

*Christian
Life
Readers*

*Parent / Teacher
Guide*

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What Makes *Christian Life Readers* Different?

There are lots of readers out there. Why did we create yet another set? And what sets these apart from all the rest? We wanted something that would not only build reading ability more effectively than most others, but would build lives as well. *Christian Life Readers* are not just readers—they are life-impacting. We could almost call them Christian life training manuals.

A reader, especially a Christian reader, should be more than just a collection of stories. At this formative stage of the student's life it is important to build a strong spiritual foundation as well as a reading foundation. *Christian Life Readers* do just that. The lessons in the *Christian Life Readers* are about the Christian life. They will provoke thought about the student's own life. They require spiritual thinking and evaluation. As the student's reading comprehension grows, his or her spiritual discernment will be commensurately exercised.

Yet, the primary goal of a reading course is to build effective reading skills. This is where *Christian Life Readers* excel. The ability to read is an extensive set of skills built one upon another in proper sequence until the whole becomes a single, complete, instinctive process. Recent findings by ACT, the college testing organization, indicated that most college entrants are currently deficient in the necessary reading comprehension skills to perform at college levels. One article stated: "In complex reading passages, organization may be elaborate, messages may be implicit, interactions among ideas or characters may be subtle and the vocabulary is demanding and intricate."

Christian Life Readers are specifically designed to build these skills. Once the student has become familiar with basic phonetic

constructs through a good phonics program like *Succeeding at Reading*, basic comprehension skills are addressed in the *First Reader*. Skills are then built line upon line and brick upon brick throughout the entire series. Many facets of comprehension are exercised in increasing degrees building up to the levels mentioned.

Christian Life Readers do not just introduce vocabulary. They build lifetime vocabulary skills. Vocabulary is the media of communication. Speaking, reading, writing, and the comprehension of such cannot exist without vocabulary. The life skills and habits for building one's vocabulary are an integral part of each lesson, even to the inclusion of several levels of mini-dictionaries to encourage and cement competent dictionary usage.

Early on, the student is introduced gradually to different types and usages of punctuation. Punctuation is as integral to the written word as voice inflection is to the spoken word. The student will learn, through reading with attention to punctuation, to fluently translate from one medium to the other. As comprehension skills increase, analysis becomes a part of the lesson exercises. Thus, as all these factors come into play, the full process of reading is realized.

Add to this the careful mix of studies in character and godliness, and you have a superior learning environment in which your child will learn to excel at consuming and digesting the written word. Awareness of the value of such traits at an early age, when the mind is in such a receptive state, will serve as a springboard into a positive, competent, rewarding life. Good character breeds success, and everything works better when it is rightly related to God. It is our intent that these readers should bring all these important benefits to the life of the student, and thus teach those things that are also dear to the teacher and parent.

How To Use the First Reader

The following is a basic format that will prove helpful in gaining the most benefit from this reader. This lesson outline is a template or guideline. It may be modified or extended as needed for special cases or needs. The outline includes suggested minimum requirements for the lessons and additional activities that can be considered optional. Optional activities are indicated by a star.

Day 1

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily. If necessary, allow the student to read the lesson again, or several times, to become better familiarized with the text. The stories are simple enough that this should help some with fluency. The teacher may need to assist with some pronunciation, especially with words that do not conform to phonetic rules.

If a student struggles with reading aloud, more work is needed in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of “sounds” has been mastered.

Day 2

1. Have the student read the lesson aloud.
2. Review any pronunciation as needed.
3. Check to see if the student understands all of the words used in the lesson. Be careful to note that we adults take many words

First Reader

for granted that a young child does not fully grasp. Provide word meanings and explanations for word usage as needed.

Day 3

1. Have the student read the lesson aloud.
2. Ask the questions at the end of the lesson, and have the student answer orally. If the student did not comprehend thoroughly enough, or does not remember, the details in question, allow the student to reread the lesson aloud or silently to find the answer. Reading for an answer to a known question is somewhat easier than retaining everything that is read for all possible future questions.

At this age most students will habitually read aloud, but having them do so provides another benefit. The process allows the teacher to know if the student reads past the answer. If so, the student is having difficulty comprehending what is read, or has forgotten the question by the time the answer is found. Either way, the cause is probably because the student must concentrate so heavily on simply sounding out the words.

Day 4

1. Have the student read the lesson aloud.
2. Have the student tell the lesson in his or her own words in order to see how the lesson was comprehended as a whole.
 - i It helps for the student to periodically return and reread previous stories aloud. Rereading the lessons makes comprehension easier, and the extra practice cements the process a little better. This can be done orally or silently. The stories are easy reading,

First Reader

and usually students enjoy rereading them, especially if using this tool has been a successful, enjoyable experience. It is important to patiently allow the student to develop at his or her own pace. No matter what a child's ability, that student can be paced and appraised as successful each day. Under such circumstances, a teacher will nearly always be instructing a happy, eager learner.

Weekly Schedule at a Glance	
Day 1	
T	Have the student read the story aloud.
Day 2	
T	Have the student read the lesson aloud.
T	Review pronunciation.
T	Review vocabulary.
Day 3	
T	Have the student read the lesson aloud.
T	Have the student answer the questions orally.
Day 4	
T	Have the student read the story aloud.
T	Have the student tell the lesson in his or her own words.
i	Have the student reread previous lessons.

i Optional

Second Reader

How To Use the Second Reader

The following is a basic format that will prove helpful in gaining the most benefit from this reader. This lesson outline is a template or guideline. It may be modified or extended as needed for special cases or needs. The outline includes suggested minimum requirements for the lessons, and additional activities that can be considered optional. Optional activities are indicated by a star.

Day 1

1. Review the vocabulary words with the student. Assist with the pronunciation of any words that may be irregular or difficult for the student. Most of the words will follow phonetic rules, and should not pose difficulty to the student.
2. Have the student read the lesson aloud.
3. Have the student look up the definitions of the vocabulary words using the dictionary provided in Appendix B at the back of the book. The words are listed by chapter and then alphabetically.
 - i The student may write the words with their definitions on a sheet of paper or in a notebook, reinforcing the association between the word and its definition in the student's mind.

Day 2

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily. If necessary, allow the student to read the lesson again, or several times, to become better familiarized with the text.

If a student struggles with reading aloud, more work is needed

Second Reader

in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of “sounds” becomes a *completely instinctive, unconscious* part of the process called reading.

2. Have the student answer the questions that follow the lesson. The questions may be answered orally or the answers may be written. These questions will address specific details in the lesson. Usually the answer to each question is stated explicitly in the story. The student may look up the answers in the story because at this level of reading, the student does not have enough retention to answer all the questions from memory. These exercises are designed to begin to make the student aware of things like attention and retention, which are necessary parts of comprehension. Also, reading in search of specific details exercises different disciplines than does simply reading.

The last question in each lesson will require the student to make a basic evaluation, or form an opinion, based on the story and its details. From a technical standpoint, there is no wrong answer to this question. If the opinion of the student seems inappropriate, the instructor should ask how the student came to that particular conclusion. The response may be surprising, and the conclusion understandable, when it is clear how it was formed.

Day 3

1. Have the student read the lesson aloud.
2. Have the student retell the story from memory in his own words. At this point, the student has read the lesson several times, answered questions about many of the details involved,

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and probably specifically looked up many of those details. The student should be able to recount the story relatively accurately.

Day 4

1. Have the student read the lesson aloud. By this time the student should be quite familiar with the lesson, and be adding some fundamental elocution. At this point we are only concerned with some basic pausing for punctuation. This helps to give more accurate meaning to what the student is hearing himself or herself read. Thus, it is easier to comprehend.

A simple way to handle punctuation at this level is to teach the student to take a full breath at end-of-sentence punctuation, and take a half-breath at middle-of-sentence punctuation.

2. Have the student read the scripture associated with the lesson.
 - i Have the child explain the meaning of the scripture.
 - i Have the child explain how the scripture relates to the story.

Other Thoughts

Scriptures are ideal for penmanship practice. Writing them also helps in remembering them. They are also great devotional material as the story is related to the scripture, and both are related to one's personal life.

Second Reader

Weekly Schedule at a Glance	
Day 1	
T	Review the vocabulary words.
T	Have the student read the lesson aloud.
T	Have the student look up the vocabulary words.
i	Have the student write the definitions.
Day 2	
T	Have the student read the lesson aloud.
T	Have the student answer the questions.
Day 3	
T	Have the student read the lesson aloud.
T	Have the student retell the story from memory.
Day 4	
T	Have the student read the story aloud using elocution.
T	Have the student read the scripture.
i	Have the student explain the scripture.
i	Have the student relate the scripture to the story.

i Optional

Second Reader Answer Key

Lesson I Lucy's Verse

1. The eyes in the verse look to God.
2. The ears in the verse hear God's Word.
3. The tongue in the verse speaks God's truth.
4. The feet in the verse walk God's ways.
5. The hands in the verse work for God.
6. Personal opinion or evaluation.

Lesson II No Words and Many Words

1. The first child received the name "No-words" because she does not talk.
2. The second child received the name "Many-words" because he talks too much.
3. The third child received the name "Words-enough" because she talks just enough.
4. Personal opinion or evaluation.

Lesson III What Have You Lost?

1. John had lost a nickel.
2. John earned a nickel carrying luggage.
3. John's nickel was behind a stone.
4. Miss Mason wanted John to ask God for love and forgiveness.
5. Personal opinion or evaluation.

Second Reader

Lesson IV Tommy Tremper

1. Tommy wanted to earn money because he wanted to have books to read.
2. Tommy needed to keep his chickens in the yard so he could find the eggs they laid.
3. Tommy would bring the eggs to Cousin Joe.
4. Cousin Joe would try to sell Tommy's eggs.
5. Tommy had to be diligent about his work to earn his money.
6. Personal opinion or evaluation.

Lesson V The Splendid Vacation

1. Arthur and Robbie had hoped to go fishing.
2. Arthur and Robbie decided to go help Joe Bates.
3. Joe Bates was sick.
4. Arthur and Robbie felt willing and happy to go.
5. Personal opinion or evaluation.

Lesson VI A Good Child

1. To "do as I am bid" means to obey.
2. To "desire someone's toys" means to want those toys.
3. To "mind the rule" means to obey the rules.
4. The child will go to live in heaven someday.
5. Personal opinion or evaluation.

Second Reader

Lesson VII God Can Keep Me

1. Sammy wanted to be a sailor.
2. Sammy wanted to bring his mother pretty things.
3. Mrs. Prince wanted Sammy to be safe at home instead.
4. God could keep Sammy safe.
5. Sammy was Father's right hand man.
6. Personal opinion or evaluation.

Lesson VIII To Tell the Truth

1. John had to go before the judge to tell his story.
2. John needed to tell the truth because it would all be written down.
3. John already knew that he needed to tell the truth.
4. The books in heaven will tell all that we have done and said.
5. The judge could trust John to tell the truth.
6. Personal opinion or evaluation.

Lesson IX A Gentleman

1. The little girl was crying because she fell in the gravel.
2. Julius thought that boys could not be gentle because it was not in their nature.
3. The bravest men will be the most gentle.
4. Julius should be manly when he is in danger, he sees others in danger, he is called to speak the truth, or he is in sickness or pain.
5. Julius said he would strive to be a gentleman.
6. Personal opinion or evaluation.

Second Reader

Lesson X Maria's Story

1. Maria and Samuel were in bed when they had their talk.
2. Maria and Samuel talked about Jesus.
3. Mrs. Allen prayed that the Holy Spirit would help her children come to know Jesus and His Father.
4. Samuel was too young to understand much about the great love of Jesus.
5. Jesus will help little children to do what is right and forgive them for doing wrong.
6. Personal opinion or evaluation.

Lesson XI I Forgot

1. Horace had a bad habit of being thoughtless.
2. Each time Horace forgot, his father put a nail in the white post in the yard.
3. In a few weeks, the post had many nails in it.
4. Each time Horace remembered, his father said he would pull a nail out of the post.
5. Horace was glum because, after all the nails were pulled out of the post, all the nail holes could still be seen.
6. Personal opinion or evaluation.

Lesson XII The Honest Boy

1. This boy had short, cropped hair and a pleasant eye.
2. This lad always told the truth.
3. "There goes the boy who never tells a lie."
4. "There goes the honest youth."
5. Personal opinion or evaluation.

Second Reader

Lesson XIII Speak Civilly

1. An echo is reflected sound.
2. Andrew thought that someone was mocking him.
3. Andrew began to cry because he was angry.
4. If we speak nicely to others, others will speak nicely to us.
5. Personal opinion or evaluation.

Lesson XIV Why Lottie Did Not Whisper

1. Lottie was nine years old.
2. Lottie got into trouble in school because she whispered to her friends.
3. Lottie was developing self-mastery by not whispering in school.
4. Lottie tried to go a half-day without whispering.
5. Lottie's secret was that she did not try to go too long at one time without whispering.
6. Personal opinion or evaluation.

Lesson XV The Bad Apple

1. The fellows with whom Robert played used bad language.
2. Robert was to place the apples in the storeroom to let them become sweeter.
3. Robert did not want his father to put the rotten apple with the other apples.
4. The other apples became rotten like the rotten one.
5. Robert's father told him that the company of bad boys would make him bad.
6. Personal opinion or evaluation.

Second Reader

Lesson XVI Daisy and Alice

1. Alice and Daisy went into the garden to play.
2. Alice wanted to play that she was a sewing girl.
3. Daisy wanted to play that she was a bear.
4. Alice's mother told her to take good care of the baby, Daisy.
5. Alice's mother was very busy, so she wanted her to play with Daisy.
6. Alice played that Daisy was a bear.
7. Personal opinion or evaluation.

Lesson XVII One Little Figure

1. Robbie was trying to do a numbers problem.
2. Robbie had done the problem three times.
3. Robbie's mother came to look at his problem.
4. Robbie's mother said that errors almost always grow.
5. Personal opinion or evaluation.

Lesson XVIII My Brother

1. The brother played kindly.
2. The brother made a sled when winter came.
3. The brother wrote the ABC's on a slate.
4. The brother gathered apples, chestnuts, and walnuts from the trees.
5. The brother did all of these things cheerfully.
6. Personal opinion or evaluation.

Second Reader

Lesson XIX Knitting Socks for Papa

1. Mary was knitting stockings for her father.
2. Mary saw that her father's stockings were worn and had holes in them.
3. It saddened Mary to think of her father working in worn out stockings.
4. Grandma offered to help Mary.
5. Grandma was proud of Mary because she was learning to knit so quickly.
6. Personal opinion or evaluation.

Lesson XX A Water Fountain

1. The water fountain was in the tree.
2. Some of the leaves on the tree are six feet long.
3. The water hides in the stalks of the leaves.
4. You can fan yourself with a leaf from the tree.
5. God owns all the land in the world.
6. Personal opinion or evaluation.

Lesson XXI Another Tree

1. Yes, bananas picked from the tree taste different from those found in the store.
2. Some leaves on a banana tree can be ten feet long.
3. The boy in the story planted a peach stone.
4. The boy dug up the peach stone to see if it had begun to grow.
5. It takes a banana tree less than one year to grow.
6. Another name for a banana vine is a sucker.
7. Personal opinion or evaluation.

Second Reader

Lesson XXII Fannie's Eyes

1. Harvey had been away a whole year.
2. Harvey's mother wanted to look into his eyes to see if he had done anything to make her ashamed.
3. Fannie thought that her mother was looking for pictures in Harvey's eyes.
4. Fannie cut her dress to make a new cloak for her doll.
5. Fannie had a hard time looking at her mother because she was ashamed of cutting her dress.
6. Our eyes will tell tales.
7. Personal opinion or evaluation.

Lesson XXIII Generous Jack or The Willing Mind

1. Jack was eight years old.
2. Jack was helpful to his mother.
3. Jack gave his mother money because she needed to buy something, and he wanted her to have it.
4. Jack brought money to his father to help pay for his father's trip.
5. Jack's willing mind meant more to his father than all the money in the world.
6. The widow's two coins were more than all that the rich men gave because they were all that she had.
7. Personal opinion or evaluation.

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Lesson XXIV The Works of God

1. The sky looks so blue.
2. The sun shines so bright and gives us heat and light.
3. The bird has sung so sweetly.
4. God made the cow to give milk.
5. God made water for us to drink.
6. God made the tree to bear nice fruit.
7. Personal opinion or evaluation.

Lesson XXV A Day To Do Nothing

1. Bessie thought she would be happy if she had nothing to do.
2. Bessie's mother told Bessie that she would not give her any work to do.
3. Bessie's mother said that it was work to climb trees and pick cherries.
4. Bessie was tired of doing nothing.
5. People get tired of play because God does not want us to be idle.
6. God commands us to work six days.
7. Personal opinion or evaluation.

Lesson XXVI Susan Will Be Happier if I Go With Her

1. Mary wanted to go for a walk with her mother that day.
2. Susan wanted Mary to go on an errand with her.
3. Mary really wanted to go with her mother, but Susan really did not want to go alone.
4. Mary decided to go with Susan.
5. When Mary thought of Susan's happiness, it made her happy.
6. Personal opinion or evaluation.

Second Reader

Lesson XXVII Jennie's Work

1. No one went to the beach with Jennie.
2. The water was azure.
3. It smelled crisp and nice by the ocean.
4. The ocean made Jennie think of her verse.
5. Jennie began to write her verse in the sand.
6. Jennie's verse was "God is Love."
7. Jennie will meet the gray-haired man in heaven someday.
8. Personal opinion or evaluation.

Lesson XXVIII Our Father Who Art in Heaven

1. When the children saw their father, they ran to meet him.
2. The father gave each child a kiss.
3. The children took his basket and his cane from his hands.
4. The children were in a hurry to see their father just because he is their father.
5. The father takes care of the children by giving them a house, food, and raiment.
6. The children strive to please their father.
7. Children also have God as their Father.
8. Children can give their hearts to their heavenly Father.
9. Personal opinion or evaluation.

Lesson XXIX "Which Would You Rather I Do?" Part 1

1. Billy wanted to go skating.
2. Billy could be happy staying at home.
3. It made Billy still happier that his mother told him what a good

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boy he was.

4. Billy was five years old.
5. Billy's mother was afraid that Billy would fall through the ice.
6. Personal opinion or evaluation.

Lesson XXX "Which Would You Rather I Do?" Part 2

1. Billy's mother decided to take him to the river.
2. Billy was elated when he came to the river.
3. The children were sliding, skating, and sledding.
4. Billy fell on the ice, and it made him cry.
5. Billy got a bump on his nose.
6. Billy went for a sled ride for the first time on the river.
7. Personal opinion or evaluation.

Lesson XXXI The First Snow

1. The snow covers everything.
2. Nothing grows in winter under the snow.
3. Everything will begin to grow in the spring.
4. The snow covers everything like a blanket.
5. Personal opinion or evaluation.

Lesson XXXII Bless God for This Doll, Part 1

1. When Aunt Ann came to visit, she played with Mary and helped her make garments for her doll.
2. When Mary tried to wash her doll's face, the color came off its cheeks.

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3. Mary would sometimes stop outside the store to look at new dolls.
4. Aunt Ann decided to buy Mary a new doll.
5. After receiving the new doll, Mary prayed and thanked God for the doll.
6. Mary had been taught that God was the Giver of every good gift.
7. Personal opinion or evaluation.

Lesson XXXIII Bless God for This Doll, Part 2

1. God knows the smallest thought of each child's heart.
2. The Bible tells us that God numbers the hairs of our heads.
3. We should thank God for all that He has given us.
4. If we should look into your rooms, we would see many wonderful gifts.
5. Food is a blessing that we get from God each day.
6. Personal opinion or evaluation.

Lesson XXXIV A Grave Question, Part 1

1. When Bobby was wearing a sober face, he was thinking of something of great import.
2. Bobby wanted Timmy to go to Sunday school.
3. Bobby had been working for some time to bring Timmy to Sunday school.
4. Timmy could not go to Sunday school because he had no shoes.
5. Mother decided that she could trade Bobby's new boots for two pairs of shoes.

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6. Bobby was dismayed because he wanted a pair of boots very badly.
7. Personal opinion or evaluation.

Lesson XXXV A Grave Question, Part 2

1. Bobby was to decide whether to exchange the boots.
2. Bobby was having a hard time deciding because he really wanted the boots.
3. Bobby said that he would give his answer the next morning.
4. Timmy Nolan had no shoes. He went barefoot.
5. The boys would laugh if Bobby did not get his boots.
6. Bobby did not care if the boys laughed.
7. Bobby did not think Timmy would laugh.
8. Bobby prayed for help to make up his mind.
9. Personal opinion or evaluation.

Lesson XXXVI Little Child's Morning Hymn

1. The morning bright with rosy light woke the child from sleep.
2. The child humbly prays all through the day.
3. The child wants to live near Jesus' side.
4. The child is praying to God the Father in the first part of the poem.
5. The child is praying to Jesus in the second part of the poem.
6. The child is praying to the Holy Spirit in the third part of the poem.
7. Personal opinion or evaluation.

Third Reader

How To Use the Third Reader

Day 1

1. Review the vocabulary words with the student. Assist with the pronunciation of any words that may be irregular or difficult for the student. Many of the words will follow phonetic rules, and should not pose difficulty to the student.
2. Have the student read the lesson aloud.
3. Have the student look up the definitions of the vocabulary words using the dictionary provided in Appendix B at the back of the book.
 - i The student may write the words with their definitions on a sheet of paper or in a notebook, reinforcing the association between the word and its definition in the student's mind.

Day 2

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily. If necessary, allow the student to read the lesson again, or several times, to become better familiarized with the text.

If a student struggles with reading aloud, more work is needed in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of "sounds" becomes a *completely instinctive, unconscious* part of the process called reading.

Third Reader

2. Have the student answer the questions that follow the lesson. The questions may be answered orally or the answers may be written. These questions will address specific details in the lesson. Usually the answer to each question is stated explicitly in the story. The student may look up the answers in the story because at this level of reading, the student does not have enough retention to answer all the questions from memory. These exercises are designed to begin to make the student aware of things like attention and retention, which are necessary parts of comprehension. Also, reading in search of specific details exercises different disciplines than does simply reading.

The last question or questions in each lesson will require the student to make a basic evaluation, or form an opinion, based on the story and its details. From a technical standpoint, there is no wrong answer to this question. If the opinion of the student seems inappropriate, the instructor should ask how the student came to that particular conclusion. The response may be surprising, and the conclusion understandable, when it is clear how it was formed.

Day 3

1. Have the student read the lesson aloud.
2. Have the student retell the story from memory in his own words. At this point, the student has read the lesson several times, answered questions about many of the details involved, and probably specifically looked up many of those details. The student should be able to recount the story relatively accurately.

Third Reader

Day 4

1. Have the student read the lesson aloud. By this time the student should be quite familiar with the lesson, and be reading it with some elocution. At this point, we want to encourage the student to go beyond a breath at end-of-sentence punctuation and a half-breath at middle-of-sentence punctuation. The student should begin to try to capture a little of the mood of the story with changing voice inflections at question marks and exclamation points.
2. Have the student read the scripture associated with the lesson.
 - i Have the child explain the meaning of the scripture.
 - i Have the child explain how the scripture relates to the story.

Other Thoughts

Scriptures are ideal for penmanship practice. Writing them also helps in remembering them. They are also great devotional material as the story is related to the scripture, and both are related to one's personal life.

Third Reader

Weekly Schedule at a Glance	
Day 1	
T	Review the vocabulary words.
T	Have the student read the lesson aloud.
T	Have the student look up the vocabulary words.
i	Have the student write the definitions.
Day 2	
T	Have the student read the lesson aloud.
T	Have the student answer the questions.
Day 3	
T	Have the student read the lesson aloud.
T	Have the student retell the story from memory.
Day 4	
T	Have the student read the story aloud using elocution.
T	Have the student read the scripture.
i	Have the student explain the scripture.
i	Have the student relate the scripture to the story.

i Optional

Third Reader

Third Reader Answer Key

Lesson I Mary's Great Treasure

1. Mary lived far in the West.
2. Mary had a great treasure.
3. Mary's great treasure was a new heart.
4. God gave Mary her great treasure.
5. God gave Mary her great treasure early in life when she was six.
6. Jesus died that we might be saved from sin.
7. If we are not sorry for our sins, we should ask Jesus to show us the wickedness of sin.
8. Personal opinion or evaluation.

Lesson II Only Once

1. The boys were going to get some strawberries.
2. Henry asked if John's father would like him to go through the grass because Henry was a thoughtful boy.
3. When Henry would not disobey John's father, John said it would not do any harm to disobey once.
4. If the boys disobeyed John's father, Henry felt that they would be disobeying God.
5. When a person does wrong "only once," that person does not know how many more times he might do wrong in the future.
6. When the boys obeyed John's father, they found a good patch of berries in the corner of the field.
7. What God approves of is always best, even if it seems not best.
8. If you disobey your parents, you are disobeying God.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

Third Reader

Lesson III No Time

1. Harry and James needed to learn their lesson for the next day.
2. When he left school Harry thought he would never be able to learn his lesson.
3. James suggested Harry begin learning his lesson at once.
4. James studied his lesson as he walked back to school.
5. Some boys shouted to Harry and James to play a game of cricket.
6. James told the boys that he would join them in ten minutes.
7. James did not join the boys right away because he wanted to study his lesson.
8. The next day, Harry said that he did not have time to learn his lesson.
9. The teacher said that Harry needed to learn that “no time” is an idle excuse.
10. When we decide “to do a thing,” we will find a way to do it.
11. Personal opinion or evaluation.

Lesson IV The Two Gardens

1. Randall did not want to go to school.
2. Randall said that Charles French’s father did not require him to go to school.
3. Randall’s father took Randall to his own garden to show him something.
4. Randall’s father showed Randall his pea crop.
5. Randall’s father showed Randall Mr. French’s pea crop
6. Randall’s father’s garden had the best chance of yielding the best crop.
7. Children’s minds are like garden beds.

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8. Randall's father sent him to school that his mind might have good seed sown in it.
9. Randall's mind was cultivated at school.
10. Personal opinion or evaluation.

Lesson V Take the Other Hand

1. This story occurred in the spring of the year.
2. The lady went out to take a walk and get some fresh air.
3. After wandering for some time, the lady came to a ropewalk.
4. In the building there was a boy turning a large wheel.
5. The boy was doing such hard work to help support his mother, so she could keep his brother and sister.
6. The boy was paid fifteen cents each day.
7. The boy said he liked his work pretty well.
8. The boy worked from eight to twelve o'clock and from two to six o'clock—eight hours each day.
9. When the boy was tired of working with one hand, he turned the wheel with the other hand.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

Lesson VI Spring Rains

1. The raindrops fall through the sunbeam's glow.
2. The rainbow bends o'er the earth below.
3. Each drop looks like a mirror.
4. The rainbow tells of God's promise nevermore to cover the earth with floods again.
5. Shortly after the rainbow has appeared, the sky is bluer and the

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day more fair.

6. Raindrops look like crystal beads on the grass.
7. The sun shines brightly after the rainbow has faded.
8. Personal opinion or evaluation.

Lesson VII Truthful Edward

1. Edward was late for school because he was playing with his dog.
2. Edward told the teacher that he had been playing with his dog.
3. The teacher was regretful about having to punish Edward because he told the truth and did not lie.
4. The teacher's inkstand had been spilled.
5. It appeared that Edward had spilled the inkstand because he was in the schoolroom before anyone else.
6. The teacher believed Edward because he had told the truth before.
7. The teacher knew that Edward told the truth because the teacher caught a squirrel that had ink on its feet.
8. Personal opinion or evaluation.

Lesson VIII The Lost Hunter

1. Conrad lived in the country of Germany.
2. Conrad was watching his flock of sheep when he saw the hunter.
3. The hunter wanted Conrad to show him the way to town.
4. The hunter wanted Conrad to leave his sheep and help because

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he was hungry, tired, and thirsty.

5. The hunter was willing to pay Conrad well if Conrad would show him the way.
6. If Conrad had gone with the hunter and left his sheep, he would have been stealing.
7. Conrad did not feel that he could leave his sheep with the hunter because the sheep did not know the hunter's voice, and the hunter had wanted him to betray his trust.
8. The hunter turned out to be the Grand Duke who owned all of the land.
9. The Grand Duke later rewarded Conrad by sending him to be educated.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

Lesson IX The Contented Farmer

1. Frederick the Great, the king, was taking a ride.
2. The king noticed a farmer plowing by the roadside.
3. The farmer was singing as he worked.
4. The farmer earned eight groschen, or twenty-three cents, each day.
5. The farmer kept two groschen each day for himself.
6. The farmer gave two groschen to his parents each day.
7. The king gave the farmer fifty gold pieces.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

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Lesson X Mamie's Trouble

1. This story took place late in the afternoon in the schoolhouse.
2. Mamie was sitting at her desk crying.
3. Mamie's sister was standing beside her, and she was trying to comfort Mamie.
4. Mamie was to receive a pony if she did not "miss" all term.
5. When she missed on the isthmus, Mamie peeked.
6. Cheating is not a happy path.
7. Since Mamie was so sorry, Mr. Matthews offered to let her recite her lesson the next day to get her mark.
8. Mr. Matthew's idea would not take away the "peek."
9. God saw Mamie cheat.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

Lesson XI Croquet

1. The children were playing croquet.
2. Ella was having a hard time getting through the middle wicket.
3. All the children thought that Ella had put her ball through the middle wicket.
4. Ella knew that her ball did not go through the wicket.
5. Ella was thinking under the tree that she was not going to win, and that she was sick of that spot.
6. God also knew that Ella's ball did not go through the wicket.
7. Ella said she did not intend to cheat.
8. When Ella came back, she hit her ball up the hill back to the middle wicket.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

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Lesson XII Dear Grandma

1. Grandma has loving and pure eyes.
2. Grandma's hair hovers above her brow like silver light.
3. Grandma is reading the Bible.
4. Grandma is pondering how she'll see Jesus' countenance.
5. Tears, aging, illness, and fears will not be in heaven.
6. "Passing" means that we will be carried to a glorious home above.
7. The home above is a home of eternal joy, peace, and love.
8. Personal opinion or evaluation.

Lesson XIII "Honor Thy Father and Thy Mother"

1. All the girls were going to the park that afternoon.
2. Harry came to get Marion.
3. Flossy is Marion's little sister.
4. Marion and Flossy could not go the park because their mother said, "No."
5. The girls' mother did not think any adults were going.
6. Marion would not ask her mother again because her mother was ill, and she was asleep in bed.
7. Harry tried to get Marion to disobey her mother.
8. Auntie suggested that Marion ask her father if she could go.
9. Marion told the auntie that her father never differs with her mother.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

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Lesson XIV Industrious People

1. The story took place on a Saturday.
2. Clara needed to study her lessons.
3. Clara went under the old tree to study.
4. The hummingbird sucked nectar out of a wild rose.
5. The bee gathered food to make honey.
6. The fat robin snatched up a big bug, some greens, and some acorn buds.
7. Clara thought the spider worked just as hard as human beings.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

Lesson XV The Birds and the Snowstorm

1. The story took place in the spring of the year.
2. Everyone thought that summer was very near.
3. People thought that there would be another snowstorm because the wind blew cold again and the sky was clouded.
4. The storm blew for three days.
5. The birds could not find food or shelter.
6. The birds were too fearful to seek comfort in the warm houses.
7. The children were throwing bread crumbs to the birds to try to help them.
8. Jesus hopes that we will enter His “ark of safety” to escape the dangers of the world.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

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Lesson XVI Fresh Berries

1. Miss Marshall began to walk more slowly because she saw a rough-looking hut and a rough-looking man.
2. Miss Marshall made sure that she did not have her pocketbook with her.
3. Miss Marshall had her watch, her chain, and her ring with her, and she was afraid that the man might want them.
4. At that moment, Miss Marshall wished that she was at home.
5. Jake was asked if the berries in the yellow pail were going to be taken to the village.
6. Jake would not sell the berries because they were stale.
7. Jake said they could eat the berries for dinner instead of selling them.
8. Miss Marshall began to walk fast again because she knew that her watch and ring were as safe as if she were at home.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

Lesson XVII Minnie's Trouble

1. Minnie had been to see the missionary when the story began.
2. Minnie looked sober as she sat at Grandpa's knee.
3. Minnie had been saving her money for a pink and white fan.
4. Minnie thought it was "too mean" that the missionary had been telling stories about children who could not go to school, and who did not have food to eat.
5. That night Minnie cried and cried.
6. In the morning, Minnie sought Grandpa's advice.
7. Minnie was struggling with whether to give her money to the missionary, or to buy the fan she wanted.

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8. Grandpa said that Minnie needed to please God with her decision.
9. Minnie decided to give her money to the missionary.
10. God rewarded Minnie by sending her a fan as a gift.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Lesson XVIII Trusting and Working

1. While the dew is still on the flowers, this person is working for Jesus before the moments pass her by.
2. The sun is shining in his glory and his pride.
3. As the sun shines, this person will walk closely by Jesus' side as she works for Him.
4. This person will love and trust Jesus as the twilight shadows deepen and at the waning of the day.
5. This person will be guided by Jesus' loving hand.
6. We should serve Jesus in our childhood.
7. We should let Jesus' holy will be done.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

Lesson XIX Lost in the Woods

1. The story took place in the autumn of the year.
2. Amy's mother said she could play at the edge of the forest by the meadow.
3. Amy knew where the squirrels hid their nuts.
4. Amy had been chasing a squirrel when she became lost.
5. As soon as she became lost, Amy remembered a poem about

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- Margery Grey, another girl who had become lost in the woods.
6. As Amy leaned against the tree, the words of a song she learned in Sunday school came to her mind.
 7. She repeated the words, "Helpless, I await Thy Voice," and, "Bid me rise, walk in Thy way."
 8. Amy caught a glimpse of water through the trees as she stood up.
 9. Amy knew that streams grow larger as they go along.
 10. God directed Amy's paths.
 11. Personal opinion or evaluation.

Lesson XX A Positive Girl

1. Letty wanted to cut some roses in the garden when the story began.
2. The gardener wanted Letty to wait for him so he could make sure that she did not cut the special rose.
3. The gardener asked Letty to wait three minutes.
4. Letty felt she could cut the flowers just as well as the gardener.
5. Letty thought the prettiest rose was the one her father did not want cut.
6. Letty's father appeared in the garden while Letty and the gardener were there.
7. Letty's father seemed to feel offended about the rose being cut.
8. Mr. Donald's face was angry when Letty's father spoke.
9. After her father spoke, Letty told him that it was her fault that the rose had been cut.
10. When he heard how the rose was cut, Letty's father apologized to Mr. Donald.
11. Personal opinion or evaluation.

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Lesson XXI Ever So Many Beautiful Things

1. When the story began, Joey was sitting on his mother's lap.
2. Joey was looking at the sky.
3. The clouds had gathered above the horizon, and they had become many beautiful shapes.
4. As the sun sank, Joey imagined he saw ships with their sails spread, chimneys throwing smoke, and mountains piled upon mountains.
5. After the sun sank, the stars and the moon came out.
6. David in the Bible had also been awed by the gray twilight and starry firmament.
7. What surprised David about God was that God even noticed him.
8. God provided for David's smallest needs and protected him from danger.
9. The more we learn about God's creation, the more we realize His greatness and perfection.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

Lesson XXII Robbie's Work

1. Robbie had been on a visit and was coming home.
2. Robbie had a little ivy twig in his hand.
3. Robbie planted his ivy twig by the old church.
4. After he planted it, Robbie commanded the twig to grow into a great big plant, and make the church look as pretty as it could.
5. After Robbie planted it, the ivy went to work growing in the dirt.
6. Soon after planting the twig, Robbie went miles and miles away

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from there to live.

7. When Robbie was very old, his grandson went across the ocean to visit the church.
8. At the church, Robbie's grandson saw that the vine had grown to cover the whole side of the church and was very pretty.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

Lesson XXIII Selfish Ella

1. Ella has soft brown hair and bright eyes.
2. Ella requires very little care.
3. For several years, Ella took care of her mother.
4. Ella's father often sends her gifts.
5. Ella's one big fault was that she was selfish.
6. Ella had a difficult time sharing the gifts from her father.
7. Ella wished that her father would send her less fruit so that she could keep a basket in her room.
8. It made Ella angry that she had to share when her father sent a basket of fruit for the whole family.
9. The little boy shared his apple with his brother and sisters, and reserved no part for himself.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Lesson XXIV A Song of Giving

1. The birds sing in the summer.
2. The birds sing among the verdant trees.

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3. The flowers lift their dainty heads.
4. Children also give God praise and ardent love.
5. The birds and flowers give their love to everyone.
6. The birds and flowers scatter songs and odors.
7. The flowers give their best, and leave the rest to God.
8. The singing of the birds and blossoms of the flowers go farther than they know.
9. Children sprinkle gifts like seeds.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Lesson XXV The Sunny Face and the Shady Face

1. As he followed her into the parlor, Willie told his mother that he loved her very much.
2. There was a hidden thought in Willie's heart that made him so happy.
3. The hidden thought made his face bright and sunny, and it made his eyes sparkle and his lips smile.
4. Willie's hidden thought was that he was trying to be good.
5. After Willie told his thought to his mother, she said that it always makes people happy when they try to be good.
6. To do right often requires a struggle for children.
7. Every child who resists evil feels happiness.
8. Jesus will aid us and give us grace to conquer our sins.
9. Henry Maxwell was Willie's friend.
10. When Henry obeyed his mother reluctantly, his face looked dark and shady like a clouded sky.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.
13. Personal opinion or evaluation.

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Lesson XXVI Receiving and Giving

1. Mary and Maggie were in Sunday school when the story began.
2. Mary was from the country of Germany.
3. Mary had only been in this country a few months.
4. Maggie invited Mary to Sunday school.
5. Mary had a plan to teach her mother to read.
6. Mary was going to try to teach her mother to read by repeating every single word she heard at Sunday school.
7. Mary and Maggie received new Bibles from the Sunday school for their regular and punctual attendance.
8. Mary could choose to receive a Bible printed in English or a Bible printed in German.
9. Mary chose a Bible printed in German so that her mother and father could read it.
10. Mary put the happiness of her mother and father before her own.
11. Personal opinion or evaluation.

Lesson XXVII “May I Pop Some Corn?”

1. Eddie asked his mother if he could pop some popcorn.
2. Some of the ears of corn were red and some were white.
3. Before Eddie could pop his corn, he had to shell the ears of corn.
4. Eddie put the corn cobs in his playbox so that he could use them for a log house.
5. The corn pops because the air swells within the hard case of the kernel until there is so much pressure that the kernel bursts.
6. Eddie gave some of the brown kernels that did not pop to his

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dog Chester.

7. Eddie shared some of his popcorn with the cook, and then took the rest upstairs to share it with his family.
8. He put some of the nicest popcorn in a bowl which he put on his mother's worktable.
9. Instead of eating it all himself, Eddie saved some of the popcorn for his father.
10. By being generous, Eddie had made others happy.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Lesson XXVIII Trouble

1. Laura received a new game called Tivola for her birthday.
2. Laura was eight years old.
3. Fannie was fourteen years old.
4. Laura had coaxed Fannie into playing her new game with her.
5. Laura wanted Fannie to take three red men at the start of the game.
6. Fannie wanted to take yellow men instead of red men.
7. When Fannie would not play the game in the way that Laura thought was correct, it made Laura feel very sad, and it took from her the joy of playing.
8. When Laura asked her mother if Fannie should take the red men, she said that Fannie should.
9. Fannie's mother said it would be the right thing to do to take the red men.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

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Lesson XXIX It Isn't Fair

1. Chad and Tyler were playing Hide the Button.
2. When it was Chad's turn to find the button, he peeped.
3. Chad had been overcome by temptation.
4. Chad's conscience was quick to reprove him.
5. Chad was brave enough to confess his sin and try to make it right.
6. A friend was caring for the children and knew what had happened.
7. Mrs. Baker rejoiced when she heard that Chad had tried to do right.
8. After a few days went by, Chad told his mother what he had done.
9. If Chad had not confessed his sin, his conscience would have grown hard.
10. It is very important that children learn to confess their faults early, and not form the habit of trying to hide them from others.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Lesson XXX Never Forget To Pray

1. We should never forget to pray.
2. Sacred thoughts should begin our day.
3. We should pray for God to grant to us our daily bread.
4. All blessings flow from God.
5. We should turn away from the example of those who ne'er bend the knee in prayer.
6. A time will come when we will miss a father's and a mother's kiss.
7. Personal opinion or evaluation.
8. Personal opinion or evaluation.

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Lesson XXXI The Cocoon

1. Aaron was in the garden with his mother, Beth, and Carl.
2. Aaron was standing by a tall pole.
3. Aaron had been gathering bean pods.
4. Aaron discovered a cocoon.
5. Mrs. Downey said that a butterfly would escape from the cocoon in a few days.
6. The insect inside the cocoon used to be a caterpillar.
7. Mrs. Downey took the cocoon into the house.
8. Each day the children checked the cocoon to see if there was any change.
9. One day when Aaron checked the cocoon, he discovered that it was empty and the butterfly had escaped.
10. The butterfly's wings were a rich orange with black stripes.
11. The caterpillar is sometimes a picture of immortality.
12. Personal opinion or evaluation.

Lesson XXXII Grandma Stevens

1. When the story began Grandma was knitting.
2. Little Nell could ask questions faster than Grandma could think.
3. Grandma told Nell to get the Book and read from it to keep Nell busy.
4. Nell was reading about Jesus and Peter.
5. Grandma thought that Nell was like Peter.
6. Nell would have liked to have walked on water as Peter did.
7. When Nell said that she would not be afraid to walk on water, Grandma reminded Nell that she was afraid to go up to her room at bedtime in the dark.

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8. Jesus attends right away to those who call on Him really wanting to be saved.
9. Nell wanted Jesus to speak to her just as He spoke to Peter.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

Lesson XXXIII Who Could Want It? Part 1

1. Madge did not want it to snow that day.
2. Madge had been invited to Louise's house for tea.
3. Madge had been confined to her house for a few days because she had been ill.
4. Madge thought that it was spring.
5. To Madge's great disappointment, it snowed that day.
6. Madge's grandmother said that it was all for the best, and that it was good for someone that it snowed.
7. The snow made the large flower mound look like a bride's cake.
8. Millions and millions of snowflakes were coming down.
9. Though our sins be as scarlet, they shall be as white as snow.
10. Personal opinion or evaluation.

Lesson XXXIV Who Could Want It? Part 2

1. Nettie had been watching for snow for three or four days.
2. When she saw it was snowing, Nettie clapped her hands under the desk.
3. Nettie bowed her head and thanked God for the snow.
4. Miss Carter lent her umbrella to Nettie.
5. Nettie's father needed to raise some money.

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6. Nettie's father said he needed another week of sleighing.
7. Nettie's father needed it to snow because he was trying to pay off a debt and buy some shoes and groceries.
8. Nettie felt so sorry for her father that she prayed for God to send some snow.
9. It took two days for God to answer Nettie's prayer.
10. Madge learned about Nettie's prayer because Nettie's father told Mr. Perry.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Lesson XXXV Lily and Her Ducklings

1. Lily the duck made her nest in a small enclosure from which some rabbits had been removed.
2. A duck must be more particular about her nest than a hen because she cannot spread her wings as far as a hen.
3. God's care is continual for everyone and everything.
4. When a sitting duck goes in search of food, she bends her head back and draws it close to her body, and waddles about quacking all the time.
5. It took four weeks for the ducklings to appear.
6. The muskrats were the ducklings' worst enemies.
7. The ducklings were always safe as long as they stayed close to their mother.
8. Children sometimes think that they know more than their parents about what is best for them.
9. The little ducks could not understand the danger of going outside their enclosure.
10. Sometimes the little ducks probably felt that their mother was

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too strict because their mother wished to keep them with her and not let them out to see all of the pretty things.

11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Lesson XXXVI The Blind Boy

1. The story took place on a blessed summer day.
2. The air was mild that day.
3. The writer came upon two children who had hither strayed.
4. The children sat at the foot of an aged beech tree.
5. The writer could hear and see all that the children did.
6. The children heard a bird singing.
7. The boy could not see the bird because he was blind.
8. The boy could smell the fragrant flowers.
9. Edward asked his sister if there were blind children in heaven because he thought he would like to look at God.
10. Edward had never seen his mother.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

Fourth Reader

How To Use the Fourth Reader

Day 1

1. Have the student read the lesson. This may be done aloud or silently.
2. Review the vocabulary words with the student. Assist with the pronunciation of any words that may be irregular or difficult for the student. Many of the words will follow phonetic rules, and should not pose difficulty to the student.
3. Have the student look up the definitions of the vocabulary words using a dictionary. An alphabetical list of the vocabulary words is provided following the lesson. The list contains a portion of the passage that uses each word so that the student can readily find the word and see how it is used in the lesson.

The student should write each vocabulary word with the appropriate definition for the word as it is used in the lesson. This can be done on a sheet of paper or in a notebook. This reinforces the association between the word and its definition in the student's mind.

4. Review the definitions with the student. The instructor can easily check the student's vocabulary work by having the student read the definitions that he or she has written, and following along in list of vocabulary words at the end of the lesson in the reader. Each word in the list is accompanied by a short passage in which it is used in the lesson. This allows the instructor to check as to whether the student has applied the correct definition to the word.

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Day 2

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily.

If a student struggles with reading aloud, more work is needed in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of “sounds” becomes a *completely instinctive, unconscious* part of the process called reading. It is recommended that a student reach a level at which he or she is able to read all the lessons in *Succeeding at Reading* at 100+ words per minute. This indicates that the student is beyond needing to consciously deal with phonics, and is free to concentrate on the more complex elements of reading, which comprise the reason for which we read.

2. Have the student answer the questions that follow the lesson. The questions may be answered orally or the answers may be written. Be sure that the student fully answers the question, as it may require multiple details from the lesson for a complete answer. In this reader, many of the answers may not be explicitly stated in the story as in previous readers, but they will be stated in similar language, which should make them obvious to the student. The student may look up the answers as needed. Remind the student that concentrating on what is read reduces the need for rereading and looking up the answers. However, some lookup will likely be needed for most lessons. This is fine, because reading in search of specific details is also something that requires some exercise if one is to become proficient in it.

The last several questions in each lesson will require the student to make a deduction or evaluation, or form an opinion. Some of these questions will require a deduction about the lesson based upon

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the facts presented. Some will require a deduction about one's personal life or life in general based on the story. Some will require an evaluation of one's personal life and habits, and a possible need for change, based on knowledge learned from the lesson. From a technical standpoint, there is no explicitly correct answer to these questions. If the opinion of the student seems inappropriate, the instructor should ask how the student came to that particular conclusion. The response may be surprising, and the conclusion understandable, when it is clear how it was formed.

Day 3

1. Have the student read the lesson aloud.
2. Have the student retell the story from memory in his own words. At this point, the student has read the lesson several times, answered questions about many of the details involved, and probably specifically looked up many of those details. The student should be able to recount the story relatively accurately.

Day 4

1. Have the student read the lesson aloud. By this time the student should be quite familiar with the lesson, and we want the student to focus fully on elocution for this read. The student should handle punctuation according to the instructions in Appendix B at the back of this reader.
2. Have the student read the scripture associated with the lesson.
3. Have the student explain the meaning of the scripture.
4. Have the student explain how the scripture relates to the story.

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Other Thoughts

Scriptures are ideal for penmanship practice. Writing them also helps in remembering them. They are also great devotional material as the story is related to the scripture, and both are related to one's personal life.

Weekly Schedule at a Glance	
Day 1	
T	Have the student read the lesson.
T	Review the pronunciation of the vocabulary words.
T	Have the student look up the vocabulary words.
T	Have the student write the definitions.
T	Review the definitions.
Day 2	
T	Have the student read the lesson aloud.
T	Have the student answer the questions.
Day 3	
T	Have the student read the lesson aloud.
T	Have the student retell the story from memory.
Day 4	
T	Have the student read the story aloud using elocution.
T	Have the student read the scripture.
T	Have the student explain the scripture.
T	Have the student relate the scripture to the story.

Fourth Reader Answer Key

Answer Key Notes—

In this answer key, the “personal opinion or evaluation” questions sometimes contain an answer given in parentheses. The student’s answer should be somewhat similar in content and idea to the answer. The teacher’s discretion will apply in such cases. These “personal opinion or evaluation” questions provide excellent opportunities to have some discussions that can prove wonderful and enlightening for both teacher and student.

Lesson I I Prayed All Day for Help

1. The story took place in the month of June.
2. Timmy’s heart was at one with nature as he walked that evening.
3. Timmy was happy that evening because he had been trying to control his temper.
4. Timmy had prayed, “Forgive my sins, and please, God, give me a new heart.”
5. When Timmy was very young, he would sometimes throw things at other children when he became angry.
6. Timmy’s grandfather said that he was quick-tempered.
7. Yes, Timmy’s grandfather, when he was young, may have been much like Timmy because both were quick-tempered.
8. When Timmy felt he was becoming angry, he quickly left the other children so that he could be alone. And when they followed him, he left them again until he could control his temper.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

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Lesson II What Made Willie Happy?

1. Willie had received a pair of slippers for his birthday.
2. Willie was admiring the freshness of the colors of his slippers.
3. Willie also received two books for his birthday.
4. After he read the two books, Willie decided he wanted another book, and that he would like to purchase it himself.
5. Willie's mother said if he could control his temper for a week, she would buy him another book.
6. Willie was happy because he was succeeding in controlling his temper, and also because he was earning his reward.
7. Willie's mother wrote "A Reward of Merit" in his book.
8. The approval of our heavenly Father will always give us the truest pleasure.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

Lesson III The First Paper-Maker

1. The children found an old piece of a wasp's nest.
2. The children thought that maybe man did not make the first paper in the world.
3. The children were correct in supposing that wasps made paper long before man did.
4. The wasp rolls wood fiber into a ball with its feet. It then wets the bundle of fibers with a sticky substance from its mouth to make a paste or pulp. It then walks back and forth, and spreads out the pulp with its feet and tongue.
5. Wise people learn something from almost everything.
6. The knowledge of a little insect is perfect because it came from God, Who is perfect.

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7. Personal opinion or evaluation. (Notice the things around you, and think about those things that you see.)
8. Personal opinion or evaluation.

Lesson IV Jessie's Importunity

1. Importunity is a person's determination to make an urgent request or demand—and make it continually until the thing is granted or the issue is resolved.
2. Jessie had asked to receive the money for a new pair of skates.
3. Jessie asked again and again until her father answered.
4. Jesus taught us to ask for the Holy Spirit when we pray.
5. God will always give us the Holy Spirit when we ask because it will always be according to His will.
6. When we ask for things other than the Holy Spirit, we should say in our hearts, "If it be Thy will."
7. When God does not seem to answer a prayer, it may be that we are praying for something that is not His will.
8. We should realize that God always does things for our good.
9. If we do not understand what God is doing in our life, we should always trust Him, and believe it is for some good reason.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

Lesson V Emma's Ambition

1. Emma was reading about a young girl who was ten years old. The girl's mother went away for a whole week to visit a sick sister, and the young girl kept the house for her father.
2. Emma wanted her mother to visit her Aunt Nellie for a week,

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and let Emma keep house.

3. Emma's mother felt that she could not trust Emma to keep house because Emma became easily distracted from her work.
4. Emma felt surprise and indignation when her mother said that she could not be trusted to keep house.
5. Emma's mother had told her to dust the sitting room, and Emma had done a very poor job.
6. Emma felt that the job she had been given was not grand enough. She felt that if she had something big to do, she would do a good job.
7. Jesus said that whoever is faithful in that which is least is also faithful in much.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

Lesson VI Angry Words

1. The hot word came from an irate tongue.
2. The bitter rejoinder rankled and stung.
3. The brothers were divided and walked apart.
4. The thoughts grew harder because each brother was angry and did not want to give in.
5. It is easy for sinful hearts to quarrel.
6. In order for the brothers to forgive, one of the brothers had to admit he was wrong, and forgive first.
7. It is easy for true hearts to love and forgive when anger arises.
8. Personal opinion or evaluation.

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Lesson VII Do You Intend To Be a Gentleman?

1. The man was invited to take a seat at the evening meal.
2. The man's bad habit disgusted the storyteller very much.
3. The spark started the pile of shavings on fire just as well as a great flame would have.
4. Our happiness depends on little things as much as on big things.
5. Little things and big things are of equal importance, because little things lead to big things.
6. A gentleman is polite. He has kind feelings for everyone. He is not rough. He is strong, but controls his strength.
7. Personal opinion or evaluation. (A gentle-woman would have all the qualities of a gentleman except possibly physical strength.)
8. Personal opinion or evaluation.

Lesson VIII The Two Friends

1. They hunted and fished together. They were constant companions. They shared their marbles, apples, and other things.
2. Alexander went to learn a trade and Conrad was sent away to college when they grew up.
3. Alexander started his own business, and Conrad became an author.
4. Conrad refused to shake Alexander's hand, and pretended he did not know him.
5. Conrad was proud, and had rich friends. He thought he was better than his friend.
6. Later in life, Alexander quit his business, moved back to his native town, and lived a happy life.

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7. Later in life, Conrad's fame did not last, and his rich friends forsook him. He became a poor, friendless man, and moved back to his native town.
8. Alexander told Conrad that he would not put him in an asylum. He invited Conrad to come live with him.
9. Personal opinion or evaluation. (Alexander's kindness changed Conrad's heart to a great extent, and caused him to repent of his proud and selfish actions.)
10. Personal opinion or evaluation.

Lesson IX The Grape Clusters

1. The clusters of grapes hung in great bunches on graceful vines, and were low enough for a young boy to pluck them.
2. The boys were receiving kind care from the lady.
3. The boys came on an errand. They delivered a letter to her.
4. The lady instructed the boys to wait in the garden because the letter she received required an answer, and she was going to write it that they might carry it back with them.
5. The boys took some grapes and ate them while they waited in the yard.
6. They lady knew that the boys ate the grapes because someone in the house saw them and told her.
7. The lady went to the orphan home and told the boys' teacher what they had done.
8. The boys condemned the conduct of taking what belongs to others.
9. The boys went back to see the lady to confess their sin and ask for forgiveness.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.
12. Personal opinion or evaluation.

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Lesson X Gertie as a Teacher

1. Gertie taught Sunday school in California.
2. Gertie had only one scholar in her class because there were teachers enough to have a teacher for each man.
3. Gertie taught her scholar his letters.
4. “Moc-a-slat” means “mark a slate.”
5. The scholars wanted to learn to read so that they could get into Bible class.
6. If someone loved Jesus, he or she would wish to see Him, just as we might get homesick for our family.
7. When Gertie’s scholar asked how many times she made “talkee” with Jesus, he was asking how many times Gertie prayed each day.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

Lesson XI Laurie’s Blank Check

1. Laurie was trying to figure the phrase, “I Am hath sent me unto you.”
2. God is the “I Am.”
3. This verse is like a blank check because it means we can ask God for anything.
4. If we are afraid, we can ask God to be the shield that protects us. Or if we feel we are unable to do something, we can ask God to be our strength to do it.
5. Laurie’s mamma gave her a blank check because she wanted Laurie to remember the example of many verses in the Bible being like a blank check.
6. Laurie put two pounds of candy on her blank check.

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7. If Laurie had chosen something that was bad for her, her father would have refused to give it to her.
8. Laurie's father would have refused to give her something that was bad for her because he loved her.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.
11. Personal opinion or evaluation.

Lesson XII The Thunderstorm

1. This poem is about a thunderstorm.
2. The clouds are rent asunder.
3. We should not fear the thunder because it is God Who sends it.
4. The lightning and the thunder come as blessings to the world.
5. The poem likens thunder and lightning to chastenings from God.
6. When the thunderstorm passes away, all is fresher, purer, and clearer.
7. We are purer after we are chastened.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

Lesson XIII It Almost Makes Me Cry

1. Looking at the idols from Africa made Jimmy feel very sad. It made him want to cry.
2. Little Tommy was amazed and was not sure what to say. He had feelings of surprise, pity, and horror.
3. Mrs. Smith said that the heathen had not been taught that God is a Spirit, and that we should not worship such idols.

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4. Jimmy loved to hear about God the Father and our blessed Saviour.
5. Jimmy had always had a great reverence for His heavenly Father.
6. Missionaries go unto all the world and preach the gospel.
7. If God does not call us to be missionaries, we can still help support missionaries.
8. Personal opinion or evaluation.

Lesson XIV Lovest Thou Me?

1. The disciples were fishing when Jesus asked them if they had any meat.
2. When Jesus told them to cast their nets on the other side of the boat, the disciples caught one hundred and fifty-three fish.
3. Jesus asked Peter if he loved Him three times.
4. Your parents furnish you with food, clothing, and a means of education. They also take care of you when you are well and when you are ill.
5. If you love your heavenly Father, you do not love to do wrong.
6. True piety extends to all aspects of our lives.
7. Personal opinion or evaluation.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation. (Drawing from the story the answer would be that the child is overcome with temptation.)

Lesson XV The Unpleasant Neighbor

1. Mr. Morrison was a very disagreeable neighbor.
2. Mr. Morrison's pigs would root up the lawn; his hungry cows

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- would break into the garden, and his horse would eat the corn.
3. It made the children feel indignant when they had to chase Mr. Morrison's animals back to his yard.
 4. Sammy's mother said that Mr. Morrison would have to repent and turn to God in order to go to heaven.
 5. God sent His Son to die for us because He loved us.
 6. God loves everyone—even His enemies.
 7. We naturally love those who love us.
 8. We should love everyone because God loves everyone.
 9. Personal opinion or evaluation.
 10. Personal opinion or evaluation.

Lesson XVI Mamma's Ittie Darling Baby

1. The story took place in September, and it was very, very hot.
2. Bertha was picking blackberries so that she would have money to go on an excursion to an island the next day.
3. The baby was wandering around lost.
4. The baby had come from a summer boarding house about two miles away.
5. Bertha had to decide whether to care for the baby right away and give up her trip, or make the baby wait until she picked her berries.
6. It was a hard decision because Bertha would be giving up her chance to go on the excursion.
7. The coachman went to get Bertha's berries.
8. Bertha was given a five-dollar gold piece, and was still able to go on her excursion.
9. Personal opinion or evaluation.

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Lesson XVII The Boy Who Kept His Purpose

1. George was upset because he was buying candy and Reuben was saving his money.
2. Reuben's goal was to purchase a barrel of flour for his mother.
3. When Reuben was hurt by George's words, he remembered his goal and how much progress he had made. This cheered him up and helped him to forget the insult.
4. Reuben's father had died two years before, and Reuben was old enough to work, so he lived on the farm where he worked.
5. Mrs. Johnson felt that Reuben had a "spirit of hoarding" because he never ate the fruit he received, and he never spent any of his money.
6. Mr. Johnson felt that Reuben needed to learn to save; otherwise, he would always be poor.
7. Mrs. Porter thought there must be some mistake about the barrel of flour. She then went to see Reuben and cried tears of joy and appreciation for all of his hard work and character.
8. Mr. Johnson educated Reuben so that he would be able to get an important job when he became older.
9. Personal opinion or evaluation.

Lesson XVIII Build Firm!

1. A young man should build on the Rock.
2. We should begin our work of building early in life.
3. We are building a "house of life."
4. Honesty makes a good cornerstone, and good habits are other stones that should be used in our foundation.
5. After the foundation is laid, we may ornament our house with works of art.

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6. Loving words and kindly deeds will blossom in a house built with care.
7. Personal opinion or evaluation. (Our “house of life” is the life of character and godliness that we are building.)
8. Personal opinion or evaluation. (The Rock is Jesus.)
9. Personal opinion or evaluation. (A young person should be working on the foundation of the “house of life.”)
10. Personal opinion or evaluation. (Without building a firm foundation, a person’s life will most likely have very many unnecessary failures, weaknesses, and problems.)

Lesson XIX Esther’s Trial

1. Esther was desiring to eat some grapes.
2. Esther’s mother forgot that Esther had been given an apple and orange already that day.
3. Esther was struggling over the grapes because she knew that her mother had forgotten that Esther had been given an apple and orange. If her mother had remembered, she would have told Esther that she could not have any more fruit.
4. Esther’s conscience was telling her to walk away and not take the fruit because it would not be truthful to do so.
5. Esther really wanted to eat the grapes.
6. Esther decided to not take the grapes because she knew she should obey what her mother would have wished.
7. Personal opinion or evaluation. (It would have been wrong for Esther to eat the grapes because her mother granted permission under a false understanding of the facts.)
8. Personal opinion or evaluation. (To influence someone to believe something that is wrong by saying nothing is the same as to influence someone to believe something wrong by speaking.)

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Lesson XX Nellie's Way and Susan's Way

1. Nellie and May were toting a pail of lunch to the workers in the field.
2. Nellie planned to make a wreath for her straw hat from the pretty flowers.
3. Nellie did not want May's flowers. She said they were weeds.
4. Nellie made May feel very sad.
5. Susan cooked all the meals for the men, and she was out searching for Farmer Hill.
6. Susan said she would take May's flowers and put them in a white pitcher beside Father's plate.
7. Susan mended May's heart and made her feel happy.
8. Nellie thought Susan might not be telling the truth about the weeds being pretty because Nellie did not think the weeds were pretty.
9. Personal opinion or evaluation.
10. Personal opinion or evaluation.

Lesson XXI I'm Not Afraid

1. Aunt Addie and the children were picking flowers.
2. Aunt Addie was in a three-wheeled cart because she could not walk.
3. Fred was hard at work making Flora squeal.
4. Aunt Addie's bouquet wanted something scarlet to make it perfect.
5. Fred said he knew right where to get some red bunches in a jiffy. They grew right on the top of the bank.
6. Flora thought that climbing the bank was dangerous, and she was sure their mother would not want Fred to do it.

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7. Aunt Addie told Fred and Flora about her accident climbing a stone fence that caused her to be unable to walk.
8. Personal opinion or evaluation. (The consequences of Aunt Addie's pride were that she could no longer walk.)
9. Personal opinion or evaluation. (Aunt Addie's story made Fred much more sober and careful.)

Lesson XXII Do You Like Your Seat?

1. The story took place on the day after the Fourth of July.
2. The author was going to the city on the train.
3. The author pitied those who lived in the city because they did not get to enjoy all of the beautiful things in the country.
4. The gentleman asked the boy to move to a different seat so that he might be able to sit with the lady whom he accompanied.
5. The boy was embarrassed because he was ashamed of what he did.
6. The boy's journey was miserable because of his impoliteness and selfishness.
7. If we are accommodating to those around us, we will never regret it.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

Lesson XXIII The Lost Child

1. Rover was a faithful watchdog, and he alerted his family that a stranger was near.
2. The stranger came to see if the Clays had seen a lost boy.

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3. After church many people helped in the search for the lost boy.
4. Some parents were fearful when they thought about their own children being lost because parents love their children very much and care about what happens to them.
5. William stopped to play marbles with some boys on the way home from getting his yeast.
6. William was crying because he knew he was lost, and he was tired and wanted to go home.
7. William spent the night with the man who found him because it was late, and he did not give his last name. So, the man did not know where he lived.
8. Personal opinion or evaluation. (William should have learned never to stray from the path he knew, and to avoid being distracted from his purpose.)
9. Personal opinion or evaluation.

Lesson XXIV A Boy Who Told a Lie

1. The mother sat mourning because her son had told her a lie.
2. The son was docile and affectionate. His ways were winning and his demeanor was mild.
3. The boy was by the window crying because he had told a lie.
4. The boy promised his mother that he would never lie again.
5. The boy needed to pray and ask God's forgiveness for telling a lie.
6. Personal opinion or evaluation.
7. Personal opinion or evaluation. (When we lie, we should ask forgiveness from God and the person to whom we lied.)

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Lesson XXV What the Birds Said, Part 1

1. The story took place on New Year's Day.
2. During the past year Fanny's mother and father had died, and she had to go live with her Aunt.
3. Dickie was the only live thing from her former home that she had left in her life.
4. Fanny was thinking of how lonely she was, and how there was no one to love her.
5. As she was thinking, Fanny remembered the Bible verses that her father and mother had taught her. And she remembered how much God loved her, and how God would take care of her.
6. When Fanny remembered what her parents had taught her, she knelt down and prayed.
7. Personal opinion or evaluation. (When we are feeling sad, we can always remember how much God loves us, and how many good things He has given us.)
8. Personal opinion or evaluation.

Lesson XXVI What the Birds Said, Part 2

1. Trudie called the sparrow a "Bible sparrow."
2. Clara was always reminding Trudie of how much older she was than Trudie.
3. Clara did not believe Trudie because she was older and thought she knew more than Trudie.
4. The girls' mother said that there were sparrows in the Bible, but she was not sure where.
5. Clara suddenly realized how much God watches us and knows our every action.

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6. Clara wanted to switch pens because her pen made a scratchy sound, and Trudie's pen slipped over the paper as if it were glass.
7. Clara wanted to believe that she should have the better pen because she wrote more than Trudie, and she was the oldest.
8. Clara decided that it was not honest for her to take Trudie's pen. She knew that God was watching, and that He would know if she did wrong.
9. Personal opinion or evaluation.

Lesson XXVII Bessie Hartwell

1. Bessie was generally a good and obedient child, but she had some faults.
2. Bessie was traveling with her aunt and uncle.
3. Bessie was going to see her grandparents who lived on a farm in the country. She enjoyed going to visit them because she lived in the city. She loved to scamper over the fields and help rake the hay.
4. When Bessie started across the gangway, her aunt told her to stop.
5. A car laden with luggage pulled in front of the gangway, and Bessie became startled and fell into the water.
6. Bessie's clothes acted as a life preserver and kept her afloat.
7. Personal opinion or evaluation.
8. Personal opinion or evaluation. (If Bessie had obeyed her aunt immediately, she would probably not have fallen into the water.)
9. Personal opinion or evaluation.

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Lesson XXVIII Marjory

1. Marjory's father and mother had come to America on the Mayflower to make a new home which they called New England.
2. That morning the air was sweet, the bees were humming, and the birds were singing. The sun was shining, and it was a beautiful day.
3. Marjory could not go to church that morning because her mother was sick.
4. Marjory's father told her that she was too small to go to church alone.
5. One reason that Marjory wanted to go to church that day was to show off her slippers.
6. Marjory's conscience was telling her, "Naughty girl! Naughty girl!"
7. Obedience is more pleasing to God than sacrifice.
8. Personal opinion or evaluation. (It was wrong for Marjory to disobey her parents and sneak off to church.)
9. Personal opinion or evaluation.

Lesson XXIX Sarah's Source of Comfort

1. The children were working and selling everything they had to try to help the missionaries by sending them money.
2. In order to earn money, Flora sold every one of her chickens; Trudie was selling all of her eggs; Tom was selling his strawberries; and Fanny was raising little cucumbers to sell.
3. In the beginning, Sarah was not doing anything to earn money.
4. Sarah was happy because she thought that nobody would buy a cat.

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5. Sarah heard Mr. Bates say he would give five dollars for a good mouser.
6. Sarah's struggle was that she knew she should help the missionaries, but she did not want to give up her cat.
7. Sarah decided to sell her cat to help the missionaries.
8. "Sarah's comfort" was the fact that she thought that her cat could not be sold to help the missionaries.
9. Personal opinion or evaluation. (No, Mr. Bates was just talking and he exaggerated, but he was honest enough to do what he said he would.)
10. Personal opinion or evaluation.

Lesson XXX God Cares for the Young

1. God ransomed Isaac while he lay bound upon the altar, and Pharaoh's daughter found Moses.
2. God raised Joseph above all his brethren.
3. David slew a lion and a bear, and trod over Gath's champion.
4. Josiah knew God from his childhood.
5. God will give His grace to children who seek His face.
6. Personal opinion or evaluation.
7. Personal opinion or evaluation.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

Lesson XXXI Lora's Bouquet

1. Lora looked beautiful. She was dressed in white, and had a sash of broad blue ribbon, and her hair was curled and tied back with a blue ribbon.

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2. Lora's grandfather helped her with her recital.
3. Lora's bouquet had lovely great lilies which were pure white, glowing scarlet, and yellow. There were lilies of the valley and a rose. There was a branch of a grape vine which was fresh and another one which was wilted. She had many fresh, and stale grasses. She also had some wilted flowers.
4. Lora had a strange bouquet because she was going to use it to illustrate the things that she said in her recital.
5. Jesus was the vine in Lora's recitation.
6. Those who abide in Jesus will bear much fruit.
7. All of Lora's recitation was taken from the Bible.
8. Personal opinion or evaluation.

Lesson XXXII The Decision

1. The story took place on Independence Day, or the Fourth of July.
2. Mrs. Bates was troubled because she did not want to tell Harry and Alice that they could not go to the celebration, because she needed them to stay at home.
3. Mr. Bates was poor, and he needed the work even if it was on a holiday.
4. Mrs. Bates told Harry and Alice that they could go to the celebration, but that it would be really hard for her to get everything done without them.
5. Harry and Alice decided to stay at home and watch the small children for their mother.
6. Harry had been promised that he would be able to light the cannon.
7. At the celebration, the cannon blew up, and the boy who lit the cannon was severely injured.

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8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

Lesson XXXIII What She Thought He Meant

1. Jessie's father was on vacation at the time the story took place.
2. Jessie became impatient and did not want to wait at the bridge because she felt that her father was taking too long.
3. Jessie took the street car home from the bridge.
4. Jessie's father had planned for Jessie to go to the Zoological Gardens and the museum, and also to go for a carriage ride through the park.
5. Jessie went outside to read, and she caught a cold from being outside in the weather.
6. Jessie learned that she needed to do just exactly what her parents said, and not to do what she thought was best when she already had instructions.
7. It was Jessie's fault that she had to spend the day at home because she did not obey her father's instructions.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

Lesson XXXIV Doing Good

1. It was a prime day. The sun shone beautifully, and the snow made it look as though there were a million diamonds shining along the roadway.
2. David was to go to the glass factory for a tour in a new sleigh with his father and some other boys. He was then coming home for a delicious dinner and a party afterwards.

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3. David's friend Dwight Holmes could not go to the glass factory because he had a cold.
4. David knew that Rich Holden did not like him, and he knew there was room for one more person at his party. He decided to invite Rich because the Bible says we should do good unto those that hate us. David wanted to do something good unto Rich.
5. Because David invited Rich Holden, Rich became David's friend after the party.
6. Personal opinion or evaluation.
7. Personal opinion or evaluation.
8. Personal opinion or evaluation.

Lesson XXXV Charlie and Rob

1. Charlie hated to split wood because he did not like to work.
2. Rob liked to split wood because he looked at it as a challenge, and as something he could overcome.
3. Charlie did not have any goals. He wanted to sleep away the next ten years and wake up a rich man.
4. Rob's plan to become successful was to work hard and be honest.
5. During the next ten years, Charlie became poor and lost his house because he did not like to work.
6. As Rob grew older, he became a successful judge and a popular speaker in the city where he lived.
7. Personal opinion or evaluation.
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

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Lesson XXXVI A Walk in the Spring

1. We ought to love God very much for bringing back the spring.
2. Personal opinion or evaluation.
3. Personal opinion or evaluation.
4. Personal opinion or evaluation.
5. Personal opinion or evaluation.

How To Use the Fifth Reader

Day 1

1. Have the student read the lesson. This may be done aloud or silently.
2. Review the vocabulary words with the student. Assist with the pronunciation of any words that may be irregular or difficult for the student.
3. Have the student look up the definitions of the vocabulary words using a dictionary. An alphabetical list of the vocabulary words is provided following the lesson. The list contains a portion of the passage that uses each word so that the student can readily find the word and see how it is used in the lesson.

The student should write each vocabulary word with the appropriate definition for the word as it is used in the lesson. This can be done on a sheet of paper or in a notebook. This reinforces the association between the word and its definition in the student's mind.

4. Review the definitions with the student. The instructor can easily check the student's vocabulary work by having the student read the definitions that he or she has written, and following along in list of vocabulary words at the end of the lesson in the reader. Each word in the list is accompanied by a short passage in which it is used in the lesson. This allows the instructor to check as to whether the student has applied the correct definition to the word.

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Day 2

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily.

If a student struggles with reading aloud, more work is needed in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of “sounds” becomes a *completely instinctive, unconscious* part of the process called reading. It is recommended that a student reach a level at which he or she is able to read all the lessons in *Succeeding at Reading* at 100+ words per minute. This indicates that the student is beyond needing to consciously deal with phonics, and is free to concentrate on the more complex elements of reading, which comprise the reason for which we read.

2. Have the student answer the questions that follow the lesson. The questions may be answered orally or the answers may be written. Be sure that the student fully answers the question, as it may require multiple details from the lesson for a complete answer. In this reader, many of the answers may not be explicitly stated in the story as in previous readers, but they will be stated in similar language, which should make them obvious to the student. There will be more deductive reasoning and evaluation involved than with the *Fourth Reader*. The student may look up the answers as needed. Remind the student that concentrating on what is read reduces the need for rereading and looking up the answers. However, some lookup will likely be needed for most lessons. This is fine, because reading in search of specific details is also something that requires some exercise if one is to become proficient in it.

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The last several questions in each lesson will require the student to make a deduction or evaluation, or form an opinion. Some of these questions will require a deduction about the lesson based upon the facts presented. Some will require a deduction about one's personal life or life in general based on the story. Some will require an evaluation of one's personal life and habits, and a possible need for change, based on knowledge learned from the lesson. From a technical standpoint, there is no explicitly correct answer to these questions. If the opinion of the student seems inappropriate, the instructor should ask how the student came to that particular conclusion. The response may be surprising, and the conclusion understandable, when it is clear how it was formed.

Day 3

1. Have the student read the lesson aloud.
2. Have the student retell the story from memory in his own words. At this point, the student has read the lesson several times, answered questions about many of the details involved, and probably specifically looked up many of those details. The student should be able to recount the story relatively accurately, and with relatively complete detail.
3. Have the student explain what he or she thought was the "moral" of the story, or the main concept that the author wanted to leave with the reader.

Day 4

1. Have the student read the lesson aloud. By this time the student should be quite familiar with the lesson, and we want the student to focus fully on elocution for this read. The student should

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handle punctuation according to the instructions in Appendix B at the back of this reader.

2. Have the student read the scripture associated with the lesson.
3. Have the child explain the meaning of the scripture.
4. Have the child explain how the scripture relates to the story.

Other Thoughts

Scriptures are ideal for penmanship practice. Writing them also helps in remembering them. They are also great devotional material as the story is related to the scripture, and both are related to one's personal life.

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Weekly Schedule at a Glance	
Day 1	
T	Have the student read the lesson.
T	Review the pronunciation of the vocabulary words.
T	Have the student look up the vocabulary words.
T	Have the student write the definitions.
T	Review the definitions.
Day 2	
T	Have the student read the lesson aloud.
T	Have the student answer the questions.
Day 3	
T	Have the student read the lesson aloud.
T	Have the student retell the story from memory.
T	Have the student explain the moral of the story.
Day 4	
T	Have the student read the story aloud using elocution.
T	Have the student read the scripture.
T	Have the student explain the scripture.
T	Have the student relate the scripture to the story.

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Fifth Reader Answer Key

Answer Key Notes—

In this answer key, the “personal opinion or evaluation” questions sometimes contain an answer given in parentheses. The student’s answer should be somewhat similar in content and idea to the answer. The teacher’s discretion will apply in such cases. These “personal opinion or evaluation” questions provide excellent opportunities to have some discussions that can prove wonderful and enlightening for both teacher and student.

Lesson I The Morning Walk

1. Robert’s father was trying to teach Robert how to learn about people’s character through observation.
2. Robert’s father looked upon people with his natural eyes and the eyes of his mind.
3. Robert only observed that the man was dressed in black.
4. Robert’s father observed that the gentleman’s clothes were threadbare, but his coat was clean and brushed, and his shoes were polished.
5. The man being observed spoke kindly when the baker pushed against him. He also carefully picked up a little child who had fallen on the sidewalk.
6. Personal opinion or evaluation.
7. Personal opinion or evaluation.
8. Personal opinion or evaluation.

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Lesson II The Singer

1. The story paints the picture of Mandy as a poor girl by describing her clothing and what she never had. The author also describes how she washes her feet in the puddles, which tells us she must not have shoes or a place to wash.
2. The author tells us about Mandy's job, picking rags, which is a job no one would want to do.
3. Mandy had a wonderfully sweet voice, and it seemed to attract the attention of those who heard her sing.
4. Mandy's joy came from her love of Jesus and her trust in Him.
5. Personal opinion or evaluation. (The story would not have turned out the same because Mandy would never have had an audience. Also, Mandy was much more effective at showing her love for Jesus with her actions than she could have been with her words.)
6. Personal opinion or evaluation.

Lesson III Look at the Birds

1. This answer will vary, but the student should see a vision of what the author is painting.
2. The student should notice and be able to put into words what the author is saying.
3. The student should describe his or her feelings and understand that the author has made the reader feel a certain way through painting this beautiful picture.
4. Yes, it should be sending a rush of excitement through us if we are picturing being there.
5. Personal opinion or evaluation.

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Lesson IV I Will Conquer Myself

1. Answers will vary, but what was the author's impression left upon the reader concerning Helen's ill temper? Examples would be: Her face turned red; she said unkind things; she may have had temper tantrums.
2. Helen wept bitter tears, and was very saddened when she lost her temper. Her mother was also greatly grieved by her actions.
3. Helen's mother would have helped Helen to conquer her temper if she could have done so.
4. Helen had to determine that she would control her temper. She also needed to ask God for His help.
5. Personal opinion or evaluation.

Lesson V Agnes, The Young Patrician

1. Agnes always felt a fear of the Emperor. No one was secure, and no one could trust in anyone.
2. Agnes overcame her fear of the Emperor and his evil rule by finding and believing in Jesus. With her trust in Jesus, she had nothing to fear.
3. Agnes was required to give up her life.
4. Personal opinion or evaluation. (We would envision our life to be one of relaxation and relative happiness, having all of our needs and desires provided for us.)
5. Personal opinion or evaluation.

Lesson VI There's Work Enough To Do

1. God made mankind to have dominion over all of creation.
2. The author is admonishing us to work hard by showing us that

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God has given many, many examples in nature from which we can learn.

3. The poem is giving us a picture from nature in which the ant “writes” with his busy activity.
4. The person who wrote the poem does not feel it would be profitable at all to spend time on foolish activities, as there is plenty of good, wholesome work which needs to be done.
5. Personal opinion or evaluation.

Lesson VII Praying for Rain

1. Each answer will be different, but a description of the picture the author is painting should be given. An example would be the following: I see a farm house with farm fields surrounding it. It is hot and dusty and the children are sitting on the porch with their mother for protection from the bright sunlight.
2. Mrs. Johnson was trying to teach her children about God’s goodness, and that even though it had not rained, God still loved them, and was working with a purpose. She also was teaching them that they should pray for God to send rain, and that He would hear their prayer.
3. Johnny’s attitude was the right attitude because he was thankful for the little rain they had received. Missy’s attitude was one of unthankfulness.
4. The rain gives a picture of God’s goodness because God sends the rain to nourish every living thing. If God did not send the rain, we would cease to exist.
5. Personal opinion or evaluation.

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Lesson VIII Sam Silver's Thanksgiving

1. An example of a description would be the following: It is a very cold, windy day. There is about a foot of snow on the ground, and the wind is blowing it in swirls across the open areas, and the branches are bending down with the weight of the snow.
2. From just the discussion in the beginning of the story, the grandfather seemed rather unkind and uncaring to Sam.
3. Sam thought his grandfather was very hard on him and was not kind to him.
4. We know that Sam does not have a mother or father and that his grandfather has adopted him. Sam also has a warm coat and mittens. This would indicate that his grandfather does love him.
5. The small voice in Sam's ear embarrassed him because he sinned by not being thankful, and he was not being fair to his grandfather.
6. We found out that Sam's grandfather was a nice man who loved Sam very much.
7. Personal opinion or evaluation.

Lesson IX Fannie's Opportunity

1. The "willing workers" were sewing clothes to send to an Indian school.
2. The girls' comments probably made Fannie feel a little foolish because she was the only one who did not understand about missions. They were showing their surprise at her lack of understanding.
3. Home missions indicates ministering to people in our own country and striving to lead them to Christ, and foreign missions

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means traveling to foreign countries to try to win people to Christ.

4. Fannie saw Mrs. Grey sitting in her house many mornings on her way to church. Fannie noticed that she did not go to church, and Fannie made up her mind to ask her when the opportunity presented itself. One Sunday, Mrs. Grey was going to ride with the doctor, but those plans were canceled, so Fannie had the opportunity to ask Mrs. Grey to church.
5. Personal opinion or evaluation.
6. Personal opinion or evaluation.

Lesson X Grandmother Bronson

1. Estelle loved her grandmother very much, and was full of pride and admiration for her.
2. Stuart felt that there wasn't a good thing which could be learned from a long list of difficult names.
3. Grandmother felt it was wonderful to think of God knowing our names, and for God to be looking down and assigning jobs for the grandchildren to do.
4. Grandmother challenged the children with the question, "Are you doing all God commanded?"
5. Personal opinion or evaluation.

Lesson XI Minnie's Influence

1. The impression was given that Julia was an impulsive girl who did not know Jesus, and that Minnie was a good Christian girl who was being a good influence on Julia.
2. Yes, Julia showed strong interest in what had happened at the

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meeting because she was going over it and analyzing it in her mind. She was wondering and thinking about becoming a Christian.

3. Minnie seemed to view going to the prayer meeting as a social occasion, and did not seem to take the participation in the prayer meeting seriously.
4. Minnie's heart did not seem to be in harmony with the people or the Lord. She was haughty and disrespectful toward those who were striving to serve the Lord.
5. Julia made an about face and decided not to go to the meeting because she recognized Minnie for what she was—not much of a Christian, so why bother to go to a meeting. Julia thought she was probably just as good as Minnie, so there was no need to become a Christian after all.
6. Personal opinion or evaluation.

Lesson XII The Two Shores

1. The student should picture many sand castles, buildings, and houses comprising a village of considerable work on the beach.
2. Huge waves were working their way toward shore.
3. The entire village was wiped out. There was nothing left of it, and it all washed back into the sea.
4. The sand is nothing in comparison to the size of the ocean. Our time here on earth is very short, and the ocean of eternity is larger than we can imagine.
5. Personal opinion or evaluation.

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Lesson XIII Brave Jamie Douglas, The Covenanter

1. The Scottish Covenanters were a group of people who promised to keep idolatry out of the church and to use the Bible as their only standard of belief.
2. Jamie's walk was one of danger. He did not skip and jump or walk along as though he did not have a care in the world.
3. We do not know for sure, but we would assume that Jamie volunteered because he was dedicated to his purpose and faithful not to betray the location of Tam Roy.
4. This answer will vary, but most people would be terrified for the young boy.
5. Jamie trusted in God to take him Home, and drew on his knowledge of the Bible and Stephen to assure himself.
6. Personal opinion or evaluation.

Lesson XIV A Little White Casket

1. Cora is sitting quietly on the sofa playing with her dollies, and seems quite happy and content. Emma is stomping around the room and kicking things, and has a very unpleasant look on her face.
2. Because Emma was focusing on herself and her anger over having to miss the meeting, she became angry with innocent people around her and treated them poorly.
3. Emma felt panicked and scared when she found out how the little girl died. She suddenly realized that she had a very important job to do.
4. Once Emma decided to focus on Cora and on doing her job instead of focusing on herself and what she was missing, she did a wonderful job taking care of Cora.
5. Personal opinion or evaluation.

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Lesson XV Broken

1. Estelle felt great pride and admiration for her grandmother's dishes. She was full of love and devotion for her grandmother.
2. Estelle wanted to be sure that she did not break any dishes because the dishes were so old and meant so much to her grandmother.
3. Estelle became extremely angry with Tiny when the dish broke because Estelle was responsible for the dishes, and she knew she would have to tell her grandmother.
4. Estelle probably felt afraid and also very, very sorry.
5. It was more important to the grandmother that Estelle obeyed God's commandments. She admonished her to repent and try again to obey His commandments. She was not as upset about the dish as she was Estelle's disobedience.
6. Personal opinion or evaluation.

Lesson XVI Dreaming Susy

1. The story describes the word "dreaming" as wasting time thinking about things which are not, and will never become, true.
2. Yes, Susy was very lazy. She was always dreaming about how she would like things to be instead of doing what she was supposed to be doing.
3. No, most of the things Susy dreamed about would never happen in real life. They were simply selfish imaginations.
4. Each answer will be a little different here, but basically Susy did not change because she did not make up her mind to change and to ask God for help.
5. The reality is that the ocean was going to engulf Susy and drown

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- her, whether she liked it or not.
6. Personal opinion or evaluation. (Just thinking about doing right is not doing right. We must actually put into action what we are supposed to do.)
 7. Personal opinion or evaluation.

Lesson XVII Buying the Truth

1. Every student's picture will be different, but a visual description should be given with at least some detail. An example would be that Bob's face could be thoughtful, but when he smiled, his whole face lit up. He seemed a happy boy.
2. According to the story, to buy the Truth means to ask God to lead us in His Truth, and make us pure and holy like Himself.
3. The Truth was worth everything to those who suffered, even loss of life itself.
4. In previous centuries people gave up their families and homes, suffered great persecution, and many were tortured and put to death.
5. Bob was thinking only about what he would be giving, and he felt that it was a great deal to give.
6. From his new point of view, Bob felt that he actually would be giving up very little.
7. Personal opinion or evaluation.

Lesson XVIII Sowing

1. Personal opinion or evaluation.
2. Personal opinion or evaluation.
3. Personal opinion or evaluation.

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Lesson XIX Courage and Cowardice

1. The old man was thinking about the water and how it was like his life slipping away rapidly into eternity. He was also hoping his eternity would be as bright as the sunlight.
2. We do not know for sure why the boys knocked the old man's hat off. They probably thought it would be fun, but it was very disrespectful.
3. Wilson was probably ashamed of what the other boys had done, and felt sorry for the old man. He probably wanted to make things right for what Brice had done.
4. Personal opinion or evaluation. (It might have been easier for Wilson to get angry and fight Brice than to endure the taunts of the other boys.)
5. Personal opinion or evaluation. (Wilson jumped in to try to rescue Brice because it was the right thing to do if he could do it. Since Wilson was the only person to stand up and try to do right even when the going became personally tough, we would think that he would do the same thing when the opportunity came to try to save Brice from drowning. Earlier, none of the other boys had the courage to do the right thing. Why would they start to do right when an even more challenging situation presented itself?)
6. Personal opinion or evaluation.

Lesson XX Mary Jones and Her Bible

1. Mary's parents told her the sweet stories of the Gospel, and awakened in her a desire to hear the Word of God.
2. Mary wondered why her family did not have a Bible.
3. It appears from the story that probably she began to determine

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how she might set out to get a Bible, but also she began to understand the obstacles to her being able to have her own Bible.

4. Mary immediately asked if she could attend school so that she could learn to read so that she might read the Bible.
5. Mary was not discouraged, and she did not respond to her mother. She probably had the thought that if she could learn to read, she would find a way to get a Bible.
6. Mary was very studious in learning to read so that she could take advantage of the woman's promise to let her come to her house and read the Bible once she knew how to read.
7. Regardless of the factor of time, if possible, a person who makes a promise should keep his promise. A person should be prepared to do what he has promised, even if it has become less convenient to do so.
8. Mary formed the goal and resolution that she had to have her own Bible, even if she had to save for ten years.
9. Mary possessed determination and diligence.
10. Personal opinion or evaluation.

Lesson XXI William Tyndale, the Translator

1. Tyndale's home country was England.
2. The Bible was primarily available in the Latin language.
3. Tyndale was wondering which person would like a copy of the Bible printed in English.
4. The people depended upon the priests to tell them what the Bible said because the Bible had not been translated into English.
5. The kings and priests wanted to kill Tyndale because if the people could read the Bible for themselves, the power of the

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kings and priests would be threatened, and they would no longer be able to make the people believe what the kings and priests wanted the people to believe about the Bible.

6. William Tyndale lost his life for translating the Bible for his fellow countrymen.
7. Personal opinion or evaluation. (Each student's answer will be different, but the student should be thankful that he can read and has access to God's Word in his own language.)
8. Personal opinion or evaluation. (William Tyndale wanted to help other people to be able to read God's Word. Becoming famous was only a by-product of that decision.)

Lesson XXII The Long Night

1. From the story, it seems Therese was very happy to try to fill her mother's shoes, and she did the best job that she could.
2. The sunset looked so beautiful and majestic, especially to someone who had not seen it before, that the sheer beauty of it represented God to the stranger.
3. Mr. Ulrich thought that Franz was probably going to steal some of his things from him.
4. Franz tried to do the right thing for Mr. Ulrich probably because he was trying to put into practice what his sister had been teaching him about being kind.
5. Mr. Ulrich wanted to return the favor which Franz had done unto him. Franz had done good unto him and he wanted to do good unto Franz.
6. From the story, it does not appear that Franz expected anything in return, which is the proper way to feel when a person has done a good deed for someone.

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7. Personal opinion or evaluation. (We should strive to do good deeds to everyone, but especially to those who dislike us, as Jesus commanded us to do so.)
8. Personal opinion or evaluation.

Lesson XXIII Plain Little Patty

1. Patty had brown skin, wiry hair, and a pug nose. Margot had beautiful white skin, straight features, soft curling hair, and a very nice nose.
2. Margot was a very proud girl. The story reveals that possibly her reason for teasing Patty so much was because she was very proud of her own looks.
3. From the story, the conclusion could be drawn, that though Patty was not strikingly beautiful, there was nothing wrong with Patty's appearance. Margot just seemed to be a very proud girl who enjoyed antagonizing Patty.
4. Some students will give the simple answer that her father was half-blind and couldn't see. On a deeper level, Patty did not believe her father because she allowed herself to be hurt by Margot, and Patty's hurt feelings clouded her thinking.
5. No, Patty would not have been justified to let Margot get burned. "Love your enemies" and "Do good to them that hate you" would apply in Patty's situation.
6. Yes, Patty would have regretted it, especially if she had to see Margot every day with a disfigured face, and had known that she was partially to blame.
7. God did not transform her face, but He did show her that she was indeed, very beautiful.
8. Personal opinion or evaluation. (Patty was beautiful to her father and others, just not in the eyes of Margot.)

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9. Personal opinion or evaluation. (Yes, it was clouded by Margot's pride in her own looks. Her vision really had nothing to do with Patty.)
10. Personal opinion or evaluation.

Lesson XXIV The Great Harvest

1. Each student's vision will be different, but he should picture a farm field growing in the summer, with the sun setting, and the rains coming.
2. The wheat and the tares represent people in the poem.
3. The tares and the wheat equally shared the sun and the rain.
4. The reaper meets the wheat and the tares equally when he is harvesting, just as God will meet each of us.
5. Personal opinion or evaluation.
6. Personal opinion or evaluation.
7. Personal opinion or evaluation.

Lesson XXV Joe Benton's Coal Yard

1. The first paragraph of the story contains quite a bit of descriptive setting for the story: loveliest May morning, sun rising, birds singing, violets blooming, and Joe was so happy that he was doing somersaults. We are looking for the student's own description or perception of the setting.
2. Fritz must have felt very angry that he was not invited to the boat launch because he destroyed Joe's boat.
3. It could be assumed that Joe would have had the same feelings, even though he may have not done the same thing as Fritz. Fritz was very hurt over being left out.

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4. Joe did not want to see his cousin, Herbert, because he knew he wasn't acting the way he should be and was feeling guilty.
5. Herbert drew on Joe's anger and tried to find common ground with him, but gave Joe a different alternative to carrying out his plan.
6. "Coals of fire" was a better outcome for Joe and produced good inner feelings. It was God's way, and Joe was able to become friends with Fritz. Things always turn out better when we do them God's way.
7. Joe's coal made Fritz feel ashamed of what he did and made him want to make it right.
8. Personal opinion or evaluation.

Lesson XXVI The Dangerous Door

1. The student should notice what a great visual picture this is (the description is given in the question), and also to put down what thoughts he had about this visual picture when he was reading the story. Answers will vary.
2. Kate was probably feeling a little proud and felt it was all right to poke fun at Susy Waters, because Kate thought Susy was not listening.
3. Kate probably accused Cousin Will of "standing around listening" because she was embarrassed that she had been overheard by him. This is a common fault that most people have when they have been "caught"; they point the finger at someone else's possible wrongdoing to take the spotlight off of them.
4. The right thing for Jenny and Susy to have done would have been to volunteer that they were the ones whispering instead of glaring at Lucy.

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5. Kate was feeling very angry and upset that Susy had pinched Lucy and wanted to get back at Susy.
6. If either girl had controlled her anger, the argument might not have occurred.
7. Personal opinion or evaluation.

Lesson XXVII Jamie's Struggle

1. Having grown up with Jamie and knowing him intimately, Madge knew that he would not steal. The other members of the family probably did not know Jamie as well.
2. Madge was probably very pretty even though her dress was not as fancy as those of the other girls. She also seemed to have a great inner beauty of spirit. If the other boys did not think that she was pretty because her dress was not as nice as the others, we might assume that they were looking purely through the eyes of material beauty, and not through Christian eyes.
3. Jamie had been hurt by the talk about girls being pretty because of their clothes, and he wanted his sister to have a pretty dress like the other girls because he loved her very much.
4. Jamie should not have confessed to stealing money when he had not done so. That would have been a lie. Also, when the money was found, he would have been seen as a liar. It never pays to lie. It only pays to obey God and do right.
5. Jamie felt happy because he was doing right and trusting in God and His Word.
6. It was very appropriate. He humbled himself and apologized and treated Jamie with respect.
7. We can learn that when we are wrong, we should admit our mistake, and make it right.
8. Personal opinion or evaluation.

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Lesson XXVIII Walking in Love

1. The student should be aware how the author is painting a picture with words and should be able to describe what he sees. Each student's answer will be different.
2. The thought that it is not the best idea to select our friends solely on appearance or capability or similarity should be central to the answer given by the student.
3. Phil probably felt very hurt and discouraged. He felt as if no one liked him.
4. Charley became impatient with Nelly because he selfishly wanted to walk with her.
5. Phil was sometimes proud, and perhaps because of self-pity he would turn away from the others. This behavior provoked them, hurt their feelings, and caused them to turn away from Phil. He thought that the other children were only nice to him because they felt sorry for him, and he resented it.
6. Because of Phil's more outgoing actions and his good deed for a person who had said unkind things about him, the others had decided that he was a "splendid" guy and decided to be friends with him.
7. Personal opinion or evaluation.

Lesson XXIX Missionary Jam

1. Maggie seemed willing and happy to take on the responsibility of housekeeping for her mother, although she did not seem confident in her abilities.
2. Yes, when Cora insisted on going on the raft, the boys could have stopped her, or they could have found something else for Cora to do to amuse herself.

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3. The boys could have held their tongues, or at least not blamed Cora for the spoiled jam.
4. Yes, the stranger was very observant. He saw when Maggie controlled herself and did not scold Cora. He also asked her if the loss of the jam was a great disappointment to her, and wanted to know why.
5. No, he probably was not planning on giving the money to Maggie's father as he had not met him yet. However, he did give a note with five dollars to her father. This probably meant that he already had the note written and was going to mail it to her.
6. The stranger probably gave the five dollars to Maggie because he felt sorry for her losing her jam, and also because he admired her for the character she showed in her trial.
7. Personal opinion or evaluation.

Lesson XXX The Open Door

1. The poem was saying that the children asked for something to eat, but their mother had nothing to give them.
2. The mother was skeptical and did not believe that God would answer their prayer by sending ravens with bread.
3. Yes, God was certainly capable of sending ravens with bread. He is the God of the universe and can do all things.
4. The burgomaster called himself a raven because he was going to answer the family's prayer for bread.
5. Personal opinion or evaluation. (If Dirk had refused to go with the burgomaster, his family probably would have gone hungry because God had made a way for them to get food through this man.)
6. Personal opinion or evaluation.

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Lesson XXXI Sounding Brass

1. It was natural for Dick to be upset, but as hard as it would have been, he probably should have just let Frank use his skates and asked for them back later.
2. Dick's reaction would have been different because he would not have been disappointed and feeling as though he was missing out on all of the fun, and instead, he might have felt that his Savior had allowed someone else to use what he had been lent.
3. No, it was wrong for Frank Burton to lie. No one should ever lie to get what he wants.
4. Dick possibly went to the pond expecting to see Frank there with his skates, and was planning to get them back from him so he could skate.
5. Dick showed that he had some charity because he rescued Frank from drowning.
6. Personal opinion or evaluation. (No, it was not nice or generous. Dick was going to allow him to skate three times around the pond and then he was going to skate the rest of the afternoon and let Frank watch.)
7. Personal opinion or evaluation. (Dick could have handled it several different ways, but maybe the best way would have been to tell Frank to enjoy himself with the skates, but to please bring them by his house when he was done with them.)
8. Personal opinion or evaluation.

Lesson XXXII The Garden of the Beloved

1. The garden represents Phebe's heart, and it is really the garden of Jesus because she is His child.
2. Cornelius was very rude and unkind to Phebe. He seemed to enjoy being mean to her.

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3. In each and every situation, Phebe must give up what she wants to do and give her time and energy to someone else.
4. Personal opinion or evaluation. (Phebe may not have looked forward to Cornelius' taunts, but her forgiving heart probably cared enough for him that she knew the Lord would give her grace to nurse him back to health.)
5. Personal opinion or evaluation. (Cornelius may not have purposed to change his behavior toward his sister if he had not seen Phebe act with such a sweet spirit under difficulty.)
6. Personal opinion or evaluation. (Phebe would probably not have been the same person because she would not have had the trials that God allowed her to face that she might be refined.)
7. Personal opinion or evaluation. (Yes, the experience was good for both Cornelius and Phebe. The struggle was very good for Phebe, and Phebe made it good for Cornelius by enabling him to see her good example and change his life.)
8. Personal opinion or evaluation.

Lesson XXXIII "In Honor Preferring One Another"

1. Pierre was struggling with feelings of jealousy. He knew that it was wrong to be jealous, and he did not want to be so. He was also discouraged that he would not be able to please his father by being "head boy" at the school that year.
2. Mr. Simmons probably did not think badly of Pierre because he recovered himself and complimented Herbert after his initial reaction.
3. Since the two boys were so close in their marks, Mr. Simmons wanted to know what each boy wanted, so that he would be prepared if either boy won.
4. Herbert may have been disappointed just like Pierre, but he

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must have recovered like Pierre because he was happy for him when he presented the sled to him.

5. Lois was implying that Mr. Simmons must have thought that Pierre was mature enough and kind enough that he would not be jealous of Herbert.
6. It means to put the wants and desires of others before our own wants and desires.
7. Personal opinion or evaluation.

Lesson XXXIV Mother's Sheaf

1. The mother's prayer was that God would bless her son, soften his heart, and teach him to feel the great love of God through Jesus Christ.
2. God answered the mother's prayer by taking her husband home to heaven, knowing that life after that event would begin the softening process on Will's heart, and begin to strengthen and steady him in the ways of God.
3. Mary was happy in her work and did not complain.
4. Perhaps much of the reading Tom did may have contributed to his desire to be something besides a fisherman. It is not bad to become a scholar, but we can learn to desire many things, perhaps some not so good ones, from reading books. Though it is good to have goals, we should not allow ourselves to become discontented with the life that God has given us.
5. Will knew he was just doing what he would have hoped someone else would have done for him. He did not expect nor did he want to be paid for helping someone else.
6. Will was unselfish and knew the desires of his brother and sister. He hoped that they could have a better life than he could provide for them.

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7. Mary showed her love for her mother by giving up a nicer life, and staying home to take care of her. The best way to show that we love others is to put them first.
8. Personal opinion or evaluation. (Yes, if Tom had set his mind to enjoy his life and be content, he would have been much happier.)
9. Personal opinion or evaluation.

Lesson XXXV The Angel in the Fog

1. You may have pictured that it was very, very dark, and you could barely see what was right in front of you.
2. Geoffrey's pride kept him from taking Snipe's advice.
3. Yes, Geoffrey did regret that he did not take Snipe's advice shortly after he realized he was very lost. We know this from the story because he was lost and crying and could not find his way home.
4. From what we know in the story about Geoffrey, his family seemed more prosperous than the Brotherton family, and Geoffrey may have never seen a family so much poorer than his own.
5. Lucy seemed to love her mother very much, and she was probably worried that her mother would have nothing to eat if Geoffrey ate too much.
6. It sounds as though John loved his mother very much, and felt sorry that she had to work so hard.
7. Mrs. Brotherton was a Christian and a mother, and she knew that if one of her children were lost, she would want someone to bring her child home.
8. Mrs. Brotherton was not hoping for a reward; she was returning Geoffrey because it was the right thing to do.

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9. The story does not tell us why Mrs. Reid proved to be a good friend, but we would assume that she was a good friend because she was grateful for her son being returned. She also probably realized Mrs. Brotherton had a difficult life, and in her gratitude, she wanted to make that life somewhat easier.
10. Personal opinion or evaluation.

LessonXXXVI The Leak in the Dyke

1. Peter was happy to run his errand of taking a meal to the elderly man who lived across the dyke. He was not fearful at all.
2. Peter made the blind old man feel very happy. The man felt as if Peter were the sun shining on him, and when Peter left, the sunshine left.
3. The purpose of the dykes was to protect the country from the sea. If there was a break in the dyke, the whole country would flood.
4. Peter was holding the leak in the dyke back to stop the leak from becoming larger and larger and eventually breaking the dyke.
5. Peter was very frightened, tired, and cold, but he knew that if he left, the whole country would be flooded.
6. If Peter had gone home and allowed the leak to break the dyke, the country would have been flooded and many people would have died.
7. Personal opinion or evaluation. (Peter held the leak in the dyke because it needed to be done, and he knew what the consequences would be if he did not hold the leak. He was not trying to be a hero.)
8. Personal opinion or evaluation.
9. Personal opinion or evaluation.

How To Use the Sixth Reader

Day 1

1. Have the student read the lesson silently or aloud.
2. Have the student look up the definitions and pronunciations of the vocabulary words using a dictionary. An alphabetical list of the vocabulary words is provided following the lesson. The list contains a portion of the passage that uses each word so that the student can readily find the word and see how it is used in the lesson.
3. Have the student look up the definition of each vocabulary word in the lesson, and write a sentence using each vocabulary word the same way it was used in the lesson. This will reinforce the word as a definite part of the student's ever growing vocabulary.
4. Review the vocabulary words with the student. Assist with the pronunciation of any words that may be irregular or difficult for the student.
5. Review the sentences with the student to assess whether he or she used the vocabulary words correctly. The instructor can easily check the student's vocabulary work by having the student read the sentences that he or she has written, while the instructor follows along in the list of vocabulary words at the end of the lesson in the reader. Each word in the list is accompanied by a short passage in which it is used in the lesson. This allows the instructor to check whether the student has used the word in a sentence in the same appropriate context.

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Day 2

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily.

If a student struggles with reading aloud, more work is needed in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of “sounds” becomes a *completely instinctive, unconscious* part of the process called reading. It is recommended that a student reach a level at which he or she is able to read all the lessons in *Succeeding at Reading* at 100+ words per minute. This indicates that the student is beyond needing to consciously deal with phonics, and is free to concentrate on the more complex elements of reading, which comprise the reason for which we read.

2. Have the student read any lesson notes that may accompany the lesson and answer the questions that follow the lesson. The questions may be answered orally or the answers may be written. Be sure that the student fully answers the question, as multiple details from the lesson may be required for a complete answer. There will be fewer questions than in the *Fifth Reader*, but the questions will require more deduction and evaluation. The student may look up the answers within the lesson as needed. Remind the student that concentrating on what is read reduces the need for rereading and looking up the answers. However, some lookup will likely be needed for most lessons. This is fine, because reading in search of specific details is also something that requires some exercise if one is to become proficient in it. The last several questions in each lesson will require the student to make a deduction or evaluation, or form an opinion. Some of these questions will require a deduction about the lesson based upon the facts presented. Some will require a deduction about

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one's personal life or life in general based on the story. Some will require an evaluation of one's personal life and habits, and a possible need for change, based on knowledge learned from the lesson. From a technical standpoint, there is no explicitly correct answer to these questions. If the opinion of the student seems inappropriate, the instructor should ask how the student came to that particular conclusion. The response may be surprising, and the conclusion understandable, when it is clear how it was formed.

Day 3

1. Have the student read the lesson aloud.
2. Have the student retell the story from memory in his own words. At this point, the student has read the lesson several times, answered questions about many of the details involved, and probably specifically looked up many of those details. The student should be able to recount the story relatively accurately, and with relatively complete detail.
3. Have the student explain what he or she thought was the "moral" of the story, or the main concept that the author wanted to leave with the reader.

Day 4

1. Have the student read the lesson aloud. By this time the student should be quite familiar with the lesson, and able to focus fully on elocution for this read. The student should handle punctuation according to the instructions in Appendix B at the back of this reader.
2. Have the student read the scripture associated with the lesson.

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3. Have the child explain the meaning of the scripture.
4. Have the child explain how the scripture relates to the story.

Other Thoughts

Scriptures are ideal for penmanship practice. Writing them also helps in remembering them. They are also great devotional material as the story is related to the scripture, and both are related to one's personal life.

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Weekly Schedule at a Glance	
Day 1	
T	Have the student read the lesson.
T	Have the student look up the vocabulary words.
T	Have the student use the words in sentences.
T	Review the pronunciations of the vocabulary words.
T	Review the vocabulary sentences.
Day 2	
T	Have the student read the lesson aloud.
T	Have the student read any lesson notes.
T	Have the student answer the questions.
Day 3	
T	Have the student read the lesson aloud.
T	Have the student retell the story from memory.
T	Have the student explain the moral of the story.
Day 4	
T	Have the student read the story aloud using elocution.
T	Have the student read the scripture.
T	Have the student explain the scripture.
T	Have the student relate the scripture to the story.

Sixth Reader Answer Key

Answer Key Notes—

In this answer key, the “personal opinion or evaluation” questions sometimes contain an answer given in parentheses. The student’s answer should be somewhat similar in content and idea to the answer. The teacher’s discretion will apply in such cases. These “personal opinion or evaluation” questions provide excellent opportunities to have some discussions that can prove wonderful and enlightening for both teacher and student.

Lesson I The Hidden Talents

1. Miss Grierson came to visit Janet because she had a sympathetic heart, and more than likely felt she was doing a good deed.
2. The author used the word awakening to describe Miss Grierson becoming aware of what it means to use one’s talents to please God. God was also going to use the crippled girl to reveal this to Miss Grierson, and so the author referred to the crippled girl as an instrument.
3. Miss Grierson called the young girl an enigma because it was puzzling to her that the girl was not complaining nor unhappy with her life. Instead, she was very happy and helpful.
4. Janie thought Miss Grierson had five talents because she was healthy, wealthy, and had many physical assets.
5. Miss Grierson was not using her talents much because she was not trying to use her life and abilities to serve God; however, the crippled girl used whatever opportunities came to her to serve God.
6. Personal opinion or evaluation. (The crippled girl may have

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had more spiritual talents with which to serve God. She had endured much adversity, and obviously God had refined her to the point where it was very apparent to others that she was serving Him.)

7. Personal opinion or evaluation.

Lesson II “I Know It Is My Duty”

1. The man’s nearsightedness represented the refusal of some people to see the end result of the way that they are living their lives. A life not lived for the Lord Jesus Christ will end with eternal destruction. Many people, just like this man, refuse to look any further than the present.
2. The cliff represented this life. We are living, but each and every day our physical being is losing life, and just as the waves were wearing the cliff away, our physical life is being worn away as well.
3. The parable was saying that the man’s neighbors left serving this life and gave their lives to Jesus. Therefore, they were no longer living on a cliff because they were living inside the “sure foundation.”
4. The parable was representing the reasoning of some Christians who sometimes struggle with a decision to witness about Jesus or keep silent.
5. Personal opinion or evaluation. (The man refused to see the coming destruction because he was very satisfied with his life and did not want to change it. He preferred to enjoy his life rather than to see what was coming.)
6. Personal opinion or evaluation.

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Lesson III Tom's Difficulty

1. Tom was struggling with the decision of what to do with his life. He had an opportunity to go to sea, which is what he wanted to do. He also had an opportunity to take a position locally with the potential for a good yearly salary.
2. Mrs. Bray was giving Tom good sound advice with facts and reasoning to back it up, but he really did not want to hear it. He wanted to hear that it was acceptable to go to sea because that is what he felt like doing.
3. Mrs. Bray was trying to show Tom how his decision would have life-long consequences. He could do what he felt was exciting now, or he could decide to do what would be better for his mother and also be more profitable to him.
4. Tom responded by saying "Only in my own selfishness" because he was only thinking about himself when he wanted to go to sea. If Tom had been thinking about his mother, he would have wanted to stay where he was so that he could be a help to her.
5. Personal opinion or evaluation. (Yes, we would assume Tom was happy with the results as his life turned out well. We do not know what would have happened had he gone to sea, but there would have been a much better chance that it would not have turned out so well.)
6. Personal opinion or evaluation.

Lesson IV Ada Jackson's Failure

1. Personal opinion or evaluation. (No, it was not wrong for Ada to be studying so diligently. We should study and work very diligently. What was wrong was that Ada allowed her studying to interfere with her relationship with God. She wanted to pass the examination more than anything else.)

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2. Personal opinion or evaluation. (It was Ada's fault that she failed her examination. It was not God's fault. Ada allowed the examination to become the most important thing in her life, and God was certainly not required to answer her prayer.)
3. Personal opinion or evaluation. (If Ada had passed the examination, she would not have received the same meaning from the minister's message. She would have been feeling proud of her achievement, and she might have thought the message had no application for her. God had prepared her heart with a bitter disappointment for the minister's message.)
4. Personal opinion or evaluation. (If Ada had had great success with every ambition, she would not have been happy. The only way we can have true happiness is to give our life to Christ.)
5. Personal opinion or evaluation.

Lesson V What Is Your Life?

1. A person's life is a gift of God, a vapor, the wind, a day of grace, a road, a battle, a talent, a forerunner of another life, and a single chance.
2. The author's main point is that our life is short, and it is the deciding factor of our eternal life to come.
3. The author is referring to both our spiritual and our physical life in this lesson. The physical life is what will determine our spiritual eternity. However, the author is drawing parallels to the spiritual battles in our physical life.
4. Personal opinion or evaluation. (The student should attempt to write a point similar to the points listed in the story using something physical to represent life. There is not a specific answer for this question.)
5. Personal opinion or evaluation.

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Lesson VI The Triumph of Trust

1. Personal opinion or evaluation. (The student should notice how the author is painting a picture with very descriptive wording. Some of those details would be as follows: It is noon and the sun is very bright and warm. We can see the rolling hills; and on one mountain is the Israelite army, and on the other mountain is the Philistine army.)
2. Personal opinion or evaluation. (The student should describe how each man may have felt. If we had to fight someone twice our size who wanted to kill us, it would be natural for us to have great fear and not want to do it. We would be thinking that we might certainly meet our death.)
3. Personal opinion or evaluation. (Goliath was a fierce and strong enemy who had a whole army cowering before him. Temptation is strong and can defeat our Christian life. Goliath was strong and mighty also, but with the power of God we can overcome temptation.)
4. Personal opinion or evaluation.

Lesson VII Florence at Home

1. Personal opinion or evaluation. (Florence was a Christian girl, and wanted to be neighborly to the new family, and also wanted to witness to the young man if he was not a Christian.)
2. Personal opinion or evaluation. (Carrie wanted to be more like Florence because she was so pretty and seemed to be liked by everyone.)
3. Personal opinion or evaluation. (Florence acted differently when she was not with family members. She was very sweet and kind to others and used her sweetness and skill when talking

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with them. However, when she was with her family, she was rude and unkind to her family members.)

4. Personal opinion or evaluation. (When the young man saw how differently Florence acted with him versus how she acted with her family, he did not know which person was the true Florence. However, he did not have any interest in her desire to share Jesus Christ with him.)
5. Personal opinion or evaluation. (When the young man had no desire to hear what she had to say, Florence might have analyzed her actions to see what she may have done wrong and to search for how she might change in order to be more effective for the Lord Jesus Christ.)
6. Personal opinion or evaluation.

Lesson VIII Up To Sample

1. Personal opinion or evaluation. (The story defines “up to sample” as being honest and the same through and through. If we are different depending on those whom we are around, we are not “up to sample.”)
2. Personal opinion or evaluation. (If we lead a double life, we would act differently depending on those whom we are around. This is not being honest or “up to sample” with the people with whom we are dealing.)
3. Personal opinion or evaluation. (If we had large fish and small fish to arrange in a barrel, we could be “up to sample” by putting all of the small fish on the top and the larger fish on the bottom, or we could distribute them evenly throughout the barrel.)
4. Personal opinion or evaluation. (All will be well with our lives if we receive Jesus into our hearts and give Him control of our lives.)
5. Personal opinion or evaluation.

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Lesson IX Our Mountain Ash

1. Those who did not know the tree so well looked at it, and were confident that all was well from what they could see; but those who knew the tree knew that all was not well.
2. Personal opinion or evaluation. (The student should give a short description of what he sees, and to notice all of the rich details the author has given us in painting the picture of this tree with words.)
3. Personal opinion or evaluation. (The small, fat, white worms represent our secret sins.)
4. Personal opinion or evaluation. (Those small, fat, white worms will destroy our souls if we do not confess and strive against the secret sins in our lives.)
5. Personal opinion or evaluation.

Lesson X Chalk Paths

1. Personal opinion or evaluation. (Cora really wanted to go to the party and see everyone, and be a part of it. It would have been enjoyable for her to go, but she knew that her mother would not approve and would not go. The decision was difficult because she wanted to do right, but she also wanted to satisfy her desires.)
2. Personal opinion or evaluation. (Cora surely knew what her mother's answer would be about going to the party before she asked because they had discussed the topic many times before, and she thoroughly knew all of her mother's reasons for not going.)
3. Personal opinion or evaluation. (Cora did already have the chalk paths laid out for her and she could easily walk between

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the lines. The only hard part about her decision was that she thought that it would be fun to go outside the chalk lines just for a little bit.)

4. Personal opinion or evaluation. (If Cora had begun going to parties to “look on,” she may have sooner or later begun doing those things which she believed were wrong. Lot moved close to where the ungodly were, and his family eventually did the things which were wrong, and he eventually lost many of his convictions. The more we associate with the world, the more we will become like the world.)
5. Personal opinion or evaluation.

Lesson XI A Lesson From the Washtub

1. Mr. Cameron was trying to explain to Mary Barrett how God loved her, and that He had only let this happen because it would serve some purpose in her life.
2. Personal opinion or evaluation. (Mary Barrett was feeling very angry at the fact that her washtub was broken, and she was also feeling despair because the washtub provided her only way to earn a living.)
3. Personal opinion or evaluation. (Mary Barrett could cast her full confidence upon the Lord by trusting Him and praying for Him to lead and direct her, and by accepting her circumstances as His will.)
4. Personal opinion or evaluation. (From the story, it did seem as if, for Mary Barrett, having her washtub broken turned out to be a blessing instead of a trial. God used this trial to teach Mary an important lesson.)
5. Personal opinion or evaluation.

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Lesson XII Hannah

1. Hannah was feeling very, very sorrowful as she went to the temple because she did not have a child and she wanted more than anything to have a child.
2. Hannah promised the Lord that if He gave her a son, she would give him back to God.
3. Personal opinion or evaluation. (It may have been difficult for Hannah to fulfill her promise when it came time to leave her son at the temple, but Hannah was also overjoyed that the Lord had answered her prayer.)
4. Personal opinion or evaluation. (We should always keep our promises, especially to God. When we promise to do something, we must do it if we are honest.)
5. Personal opinion or evaluation.

Lesson XIII Character Is Important

1. Richard Phillips was a jack-of-all-trades because he would figure out how to do whatever he set his mind to do. He could do everything from taking care of the animals to changing the curtains.
2. William would not be considered a jack-of-all-trades because he had difficulty when it came to doing things with which he was not familiar. If he did not know how to do something, he would likely be unable to learn it.
3. The small actions which would change the future lives of Richard and William would be the actions that changed their character. Richard's occasional drinking would lead to an addiction that would ruin his life, and William's striving to do right and have good character in each task would guarantee his success in life.

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4. Personal opinion or evaluation. (With just the facts from the beginning of each man's life, we might assume that Richard would go further and do much more than William ever would. He had talents and abilities that William would never have. We can presume that Richard should probably end up a wealthy man. William probably would make a decent living, but Richard would excel.)
5. Personal opinion or evaluation.

Lesson XIV Let the Sunshine In

1. Personal opinion or evaluation. (The spiritual parallel between Jenny dusting the room and the aunt's life was the fact that the child did not let the sunshine in to see the dust in the room and the aunt did not allow Jesus Christ's light to shine into her heart to reveal her sin.)
2. Personal opinion or evaluation. (Just because the aunt thought her life was holy did not make it so. She needed to seek Christ's light in order to see the sin in her life.)
3. Personal opinion or evaluation. (God is our judge and He will judge us. He will not take our views into consideration when He judges us, but He will shine His light of truth on our lives.)
4. Personal opinion or evaluation. (If we perceive ourselves as holy, that does not make us holy in God's sight. What makes us holy is to live in the light of God's Word.)
5. Personal opinion or evaluation.

Lesson XV Always Too Late, Part 1

1. Robert's reaction to being late in delivering his letter to the post office was to attempt to blame others for his misfortune.

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2. Robert first tried to excuse his tardiness by saying he was unlucky. He next tried to say that if someone else had taken the letter, the mail would have been late because many times the mail ran late. Robert then attempted to blame his father for asking Robert to take it.
3. Not only did Robert have to suffer because of his procrastination, but his family and all of his friends who would have otherwise been at his party were also affected.
4. Personal opinion or evaluation. (Robert did not purpose in his mind to always be late, but he did not purpose in his mind to be on time. He allowed himself to become distracted by other things.)
5. Personal opinion or evaluation. (Each student's answer will vary, but changing a bad habit is a very difficult thing to do, and it requires a lot of hard work.)
6. Personal opinion or evaluation.

Lesson XVI Always Too Late, Part 2

1. Robert's procrastination with his writing materials contributed to him not being able to finish his essay because he did not have the proper tools to do so.
2. Personal opinion or evaluation. (Mr. Wansford hoped that Robert would change his bad habit because he knew the consequences that would await Robert later in life if he did not change, and those consequences would not be pleasant.)
3. Personal opinion or evaluation. (Robert's friends did not care about Robert. If they had cared about Robert, they would have encouraged him to finish his essay instead of playing cricket. They were encouraging the bad habit they knew he had so they could enjoy their own pleasure with him.)

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4. Personal opinion or evaluation. (Robert had trouble collecting his thoughts and writing his best when he did sit down to write because he was tired and felt very pressured to finish quickly. If he had not waited until the last minute to write his essay, he would not have felt as pressured.)
5. Personal opinion or evaluation. (We can learn the following about being prepared from this story: if we do need to do something in a hurry, we should have everything ready to do it.)

Lesson XVII Always Too Late, Part 3

1. Personal opinion or evaluation. (None of the boys really cared whether Robert completed his essay or not. They told him what they thought would make him happy. They had their essays finished, and it did not matter to them whether Robert finished his or not.)
2. Personal opinion or evaluation. (The statement “Time and tide wait for no man” means that we have no power to make the forces of God and nature bend to our will. As much as we would like time to wait sometimes, it will not.)
3. Personal opinion or evaluation. (When the Bible says “do it with all thy might,” it is telling us to strive to do our best in everything we do—most of all in serving God. Nothing good is ever accomplished by being lazy in what we do.)
4. Personal opinion or evaluation. (The consequences of Robert’s procrastination were failure to win the prize, embarrassment in front of his classmates and teacher, and the disappointment of his father. We know this made him feel very sad and that he regretted his actions very much.)
5. Personal opinion or evaluation.

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Lesson XVIII Heroine of Farne Islands

1. Personal opinion or evaluation. (The student should describe what he is seeing based on the description from the poem. An example may be: I see the waves crashing against the rocks with the sailors hanging on for dear life to some scraps of wood. Each wave crashes over them and drenches them again and again.)
2. Personal opinion or evaluation. (Grace's father did not want to try to rescue the men at first because he was likely afraid that he would lose his life. The sea was still rough, and it was going to be dangerous to attempt to rescue the men.)
3. Personal opinion or evaluation. (Grace Darling offered her life to attempt to save the shipwrecked men because she most likely had pity and compassion on them and knew that she would want someone to save her if she were in their shoes.)
4. Personal opinion or evaluation. (Grace Darling did not want to try to save the men so she could be famous. More than likely, she was not thinking about being famous at all. She appeared to be thinking only about saving the men's lives.)
5. Personal opinion or evaluation.

Lesson XIX Go Down to the Root

1. Each of the boys desired a post with Mr. Nicoll because if one learned under Mr. Nicoll, it would lead to an occupation with good earnings in life.
2. Personal opinion or evaluation. (George's pride affected his job performance negatively. Because he perceived weeding as a demeaning job, he did not have the patience to do it slowly and correctly.)

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3. Personal opinion or evaluation. (George would not have become a good gardener, even on the important things, unless he learned to do each job properly.)
4. Personal opinion or evaluation. (The small shortcuts that George took would have caused the gardener to have more weeds because of the roots left in the ground. If the job had been done correctly the first time, there would be little need to weed again.)
5. Personal opinion or evaluation.

Lesson XX Sally Martin's Rule

1. When someone felt sorry for Sally Martin, she always responded in a cheerful positive way explaining why he/she should not feel sorry for her. Sally displayed for all to see how happy she was with her life.
2. Personal opinion or evaluation. (Each student's answer will be different, but we are looking for the student to understand and appreciate that Sally Martin had a life of total work without leisure.)
3. Personal opinion or evaluation. (Betty and Sally were very different from each other. Sally was always happy and Betty was not. Sally was diligent and always working; Betty was not. Sally was always thinking about others; Betty was always thinking about herself.)
4. Personal opinion or evaluation. (The consequences of each of these lifestyles can be seen in our story. If we are continually focused on self, we will be miserable and unhappy. If we focus on others and constantly try to help and serve them, we will be joyful and happy.)
5. Personal opinion or evaluation.

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Lesson XXI As We Forgive

1. Personal opinion or evaluation. (They do not want to forgive. They choose not to forgive in an attempt to make the offender feel bad for the rest of his life. They would rather hold a grudge or have self-pity, or any number of things, rather than forgive.)
2. Personal opinion or evaluation. (The experience of witnessing the young girl's true forgiveness had given to the elder man a knowledge and understanding about Christlike forgiveness. It left an impression on him that would last his entire life.)
3. Personal opinion or evaluation. (The young girl put her forgiveness into action by going to try to save the miller's wife and daughter. She could have just as easily not gone to help and no one would have blamed her. However, by going to the miller's and risking her life to help save the miller's family, she left no doubt in anyone's mind that she forgave the miller.)
4. Personal opinion or evaluation. (If the young man in the beginning of the story had any willingness at all to try to do right, the elder man's story should have helped him to do right by allowing him to see true forgiveness in action.)
5. Personal opinion or evaluation.

Lesson XXII Daisy's Story, Part 1, "How May I Kiss Him?"

1. Personal opinion or evaluation. (With this question, we are looking for the student to realize how the author is painting a picture and to visualize and describe that picture. The description might include the time of day, the stillness and fragrance of the air, the silent birds, the soft voices of the children, the country garden, etc.)
2. Personal opinion or evaluation. (The woman washed and

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anointed Jesus' feet because she was humble and felt that she had much sin that was forgiven. The Pharisee was proud and did not feel that he had much sin to be forgiven, and had probably not even sought forgiveness.)

3. Personal opinion or evaluation. (We can kiss Jesus by doing something good for someone else. When we love Jesus, we will be happy to do good for someone else out of love for Him. This is the same as if we were doing it for Him.)
4. Personal opinion or evaluation. (We are looking for the student to contrast what he saw in the beginning of the lesson with what he saw at the end of the lesson, and to notice how the author has moved the story to a different part of the year.)
5. Personal opinion or evaluation.

Lesson XXIII Daisy's Story, Part 2, "Mother, I've Kissed Him"

1. The sick woman in the lesson needed physical water because she was thirsty, but she also needed the spiritual water of Jesus.
2. Daisy witnessed to the woman about Jesus with her actions. She gave her a cold drink of physical water because she loved Jesus, but she also gave the woman a cold drink of spiritual water through her kindness to her.
3. Personal opinion or evaluation. (This is an opinion question, but it may be that either the Holy Spirit or Daisy's conscience was speaking to her under the tree prompting her to return to help the sick woman.)
4. Personal opinion or evaluation. (Each answer will be different, but the student should realize that every decision has consequences.)
5. Personal opinion or evaluation.

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Lesson XXIV Inasmuch

1. The young girl assumed that the old man was someone's grandpa because he was old and had white hair. She also might have never been around someone who was from the poor house before, and so the thought may never have entered her mind.
2. Personal opinion or evaluation. (The student should describe what he sees from the poem's description. This may include such things as the town of Bethany, the weary feet of Jesus, Jesus sitting with His friends carrying on a conversation, people surrounding Him, people sharing their food and housing, washing His feet, etc.)
3. Personal opinion or evaluation. (The young girl could have reacted by being unkind to the stranger and not offering him a seat. She also could have refused to share her cup with him.)
4. Personal opinion or evaluation.

Lesson XXV Our Feet Kept for Jesus

1. Personal opinion or evaluation. (Our feet must go literally and figuratively where the Lord Jesus Christ deems that we should go because He has paid the price for them through His suffering on the cross.)
2. Personal opinion or evaluation. (If we indulge ourselves in what we desire to do, we are serving Satan. If we are serving self, we cannot be serving God and must therefore be serving Satan.)
3. Personal opinion or evaluation. (The lesson is telling us that in order to carry the message of salvation to others, we need to have an abundance of its tidings in our heart and on our mind so that we are ever ready to speak of Christ. If we are constantly focused on earthly things, we will not be ready to *pour out* our

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message of salvation.)

4. Personal opinion or evaluation. (Doing something for someone else is doing a good deed. Giving someone who is thirsty a drink of cold water is the picture of giving up of our time and resources to refresh and please someone else. No matter which good deed we do, we can give up self in the interest of serving others.)
5. Personal opinion or evaluation.

Lesson XXVI For Conscience' Sake, Part 1

1. Stephen felt sad and almost depressed because he saw how nice George's parents' yard and garden were and he knew that George's life was full of the comforts and beauty which money can provide.
2. Stephen desired to win the prize and go to the university in order that he might be successful, and be able to relieve the strain on the family purse. He desired to do this because he knew how much his parents had sacrificed for him and how much they had done. Stephen loved his parents very much.
3. Stephen's parents loved him very much. They showed their love for Stephen by making many sacrifices so that he could go to school and become educated. They also provided for all of his needs even though they were tired and worn. They sacrificed themselves for him.
4. Personal opinion or evaluation. (Stephen struggled whether or not to change his answer to his arithmetic problem because his father had taught him to be honest, and he knew it was wrong to change his answer, and he did not want to be a cheater. Since it was an accident that he saw George's paper, it made the decision about whether he was cheating all the more difficult.)
5. Personal opinion or evaluation.

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Lesson XXVII For Conscience' Sake, Part 2

1. George Hamilton's reaction to Stephen winning the prize consisted of happiness for his friend and true humility. George was not jealous or envious of Stephen at all.
2. George and the other classmates were happy for Stephen because they knew he worked very hard to pass the examination and do well. There was also a selflessness on their part to be happy for the winner.
3. Personal opinion or evaluation. (Stephen could have enjoyed his winning of the scholarship if he had just been honest and turned in his paper with the wrong answer to the problem with which he was struggling. He would have had a clear conscience, and he would have won honestly.)
4. Personal opinion or evaluation. (The lesson is attempting to teach us to be honest in all things.)
5. Personal opinion or evaluation. (This question is meant to evoke thoughtfulness on the part of the student. We know that Stephen would have had to live with this wrongdoing the rest of his life as this would be a monumental event in his life. He also would have to live with the feeling that he did not deserve the scholarship, and that he may have cheated someone else. Also, one wrong decision weakens our resolve to make right choices in the future.)
6. Personal opinion or evaluation.

Lesson XXVIII Cheery Bill

1. The stranger felt comfortable asking for directions from Bill because he was so jovial and kind that the stranger knew Bill would be more than kind enough to answer his question for him.

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2. Personal opinion or evaluation. (If Bill had been rude to the older lady, the stranger more than likely would have kept walking and looking for the street on his own.)
3. Personal opinion or evaluation. (Bill wanted to work at Mr. Megson's store because it was neat, clean, and well run. This made it a desirous place to work for Bill because he was looking to work hard and earn a good living. Since Mr. Megson kept a nice store, Bill knew it would be a nice place to work, and that Mr. Megson would be honest and fair.)
4. Personal opinion or evaluation. (Mr. Megson chose Bill over the other boys just from meeting him once because he showed an earnest desire to work by coming in to the store and asking specifically to work there, and he knew how to quickly and correctly make change.)
5. Personal opinion or evaluation. (We can all say that we love someone, but Bill's actions toward his mother demonstrated his love and showed that he really loved her. He worked hard, gave her all of his wages, provided more for her when he made more money, and was cheerful about expressing his love in action.)
6. Personal opinion or evaluation.

Lesson XXIX The Soft Answer

1. Personal opinion or evaluation. (Mr. Sedley was in a very bad temper because he was feeling angry. He was in chronic pain, uncomfortable, and more than likely just wished his pain would go away.)
2. Personal opinion or evaluation. (Mr. Sedley's servant may have tried to be kind to him, but he did not do the right thing by walking away from him. His servant should have taken care of him.)

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3. Personal opinion or evaluation. (Mrs. Mellis' children could have helped her spread the gospel by standing quietly on the ship while she did her witnessing, or they could have been a witness by assisting Mr. Sedley instead of leaving him to himself.)
4. Personal opinion or evaluation. (If Mrs. Mellis had argued with Mr. Sedley, it would have not produced the same results. They would have argued and Mr. Sedley would not have viewed her any differently than himself.)
5. Personal opinion or evaluation. (When Mr. Sedley decided try out God's law that a soft answer turneth away wrath, he found that it brought peace, and it eventually turned his heart to Jesus.)
6. Personal opinion or evaluation.

Lesson XXX Glory to God

1. The "countless orbs that gem" represent the stars in the sky.
2. Personal opinion or evaluation. (Many times poetry is written to evoke feelings from the reader. Because of this, each student's answer will be different. The student should describe what he feels for God after reading the poem so that he realizes how the author is affecting his heart.)
3. Personal opinion or evaluation. (Each student's opinion will be slightly different, but the author is trying to express the majesty and glory of God. The poem also expresses how much God has done for us from creation, through the Redeemer, and by His Holy Spirit.)
4. Personal opinion or evaluation.

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Lesson XXXI In One Moment, Part 1

1. Ella was a good-hearted girl like Jessie, and she liked Jessie very much. The main difference in Ella's character can be found in the fact that she would immediately stop what she was doing when her grandmother asked her to do something, no matter how important she considered her own work to be.
2. Ella displayed her love for Jessie by being patient and kind to her even when Jessie's procrastination affected her.
3. The description may contain: a fresh, spring day, primroses blooming, dew is out, a trellis is next to the house with flowers blooming on it.
4. Jessie Gwynne seemed to be a very thoughtful and generous person. She seemed to work hard and be happy to please. However, she did have the sin of procrastination, which caused her much heartache and trouble.
5. Jessie many times felt sorry and miserable when bad things happened as a result of her procrastination; however, the results were not harsh enough to make her change.
6. Personal opinion or evaluation.

Lesson XXXII In One Moment, Part 2

1. Personal opinion or evaluation. (The cause for Jessie's procrastination was her selfishness every time. She always wanted to finish something she was doing instead of stopping to do what was requested of her by her parents.)
2. Personal opinion or evaluation. (Each student's answer will be different, but we would like the student to realize how the author is striving to evoke emotion from the reader through the painting of this picture.)

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3. Personal opinion or evaluation. (Jessie's father would have preferred Jessie to have obeyed and joined her mother in the garden when asked. She would not have been injured had Jessie done so. If Jessie's mother had not been injured, her father would probably still have enjoyed hearing much more that Jessie had done right instead of having a scrapbook, knowing she had done wrong.)
4. Personal opinion or evaluation. (There is not a way that we can avoid the consequences of our sin. Jessie sinned by procrastinating and she suffered the consequences. Sin always has consequences.)
5. Personal opinion or evaluation.

Lesson XXXIII Greatheart, Part 1 - Koapena

1. Personal opinion or evaluation. (The student should translate this detailed description of the surroundings of the lesson to realize how majestic and beautiful are the mountains, valley, and river. The vegetation is incredible. The author is painting a beautiful picture so that the reader will feel awestruck and possibly experience a sense of happiness just as if the reader were there.)
2. Personal opinion or evaluation. (The student should feel a sense of urgency, anxiety, or excitement. The author is moving us from this majestic view of God's beauty to a scene of imminent danger.)
3. Personal opinion or evaluation. (This question will hopefully exercise the student's mind to feel the missionary's position in the story. Each answer will vary, but the missionary probably thought at first that Takau was going to fall all the way down to the river and be killed. When she did not fall to her death,

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he appeared to immediately take action to save her without thinking about his own life.)

4. Personal opinion or evaluation. (We would guess that Koapena was filled with respect and admiration for the missionary. His daring rescue showed great courage and godly love for another human being.)
5. Personal opinion or evaluation.

Lesson XXXIV Greatheart, Part 2 - A New Name

1. Koapena described the missionary's actions—he did not fear the people nor the spirits; he bore no malice; he loved people; he was kind to all. The missionary had told everyone about Jesus many times, but it was the missionary's actions which caused Koapena to want to become a believer in the Lord Jesus.
2. Greatheart was going to give his life to tell his own people about Jesus.
3. Greatheart was filled with rage and anger when he saw that his wife was shot by the captain.
4. The missionary did not allow Greatheart to hurt the captain because Jesus said we are to forgive our enemies. Greatheart reacted with rage and emotion, but the missionary helped him by reminding him of his duty to the Lord Jesus Christ.
5. Personal opinion or evaluation. (It would have been easy for the missionary to take credit for all of his actions instead of admitting that he was a sinner and no better than Koapena.)
6. Personal opinion or evaluation.

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Lesson XXXV Greatheart, Part 3 - Journey

1. The villagers wanted to kill the captain because of what he had done. They loved Greatheart very much, and the captain had killed the person Greatheart most treasured.
2. Personal opinion or evaluation. (The missionary refrained from rebuking the captain because it would not have done any good. The captain would not have stopped, and it would have only served to inflame his temper more.)
3. Personal opinion or evaluation. (Greatheart realized that Jesus truly gave His life so that others might have life. He knew that he was dying and that he would soon be in heaven with Jesus and Takau. That would be the best thing that could happen to him.)
4. Personal opinion or evaluation. (Greatheart showed his love for God before he died by forgiving the captain for murdering his wife.)
5. Personal opinion or evaluation.

Lesson XXXVI The Gracious Invitation

1. Hearing the precious words of Jesus would thrill every weary soul because Jesus promises rest if we seek Him.
2. Personal opinion or evaluation. (Each student's answer will be different, but should be along the line of thought that the poem is telling us to seek Jesus, and to seek to be with Him because He is Rest from the burdens of this world.)
3. Personal opinion or evaluation.