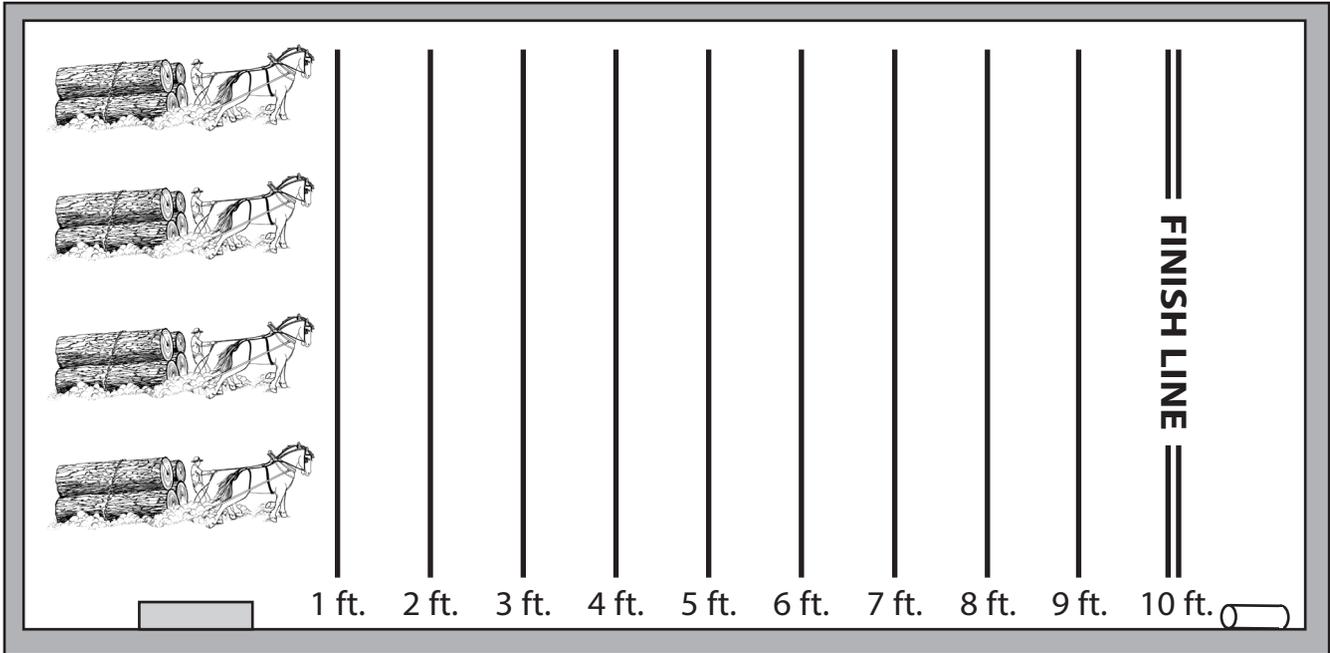


8. What are you going to do with your prize money?



9. What are you going to do tomorrow?

Horse Pull Game



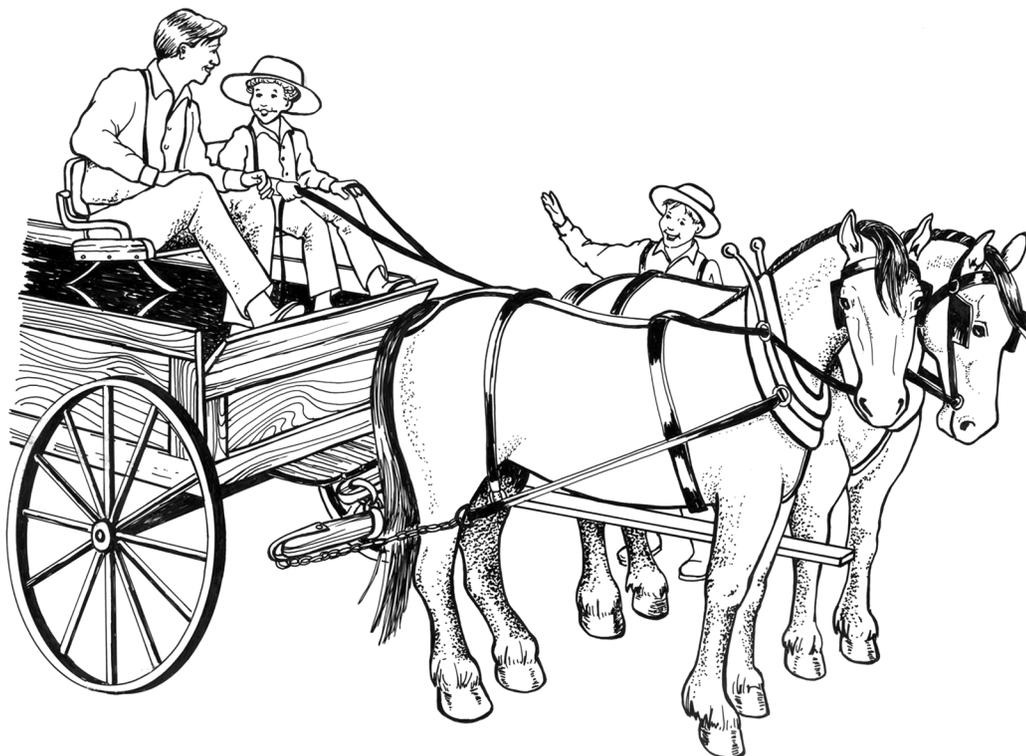
Character Chart

► Identify the character described in each statement. Put a check mark in the correct space on the chart for each statement.



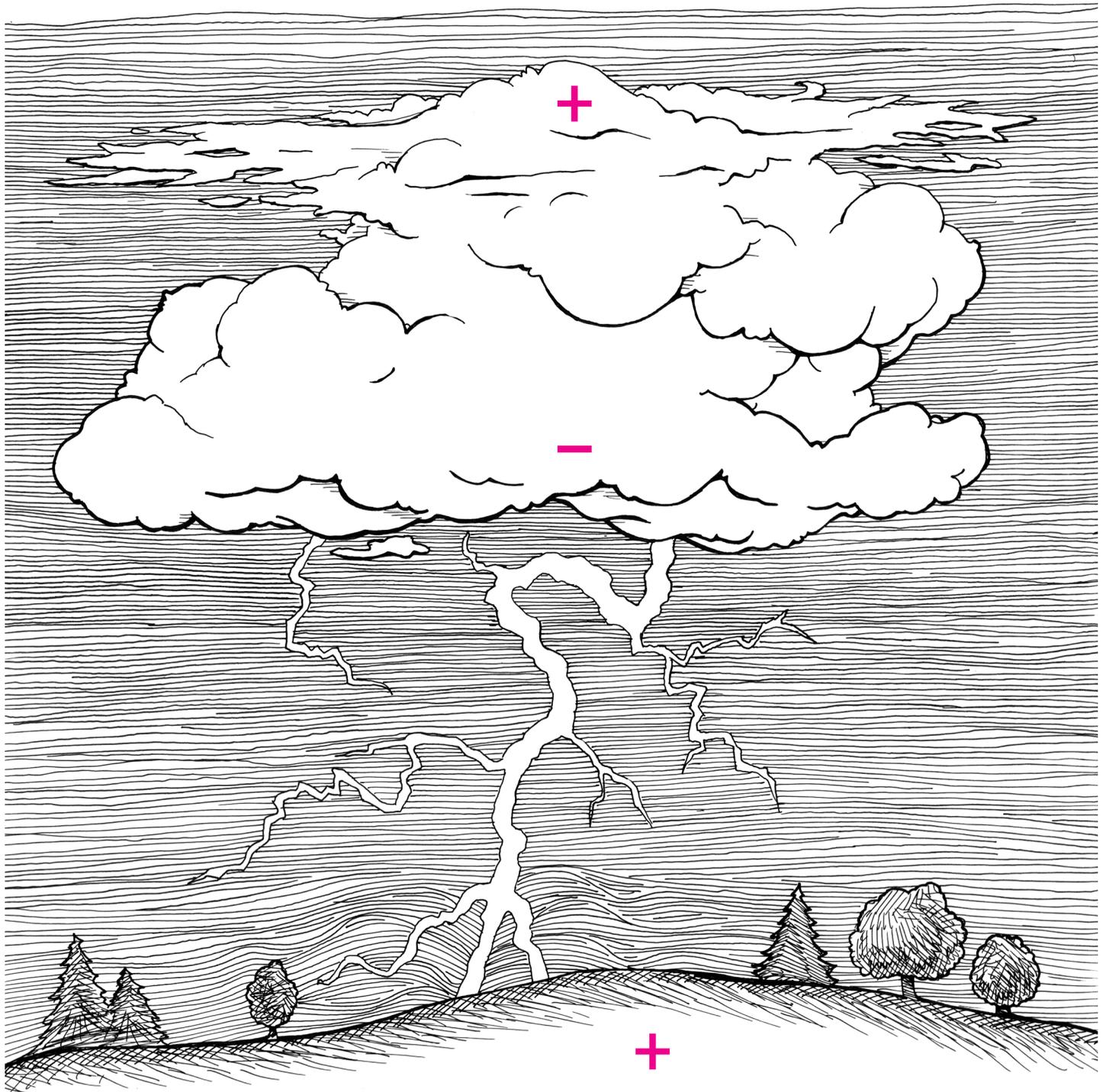
1. Asks to drive the team
2. Fixes the latch on the coop
3. Has a friend named Joe Parker
4. Corrects Matthew's grammar
5. Believes heart, not size, makes a team
6. Waits for the team at the barn
7. Puts his hat on Matthew's head

✓		
		✓
✓		
	✓	
	✓	
		✓
	✓	



Understanding Lightning

- ▶ Listen as your teacher reads to you an explanation of lightning.
Draw +’s and -’s in the correct spots in the picture.

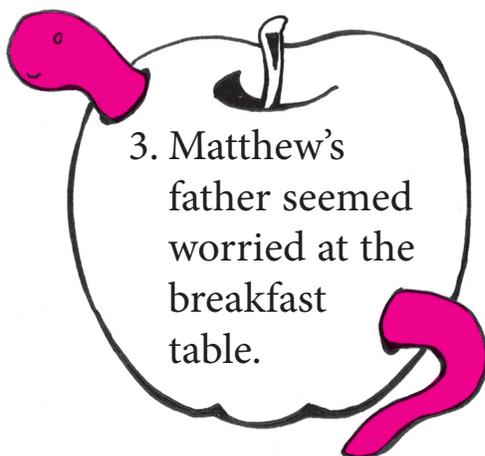
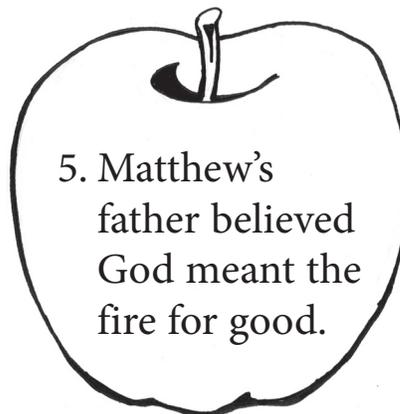
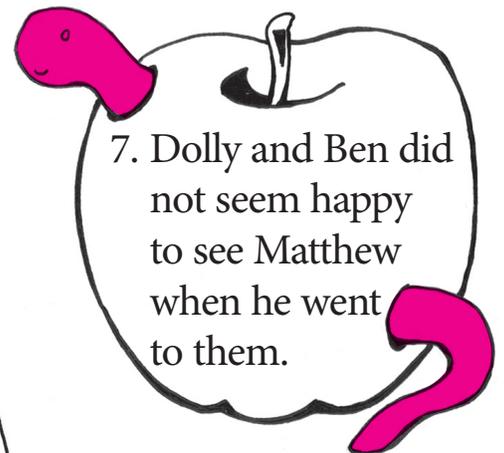
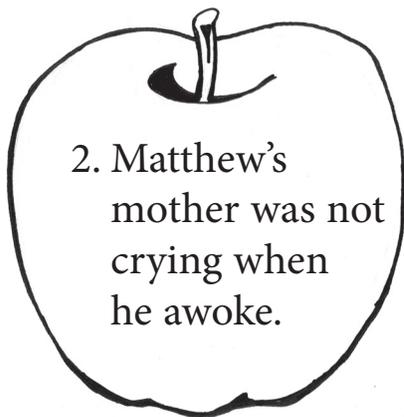
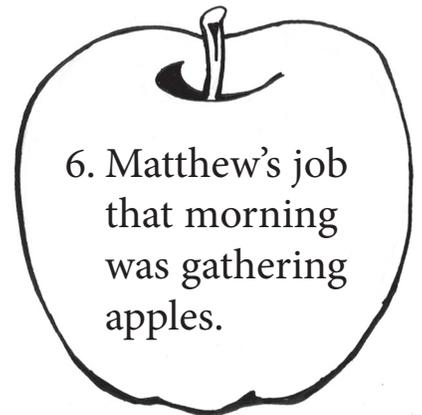
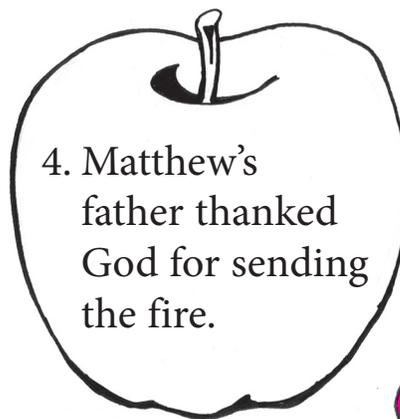


Positive charge	+
Negative charge	-

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Wormy Apples

► Draw a worm in each apple that has a false statement.



“Who Am I?”

► Read each riddle and decide which character in this lesson would have said it. Write that character’s name in the blank provided.

1. I’ll lend a hand
When there’s work to do,
And I’ll be your friend
In the hard times too.



Sam
Johnson

4. I’ll read to my family
A truth we can use,
And I’ll try to be gentle
When I break the sad news.

Sam Johnson

John Briggs

2. For our supper tonight
I’ve made apple pie.
I don’t feel much like smiling,
But to please you—I’ll try.



Dolly

5. I’m not really a person,
But the Briggses all agree
It will be hard to lose me,
Since I’m like family.

Addie Briggs

Dolly

3. With supper we’ll all drink
The milk I’ve brought in,
And I’ll help build the barn
Just like one of the men.



John
Briggs

6. When our horse goes away,
I don’t know what I’ll do,
But by pulling together,
Papa says we’ll get through.

Luke Briggs

Matthew Briggs



Addie Briggs



Luke Briggs



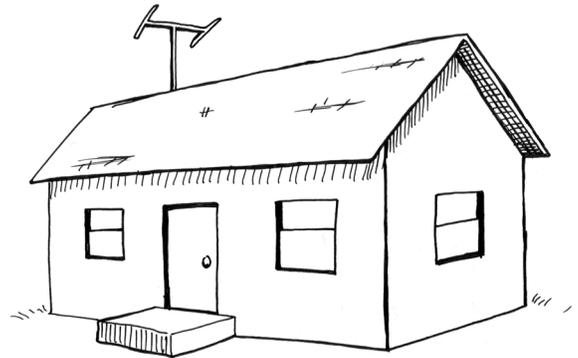
Matthew Briggs

Would We Use Wood?

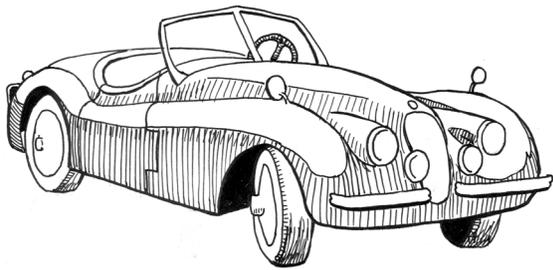
► Wood is used to build many different things. Sometimes logs are used whole, and sometimes they are sawed into boards. Circle the items below that we would use wood to build.



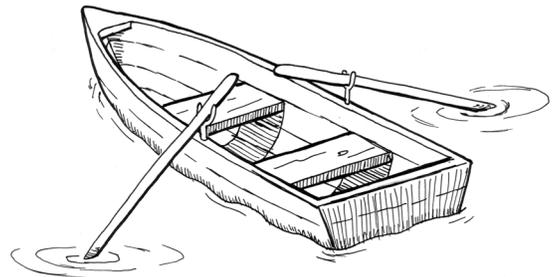
campfire



house



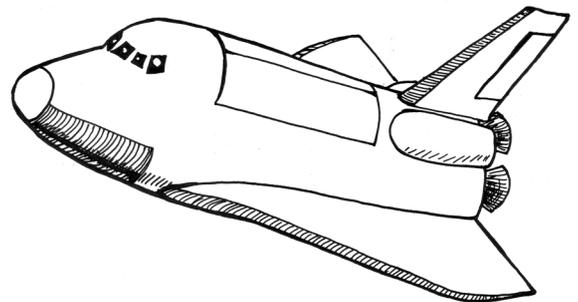
sports car



fishing boat



rocking chair



space shuttle

Make Your Choice

► Darken the circle of the answer that best fills in the blank.

1. Matthew wants to earn money to spend on _____ at the fair.

- candy
- a ride
- a contest
- his mother

2. Matthew works part-time at the _____.

- sawmill
- bank
- grocery store
- fairgrounds

3. The first thing Matthew does at his job is _____.

- scrape paint
- unlock the bank
- wash windows
- sweep the steps

4. By the second week, Matthew has not _____.

- gotten a blister
- fallen asleep at supper
- given up the job
- used a hammer

5. Matthew is not _____.

- a disobedient son
- a hard worker
- a diligent student
- a boy of his word



Shoe In the Right Word

► Fill in the blanks in the plot events with words from inside the horseshoe.

1. Matthew prays for **money**.

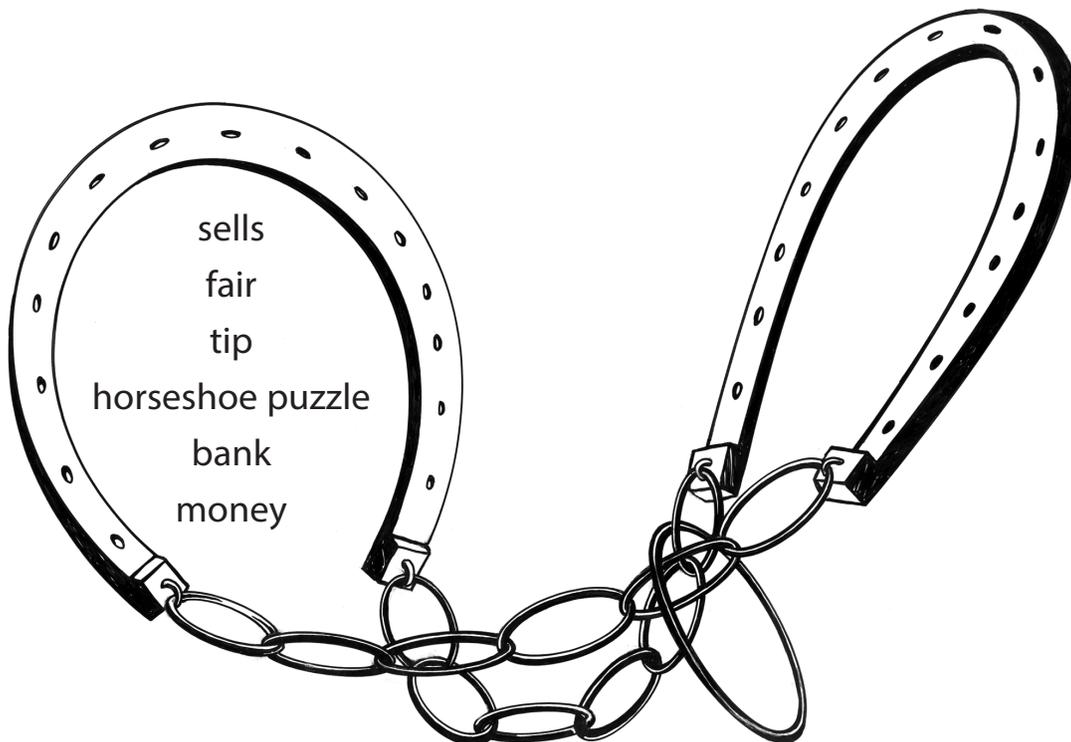
2. Matthew solves his **horseshoe puzzle**.

3. Matthew **sells** the puzzle and its solution.

4. Matthew finishes his work at the **bank**.

5. Matthew gets a **tip** for doing good work.

6. Matthew says he hopes to attend the **fair**.



Which Reaction Is Showing?

► Below each sentence is a set of opposite reactions, one good and one bad. Circle the one that describes how the character in each sentence reacted.

1. Matthew sees the size of Bailey’s horses and fears that Ben and Dolly have no chance against them.

 trust

 worry

2. Mr. Bailey knows that his horses don’t meet the requirements for the contest, but he plans to enter them anyway.

 honesty

 dishonesty

What should Mr. Bailey have done instead?

3. When Matthew’s father tells him to keep silent about Bailey and begin weighing the horses, Matthew does as he is told.

 obedience

 disobedience

4. When Matthew thinks about how big Bailey’s team is, he wishes Ben and Dolly were bigger.

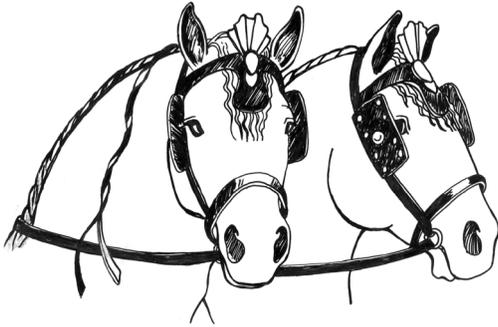
 contentment

 discontentment

How should Matthew have reacted instead?

Seeing the Difference

► Contrast the two teams and their drivers, using the words from the word bank to complete each chart.



small
spangled
large
stay together
plain but shiny
pull jerkily



	Size	Harness	How They Work
Dolly & Ben	<i>small</i>	<i>plain but shiny</i>	<i>stay together</i>
Bailey's grays	<i>large</i>	<i>spangled</i>	<i>pull jerkily</i>



loud
clicks tongue
soft applause
quiet
slaps team with lines
wild cheers

	Tone of voice	Starting method	Crowd's response
John Briggs	<i>quiet</i>	<i>clicks tongue</i>	<i>wild cheers</i>
Grant Bailey	<i>loud</i>	<i>slaps team with lines</i>	<i>soft applause</i>

Interview the Winner

- Pretend you are a reporter for the Cherry Springs Times. Your assignment is to interview John and Matthew Briggs about their victory in the horse pull. What questions will you ask them? Circle the horse's head in front of each question to show which questions you think are important.



1. How long did it take you to get to town this morning?



2. Have your horses been training for this contest?



3. How long did you spend polishing the harness?



4. Did you expect your horses to win this event?



5. How do you think Ben and Dolly were able to beat a big team like Bailey's?



6. How many years have you been coming to the Cherry Springs fair?



7. How did you feel when the contest was over?



8. What are you going to do with your prize money?



9. What are you going to do tomorrow?