READING 2 WITH HELP

God's Great Creation

Illustrator: David Miles

About the Book

God created the whole earth in six days and called it very good! On the seventh day he rested. He instructed Adam and Eve not to eat from the tree of the knowledge of good and evil. But Satan came as a serpent and told Eve that the fruit of that tree would be good. She listened to him, and Adam and Eve ate it. God made them leave the garden, and he punished the snake. He still loved Adam and Eve and already had a plan to help his people.

DISCUSSION QUESTIONS:

1. Review what God created in six days. What did he do on the seventh day?
2. Who was Adam's helper? How did God make her?
3. What was God's one rule? Did Adam and Eve follow it? Who did they listen to?
4. Look at page 31. How did Adam and Eve probably feel when they had to leave the garden?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Genesis 1:31 (NIrV): "God saw everything he had made. And it was very good." Review what God had made. Pray and thank God for making so many good things! Then do the Index Card Shuffle to memorize the verse. Put each word or phrase on index cards. Shuffle them and organize them in order. Play this several times.

Using Technology: Provide pairs of readers with iPads, digital cameras, or another device with which they can take pictures. Have them find one item that correlates to each day of creation. For instance, for day 1 when God created light, they could take a picture of a lamp, a flashlight, or sunshine. After they have finished, have children share their pictures with another team.

God and Science: Reread pages 10 and 11 in *God's Great Creation*. What was made and why? Then read Psalm 19:1–6 (NIrV). Everything has an order and a place. The heavens tell us how amazing God is! We see that he made the sun, moon, and stars to help us tell time. They help us keep order to our day. Before people had cell phones, watches, and clocks, they used the sun to keep time. See how this works by making and using your own sun clock! Google "sun clock activity for kids." Most use a paper plate and a pencil or straw. Include Psalm 19:1a on the face of the clock so readers remember the purpose of the activity.

God's Love: See page 31 where it says that God never stopped loving Adam and Eve. They disobeyed, and they had to have a consequence for their sin. To illustrate that God's love never changes, use a white piece of paper, white crayon, and watercolors or masking tape. Have readers draw a heart with the white crayon or make a heart out of masking tape. Do we always feel like God loves us? Do we always see his love? Just like you probably can't see the white crayon, sometimes we don't feel that God loves us. What about when we sin? (Color some black over the white crayon or over and around some of the masking tape.) Does God still love us when we sin? (The white should show through.) Color the whole paper with a variety of colors. What can you tell me about the white crayon that symbolizes God's love? (Or peel off the masking tape to reveal the heart.) It will stay there forever, just like God's love. He will love us even when we sin and even when we feel like He is not near.

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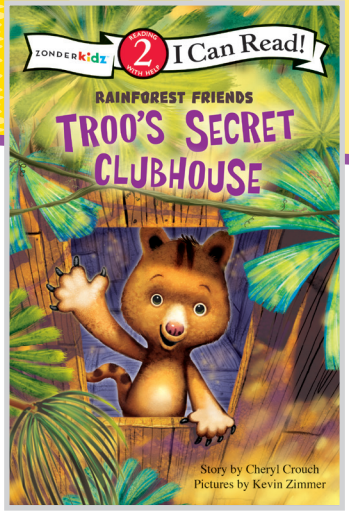

READING 2 WITH HELP

Troo's Secret Clubhouse

Author and Illustrator: Cheryl Crouch, Kevin Zimmer

About the Book

Troo wants to enjoy his super-secret clubhouse with his friends. His little sister Meri wants to play with them. Troo yells at her to go away. Then his friends leave, and Troo feels alone. When he wants to play with his sister, they both realize that it's not fun to be left out. They have fun together and see how important it is to be nice to each other.

DISCUSSION QUESTIONS:

1. Who is Meri? What is the problem with her going to the treehouse?
2. How was the clubhouse without Troo's friends? How did Troo feel?
3. Why do you think that the leaves Troo ate didn't taste as sweet that day? Why would his tummy hurt? (See page 21.)
4. What are the rules that Meri tells Troo? (See page 27.) What "big and important" rule did Meri remind Troo of? (See page 30.)

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize 1 Corinthians 15:3 (NIrV): "[Love] does not dishonor other people." This means when you love someone you are not rude. You are kind to others and think of their feelings and needs. If it is nice outside, write the verse with sidewalk chalk on the sidewalk. Then have readers jump from one word to the next as they recite and learn it. If staying indoors, then write the verse out and have readers point to each word as they repeat it.

Golden Rule: The Bible tells us that love is not rude or selfish. What did Troo do that was rude and selfish? This is not a way to treat siblings (older or younger) nor a way to treat friends. People don't want to be friends with someone who is rude and selfish. Solve this puzzle to learn what you can do to make and keep great friends. First write out the alphabet and assign one number each (1–26). So, letter A=1, B=2, C=3, etc. Then puzzle out this rule:

"In _ _ _ _ _ _ _ _ _ _ _ (5, 22, 5, 18, 25, 20, 8, 9, 14, 7), do to _ _ _ _ _ _ (15, 20, 8, 5, 18, 19) what _ _ _ (25, 15, 21) would _ _ _ _ (23, 1, 14, 20) them to _ _ (4, 15) _ _ (20, 15) _ _ _ (25, 15, 21)."

This is found in _ _ _ _ _ _ _ (13, 1, 20, 20, 8, 5, 23) 7:12 and is called the _ _ _ _ _ _ (7, 15, 12, 4, 5, 14) _ _ _ _ (18, 21, 12, 5).

Setting: Troo and his friends live in the rainforest. The lipstick plant that they eat grows in the rainforest. What do you know about the rainforest? Print out a map and color in or circle the areas where there are major rainforests. Do you live in a rainforest? Place a star where you live. Then Google "kids in the rainforest" to see if you would like to live in the rainforest. On the side of your map, write down a few key words about rainforests and what kids in the rainforest do that is different from what you do!

Get Along: When there are differences it can be hard to get along with siblings or classmates. For school, you could ask about picking a bench outside to be a "friend bench." When classmates are feeling left out, they can sit on that bench. Then others know that they need a friend and can invite them to play. Create a banner for the bench and set up a time to ask your teacher or principal about this idea. Role-play some at-home scenarios like these: invite a sibling to play a game, ask a sibling if you can play, and practice saying no politely if you want to be alone (I'll come play in five minutes; not now, but I can later; pick a game, and I'll come in a bit).

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READING 2 WITH HELP

Made by God Rainforest Friends

About the Book

God put more than one half of the animals on the earth in the rainforest. Four of these amazing animals are the anaconda, Bengal tiger, spider monkey, and toucan. Learn all kinds of interesting facts about these animals and how God made each one special.

DISCUSSION QUESTIONS:

1. *Before Reading*: Look at the contents page. Which four animals will you read about in *Rainforest Friends*? On which pages will you find these animals? Check the page numbers and see if the contents page is correct!
2. Which animal did you know the most about already? Which did you know the least about?
3. How many kinds of spider monkeys are there? Name some of the kinds.
4. What are groups of these animals called?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Genesis 1:24 (NIrV): "God said, 'Let the land produce every kind of living creature.' And that's exactly what happened." What kinds of living creatures did you learn about today? Did God create these? Which is your favorite one? Write the verse on a whiteboard and erase words as you commit the verse to memory.

Map Skills: Print a basic map for each reader. Then ask these questions: "Have you traveled much? Where have you gone? Where would you like to go? The world is amazing, and there are places that are much different from what you are used to. Let's look at a map and see where the regions and places are that are mentioned in *Rainforest Friends*." Find and mark these places mentioned: rainforests, South America (anaconda, spider monkey, toucan), India (Bengal tiger), Central America (spider monkey). If time remains, you can teach basic map skills (compass, directions, continents, etc.).

Measure Me: Can you picture how long and heavy things are? How long is 37.5 feet? Can you imagine meeting an anaconda that long? How many times would you fit into 37.5 feet? (A 37.5-foot anaconda equals about 9 four-foot people!) Measure it out on the floor or hallway. A Bengal tiger can eat up to 60 pounds of meat at a time. Get a scale and measure how many books make up 60 pounds. What else is 60 pounds? Animals are amazing and so very different from us and each other! And God made them all!

Poster Review: Choose one of these four animals. Do your best to draw a picture of it in the middle of a paper or poster. Then choose 4–6 facts you learned about this animal. Write these facts on your poster around the picture. Find one or two classmates to share your poster with when you are finished. If time remains, Google the animal and watch a clip of how it moves, eats, or lives.

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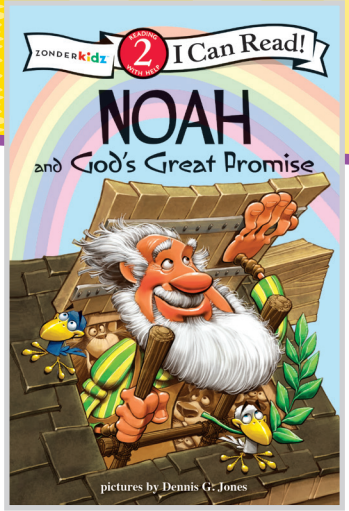

READING 2 WITH HELP

Noah and God's Great Promise

Illustrator: Dennis G. Jones

About the Book

God told Noah to build an ark. He started to build it. People laughed at him. When the ark was done, the animals came on board. Then the raindrops started to fall and soon the whole earth was covered in water. Noah worked hard on the ark to care for the animals. When the rain stopped falling and the water dried up, God let them off the ark. The animals went to find new homes. God sent a rainbow as a promise to never flood the whole earth again.

DISCUSSION QUESTIONS:

1. What is an ark and why was Noah building one? What had happened on the earth?
2. To whom did Noah listen—those laughing at him or God? Who was right about the coming rain?
3. How long did it rain?
4. What was the reason for the rainbow? Do you think there had been a rainbow before this?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Psalm 145:13 (NIrV): "The Lord will keep all his promises. He is faithful in everything he does." Is it hard to keep promises? What does faithful mean? Keep practicing until readers have the verse memorized.

Practice, Practice: Noah took a long time to build the ark that God gave him instructions for. This would take skill to know how to build it all. If there is a shop available, have readers watch someone cut, pound nails, or fashion a piece of woodwork. If not possible, watch a youtube clip of a woodworker. Talk about what materials Noah would have needed and how he would have built the ark.

Names of God: Throughout the Bible God is called by many different names. This is because a name shows what God is really like. The different names were usually ones that God chose for himself. For instance, he calls himself *Yahweh*. This is his most sacred or holy name. Many Jews would not even say this name out loud because it is so holy. They would call him Adonai or Jehovah instead. This means that he is a God who keeps His promises. He is a covenant-God. So when he provided the rainbow after the flood, he made a promise. He would not break his promise. Don't we serve an amazing God? He is still the same today! Make a name tent and creatively write "Jehovah" or "Adonai" on the front. Inside, as a reminder, write "God keeps his promises!"

Picture It: Can you imagine what the ark was really like? We've seen a lot of pictures, but very few are as big or as detailed as Noah's was. An ark like Noah's ark was built in Kentucky, so that we can see and feel what it might have been like. With readers visit the ark online and talk about what it might have been like. Talk about how building the ark in Kentucky was different from when Noah and his sons built the ark.

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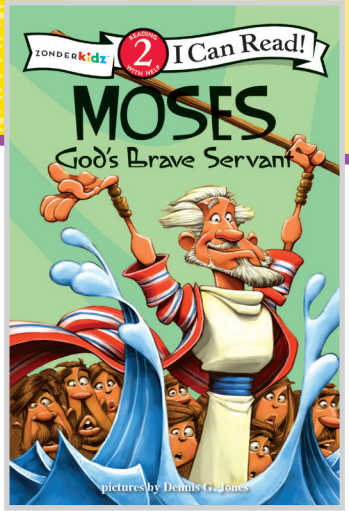

READING 2 WITH HELP

Moses, God's Brave Servant

Illustrator: Dennis G. Jones

About the Book

The princess of Egypt rescued Moses. He grew up as a prince, but then left Egypt. He did not like how the Hebrew slaves were treated. He became a shepherd until he heard God speak through a burning bush. God told him to go rescue the Hebrews from the king. Since the king wouldn't let them go, God sent various plagues. Finally the king let the slaves go. They were trapped at the Red Sea until God parted the waters so they could walk across! The Egyptians couldn't catch them, and God had kept them safe!

DISCUSSION QUESTIONS:

1. Explain who these people are: Moses, Miriam, princess, king.
2. What did Moses do when he left Egypt?
3. What are plagues? Name some of the plagues that God sent.
4. Explain how the Hebrews made it across the Red Sea.

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Exodus 15:13 (NIrV): "Because your love is faithful, you will lead the people you have set free." Why does God lead the people? What does faithful mean? Look up the word and see what it means that God's love is faithful. God still leads his people today, and his love is still faithful! Play hangman using the key words of the verse. Then practice saying the completed verse.

Order: In order to organize and make sense of information, it is important to be able to see categories. Let's look at "parts and wholes" for a minute. I'll give you a "whole," and you give me four parts: whole—fruit. What are four kinds of fruit? (Readers name four fruits, like banana, orange, strawberry, and apple.) Name four parts of technology (iPad, cell phone, computer, tablet, etc.). In order to see the parts of a whole theme in our book, let's take a look at the plagues. Draw or create an umbrella. On the umbrella write the theme (or "whole"): Plagues. Then write as many plagues as you can find underneath the umbrella (these are the "parts"). Do you see how each "part" is a kind or type of the "whole"?

Be Musical: Miriam, Moses' sister, sang and danced after God helped them get across the Red Sea. You can read her song in Exodus 15. Be sure to read Exodus 15:20–21. What instrument did Miriam play? We can make a tambourine, and then you can make up your own tune to the words she sang. Get two paper plates, dry beans or cheerios, and a stapler. Put one plate on the table and put a good pile of beans on it. Then staple the two plates together so that the beans can move around. You could also decorate the tambourine with markers and ribbons or bells. Attach ribbons with tape or use a hole punch and thread the ribbon through the holes. Enjoy making music, just like Miriam and the Hebrews when they saw their mighty God do an amazing thing!

Act It Out: Choose one of the scenes from the life of Moses. Act it out. Think what it would have been like to have been there. Why did you choose this scene? What did Moses learn and understand about God during this time? You can fill in details by reading more about Moses in the Bible. What would you still like to know?

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READING 2 WITH HELP

Made by God Jungle Beasts

About the Book

God made all the animals. Some amazing animals are those in the jungle. Take a look at panthers, anteaters, elephants, and iguanas. Each one is unique in size, what they eat, and special things they do to hunt or stay alive.

DISCUSSION QUESTIONS:

1. What are some other names for panthers?
2. How many ants can an anteater eat in one day?
3. How many hours might an elephant eat each day? About how many hours do you eat per day?
4. Which one of the four jungle animals in this book would make the best pet? Why?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Psalm 50:10 (NIrV): "Every animal in the forest already belongs to [God]. And so do the cattle on a thousand hills." Everything in the world is God's, but we are to care for the earth. It helps us to know about God's animals so that we can better care for them and protect them. Repeat the verse as different animals! Use a fish voice (your finger jostles your lips as you talk), hiss like a snake on the "s" sounds, or jump like a kangaroo as you repeat the verse.

A, B, C: This book is not a story with characters that grow and develop. Instead, it tells us about various kinds of animals. It's factual. It is called an informational text. For this reason, the book is set up differently. Look at the contents page at the beginning. This is one of the ways informational text is unique. We can see the topics covered. There is a reason that the author chose the order. Let's switch up the order though! Place the contents page in alphabetical order by using the first letter of each animal (anteater, elephant, iguana, panther). (You might want to write these four animals on index cards so that readers can move them around.) Time permitting, you can place them in alphabetical order by the second letter (and so forth).

Order: In order to organize and make sense of information, it is important to be able to see categories. Let's look at "parts and wholes" for a minute. I'll give you a "whole," and you give me four parts: whole—sports. What are four kinds of sports? (Readers name four sports, like baseball, football, soccer, and gymnastics.) Name four parts of playgrounds (swings, monkey bars, slides, climbing wall, etc.). In order to see the parts of a whole theme in our book, let's take a look at panthers and iguanas. Draw or create two umbrellas. On the umbrellas write the themes (or "wholes"): panthers and then iguanas. Then write the kinds of panthers and iguanas listed in the book underneath the umbrella (these are the "parts"). Do you see how each "part" is a kind or type of the "whole"?

Listen! Do you know what sounds these animals make? Google each animal and "sound effect" (for instance, "panther sound effect"). See if you can make their sounds and have someone guess which one you are. Just for fun, you can mix in other animal sounds. Then take a moment to name a special feature of each animal and why God gave them this. (For instance, God gave the anteater a long snout to sniff out food.)

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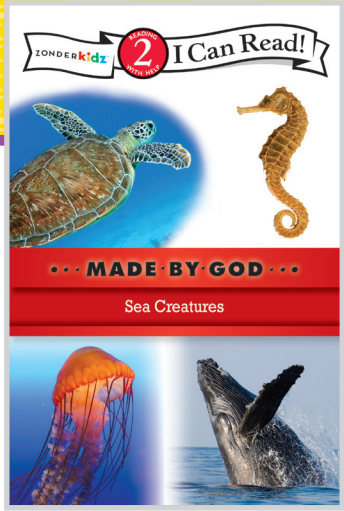

READING 2 WITH HELP

Made by God Sea Creatures

About the Book

God made everything! He made amazing undersea creatures like jellyfish, sea horses, sea turtles, and whales. Learn unique facts about each one—their types, their size, and how they swim.

DISCUSSION QUESTIONS:

1. Look at the table of contents. Which one do you know the most about already?
2. Do leatherback turtles have hard or soft shells?
3. Which of these sea creatures live in groups called pods?
4. Which one of these is the largest animal on earth?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Psalm 148:7 (NIrV): "Praise the Lord from the earth, you great sea creatures." How do you think the sea creatures praise God? Isn't it amazing to think that even the sea creatures praise God? I wonder what it sounds like to him! Repeat the verse in various ways—using different inflections, rhythm, or a soft and then loud voice.

Groups: What are the groups of each sea creature called? Look back through the book for each one. If any are missing, Google the group name. Create a chart and practice good handwriting! Under the heading of each sea creature write out the group names. Then you can choose your next category like how big each is or draw a picture for each.

Origami: Google "origami whale" and work through the steps together to make the sea creature. Following instructions is an important skill! Practicing this and following each step accurately will lead to a pretty cool whale! Then write out the coolest whale fact from *Sea Creatures* on the belly of the origami whale. Alternately, write out the memory verse on the belly!

Puzzle It Out: Create a word search puzzle (Google "create a word search"). Use words from the story, such as "jellyfish, sea horses, sea turtles, whales, plankton, swarms, leatherback, loggerhead, oceans, beluga." Review what these words mean. Puzzle through the hidden words and make sense of the words! It may take some time to find all of them.

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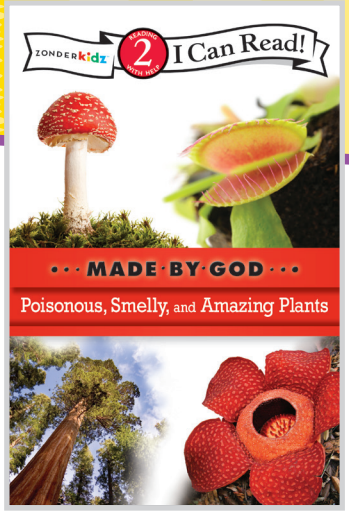

READING 2 WITH HELP

Made by God Poisonous, Smelly, and Amazing Plants

About the Book

God made many amazing plants! We are to understand and care for these plants. Some are poisonous, smelly, or unusual and amazing. Learn about the fly agaric mushroom, the corpse plant, Venus flytrap, redwood trees, and giant sequoia trees.

DISCUSSION QUESTIONS:

1. Do you know of any poisonous, smelly, or amazing plants? Why do you think God might have made some plants like these? Is it just because they are beautiful or is it for protection?
2. What words do you not know? Read the sentences again and try to guess the meanings. Then take time to look up any words with which you are not familiar.
3. How long can it take a Venus flytrap to eat a bug?
4. How long might a redwood tree live? How long might a giant sequoia live?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Genesis 1:11 (NIrV): "Then God said, 'Let the land produce plants.'" God created many amazing plants! Can you believe how many different ones there are?

Map Skills: The locations of these plants are mentioned. It is helpful to know where these places are so that you know if you'll find these plants. Perhaps you will be able to see redwoods and sequoias yourself someday! Print out a simple world map and then mark and label the places that these plants are found. Since the fly agaric is found in the northern half of the world, readers might want to lightly shade the northern hemisphere with a colored pencil. The others can be marked with various colors of markers or Sharpies.

Measure Me: *Poisonous, Smelly, and Amazing Plants* gives several measurements. Can you picture how big or tall these are? For instance, how big are the tops of the fly agaric? Using a tape measure or a ruler, measure eight inches across a page. Then make a red circle that measures eight inches across. Put white marks all over it so that you remember the fly agaric! Then choose one more measurement for these plants to see how big or tall it is. You'll have to go visit the trees in person, as they are too big for your tape measure!

Know Your State: We read that there are over 14,000 kinds of mushrooms! Search and see what kinds of mushrooms are in your state. Perhaps you can even find what kinds of edible (to eat) or poisonous mushrooms are in your state. NEVER eat or even touch mushrooms until you have checked with an adult who knows about mushrooms. Are you surprised at how many mushrooms are in your state? To help you remember not to eat or touch mushrooms (especially red ones), create a mushroom out of a toilet paper roll (the base) and red construction paper. Cut a circle out of the construction paper, and then cut one slit to the middle. As you overlap and glue the circle, it should create an umbrella shape that you can use for the top of the mushroom. Add white dots or circles to the top.

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READING 2 WITH HELP

Joseph the Dreamer

Illustrator: David Miles

About the Book

Jacob had many sons, but his youngest, Joseph, was his favorite. This made his brothers mad. They sold him and told their dad that Joseph had been killed by a wild animal. When Joseph arrived in Egypt and was put in jail, he met a man. Joseph explained what this man's dream meant. So when the king had a dream, the man told him to call Joseph. This led to Joseph being in charge of all the food in Egypt so that they would store it up for the years to come. Then Joseph's family traveled to Egypt to buy food, and they soon found out that God had put Joseph in charge! Joseph was not upset but knew that God had turned the bad situation into good!

DISCUSSION QUESTIONS:

1. Name a few things that made Joseph's brothers jealous and upset with him.
2. What did God allow Joseph to do while he was in jail and then again for the king?
3. How did Joseph's first dream come true? Explain how it happened that Joseph's brothers bowed down to him.
4. How did Joseph explain that he was not upset with his brothers? (See page 30.)

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Genesis 45:5 (NIrV): "But don't be upset. And don't be angry with yourselves because you sold me here. God sent me ahead of you to save many lives." Being sold into slavery and being separated from his family was bad. God showed Joseph though how he could make this bad situation good! Knowing that God can turn bad into good helps us to trust him more. Sometimes things in our lives are not good, but we can pray that God would make it good. Repeat the verse while throwing a ball back and forth. Have readers repeat a phrase after you as you throw the ball.

Take It Deeper: Get your Bible out! Learn more about Joseph. With so many brothers, Joseph's family got complicated!

Forgiveness: Joseph was in Egypt for quite a few years before his brothers came to buy food. What did Joseph tell them when he explained who he was? He forgave them. What does this mean? To forgive does not mean that what the brothers did was right. Joseph let go of any grudge, bad feeling, or wanting to make them pay for what they did. Read Matthew 6:14–15 to see how important it is to forgive others.

Color It: Choose one of your favorite scenes and parts of Joseph's story. Google coloring pages for this scene and print one off. Then review the story as you color. Talk about the memory verse and how this applies to our own lives. Readers can write key words on their page too, like forgiveness, trust God, dreams, and do your best. Time permitting, readers can act out their favorite scenes as well!

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READING 2 WITH HELP

Facing the Blazing Furnace

Illustrator: David Miles

About the Book

King Nebuchadnezzar captured Jerusalem and took Jewish people back to Babylon as captives. Among them were the smart and faithful Daniel, Shadrach, Meshach, and Abednego. They worshiped and loved God. The king made a statue of gold and told everyone to worship it. Shadrach, Meshach, and Abednego would not bow and said they worshiped only God. The king was so upset that he threw them into a blazing hot furnace. An angel kept them safe, and they were not hurt! When they came out, the king and all the people worshiped God too!

DISCUSSION QUESTIONS:

1. Where did King Nebuchadnezzar rule? What happened to Jerusalem and the Jews?
2. What made Daniel, Shadrach, Meshach, and Abednego extra special?
3. Why was the gold statue a problem for Shadrach, Meshach, and Abednego? What did they say?
4. What happened when the three friends were thrown into the furnace? What did the king see? What did he say afterwards? Who got the praise?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Daniel 3:28 (NIrV): "They were willing to give up their lives. They would rather die than serve or worship any god except their own God." How much do you think the three friends loved God? They had a strong faith in God and knew that they needed to obey God first. What an amazing example for us! Write the verse on a whiteboard. After practicing the verse a few times, start wiping off all but the beginning letters of each word. Keep practicing until readers have the verse memorized.

Through the Fire: Did God make the trouble go away? Shadrach, Meshach, and Abednego did have to make a decision, and it was a hard one. They knew they would face the fire and the anger of the king. They could not turn their backs on God though. Many times in the Bible God's people are in tough situations, and God does not make the hard times go away. Instead, he promises to go through the hard times with his people. Look up these verses and read what God promises: Deuteronomy 31:8; Joshua 1:9; Isaiah 41:10, 13; Psalm 73:23. Isn't it amazing to know that God is always with us—whether through the hard times or in good times! Write one of these verses on a poster or piece of paper to hang up in your room. Decorate it and let it be a reminder of God's promise to you.

Map Skills: King Nebuchadnezzar came from Babylon, captured Jerusalem, and then took Jewish people back to Babylon. How far away was this? Search for and look at a map to see how far apart these two places were. It is said that it would have taken King Nebuchadnezzar's captives about four months to travel the 900-mile distance. Let's compare that to today: This would be from about Grand Rapids, Michigan to just south of Atlanta, Georgia. In today's world, you could probably drive that distance in 15–16 hours. Can you imagine walking that distance? What do you think Daniel and his friends thought and talked about on this long trip? Does it seem like they were bitter, mad, or wanting revenge? No, it seems that they were trusting God and continuing to trust in His promises!

Puzzle It Out: Write out the alphabet and assign one number each (1–26). So, letter A=1, B=2, C=3, etc. Then puzzle out the key words to reveal the truth to live by: Stand _ _ _ _ _ _ (19, 20, 18, 15, 14, 7) on God's _ _ _ _ _ _ _ _ _ (16, 18, 15, 13, 9, 19, 5, 19) and with godly _ _ _ _ _ _ _ _ (6, 18, 9, 5, 14, 4, 19). Talk about ways to do this. How do you stand on God' promises? (Know, believe, and trust in God.) How do you know God's promises? (Study, know, and memorize the Bible!) Where and how do you find good friends? (Perhaps church is a good place. Pray that God would help you know what they are really like.) How do you know they are godly? (Are they serving God? Do they have good attitudes and speak well of others?)

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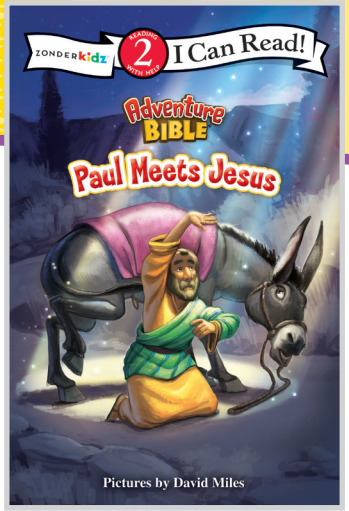

READING 2 WITH HELP

Paul Meets Jesus

Illustrator: David Miles

About the Book

Saul was a man who did not believe that Jesus was the Son of God. He wanted to get rid of all the people who did. Then Jesus appeared to him, and Saul changed! He even changed his name to Paul and became a follower of Jesus. He became a preacher and a missionary to share the good news of Jesus. He even wrote thirteen books of the Bible. God changed Paul's life!

DISCUSSION QUESTIONS:

1. Why was Saul angry and didn't like that Jesus had many followers?
2. What or who was the bright light and voice that Saul heard? How did he feel about this?
3. Who helped Saul get back his sight? Was he wanting to go help Saul?
4. Name two things that Paul did once he changed his name from Saul to Paul.

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Romans 10:9 (NIrV): "Say with your mouth, 'Jesus is Lord.' Believe in your heart that God raised him from the dead. Then you will be saved." Say, believe, and be saved! What an amazing truth! Do you say and believe that God raised Jesus from the dead? If we believe this, we have life and can have a relationship with God. Learn this important verse. Repeat the verse as different animals! Use a fish voice (your finger jostles your lips as you talk), hiss like a snake on the "s" sounds, or jump like a kangaroo as you repeat the verse.

Trust God: How did Ananias feel when God told him to go and heal Saul? God tells Ananias to go and that Saul will serve God. When we are afraid, but we know that God wants us to do something, we can trust him. Print a coloring page of Ananias healing Saul. Color it and write across the top "Trust God." Then cut it into several pieces, so it's a puzzle. Explain to readers that when God puts together the puzzle pieces of our lives that it all works out for good! Isn't it amazing how God put together Saul's life so that he served God rather than hurting Christians?

Pray Scripture: Paul wrote much of the New Testament. He would write letters to churches that he had been to. He wanted to encourage them and teach them. In his letter to the church in Colossae he was teaching them about truth. Then he reminded them of what they knew: "You received Christ Jesus as Lord. So keep on living your lives in him. Have your roots in him. Build yourselves up in him. Grow strong in what you believe, just as you were taught. Be more thankful than ever before." We can turn this into a prayer for ourselves and others: "I pray that _____ would receive you as Lord. Help them to keep on living their life in you. Let _____ have their roots in you, Jesus. Build them up, and help them to grow strong in what they believe. Help them to be more thankful than ever before. Amen." Pray this for friends and family. Write it out and take it with you!

Letters: Paul wrote thirteen books of the New Testament: Galatians, 1 & 2 Thessalonians, 1 & 2 Corinthians, Romans, Ephesians, Philemon, Colossians, Philippians, 1 & 2 Timothy, and Titus. You may want to help readers write these on thirteen index cards. Then place them all in an envelope, as they are letters. On the envelope, write "From Paul." To familiarize readers with these books of the Bible, take one out, and see if they can figure out which one is missing. Another activity is to show readers a table of contents in a Bible and have them place the books in order.

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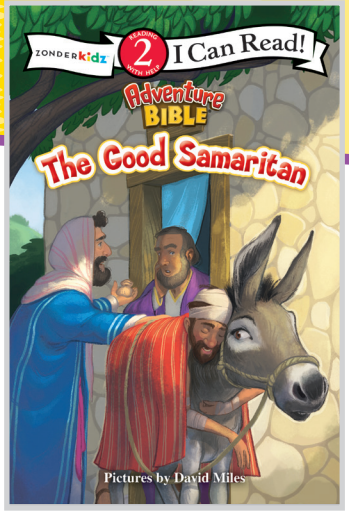

READING 2 WITH HELP

The Good Samaritan

Illustrator: David Miles

About the Book

Jesus loved to teach people about his Father's love. One man asked Jesus how he could have eternal life. Jesus said to love God and to love your neighbor as yourself. Then the man asked who his neighbor is. Jesus told a story to show who our neighbor is. A Jewish man got hurt and needed help. A priest, a temple worker, and then a Samaritan walked by. Jews and Samaritans didn't usually get along, but it was the Samaritan who helped the hurt Jewish man. He cared for him and took him to get help. This man was a neighbor to the hurt man!

DISCUSSION QUESTIONS:

1. What did the smart man say about having eternal life?
2. What did you learn about Jewish and Samaritan people?
3. Who did not helped the hurt man? Who did help him? How?
4. What was Jesus' point with the story? Who was the neighbor to the hurt man?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Luke 10:27 (NIrV): "Love your neighbor as you love yourself." Brainstorm to figure out who your neighbor is. Neighbors can be those who live next to you. Your neighbors are also those that you see every day. Talk about ways you can show God's love! If it is nice outside, then write the verse with sidewalk chalk on the sidewalk. Then have readers jump from one word to the next as they recite and learn it. If staying indoors, then write the verse out and have readers point to each word as they repeat it.

Print Concepts: What do you notice about pages 13 and 28? These are the start and finish of the story about the hurt Jewish man. Notice the scalloped edges like a cloud. This is a story that Jesus made up and told to make a point. He shares who a true neighbor and friend is. They probably will remember this story better than if Jesus had just told them that someone kind is a good neighbor. Draw a picture of yourself with a bubble thought of something you imagine or wonder about.

Act It Out: Review the story that Jesus told by acting it out. You can have the actors speak, or you can narrate it and have people act as you narrate. Of course, be careful when the robbers come to hurt the Jewish man! Emphasize that Jesus' point for telling the story was that the "unlikely" person was the neighbor because he showed kindness and care.

Friends: The last page explains that Jews and Samaritans did not get along in Bible times. Jesus said that the Samaritan was kind to the hurt Jew! This would have been shocking to those listening. Can we be kind to those who are different? Can we work at getting along with those who need help? Often being kind starts with kind words and thoughts. Make a "Say This, Not That" chart as shown in some blog posts. Use other phrases or add more, as needed! Look up the Bible verses given as the reasons for what we are to say.

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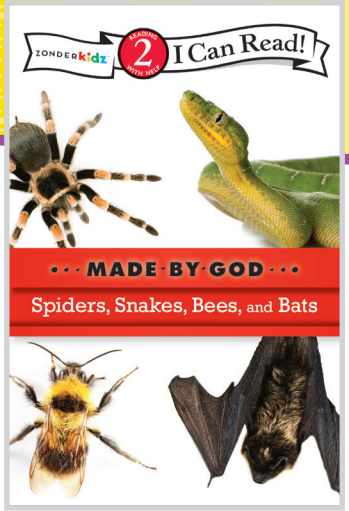

READING 2 WITH HELP

Made by God Spiders, Snakes, Bees, and Bats

About the Book

God made all things. He made hairy, big spiders. He made slithery snakes and small bees. He also made bats that live all over the world. Each one is quite amazing and has a purpose in our world.

DISCUSSION QUESTIONS:

1. *Before Reading:* Which one of the animals do you think you know the most about already—spiders, snakes, bees, or bats? Share some of the facts that you already know. What would you like to know about one of the animals?
2. If pythons and anacondas eat big meals, how many times a year might they eat?
3. What is the only flying mammal in the world called?
4. 4. Name one thing that each animal (insect) eats.

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Genesis 1:25 (NIrV): "He made every kind of creature that moves along the ground. And God saw that it was good." What is your favorite kind of creature? What was something new that you learned in *Spiders, Snakes, Bees, and Bats?* Repeat the verse as different animals! Use a fish voice (your finger jostles your lips as you talk), hiss like a snake on the "s" sounds, or jump like a kangaroo as you repeat the verse.

Puzzle It Out: Ahead of your time together Google "make a free crossword puzzle." Type in these words and clues and print out a crossword puzzle for review. Page through Spiders, Snakes, Bees, and Bats to help readers spell the words needed.

What do spiders use to catch food? (WEBS)

This word means that spiders only eat meat. (CARNIVOROUS)

Snakes are covered with these for protection. (SCALES)

How do snakes smell? (TONGUES)

One of the longest snakes. (PYTHON)

Bees live in nests or _____. (HIVES)

What are male bees called? (DRONES)

What does echo-location help bats find? (FOOD)

What are bat babies called? (PUPS)

A bee's job. (POLLINATION)

A Web of Facts: Make a spider web out of Elmer's glue and yarn. Help readers make a web pattern on construction paper with the glue. Then have them place the yarn on the glue. While it is drying, write out three or four facts about spiders. Then glue them on the web!

Listen: In a room with plenty of space (like a gym), have readers see how they do with echolocation. Sound reaches our ears by creating waves through the air. Some sounds are higher and lower. Bats hear sounds that people cannot hear. Either blindfold readers or have them close their eyes. Then have another reader quietly go to one part of the room and remain in the same spot while clapping once in a while. (Or you can use a triangle, a drum, or something similar.) The blindfolded readers are to slowly find the clapper. As an added challenge, have pairs of readers try to lead each other from one point to another by only using sound. Then talk about how it was to only use sound rather than hearing and seeing.

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READING 2 WITH HELP

Ruth and Naomi

Illustrator: David Miles

About the Book

Naomi and her family moved from Israel to Moab when there was no food. They lived there for a long time. Naomi's two sons married Moabite women. Then Naomi's husband and sons died. Naomi and her daughter-in-law, Ruth, returned to Israel. Ruth worked in the fields to gather grain for food. Eventually she married the owner, Boaz, and they were happy! Many descendants later, Jesus was born! God blessed Ruth.

DISCUSSION QUESTIONS:

1. Why did Naomi and her family move far away from Israel?
2. Who were Orpah and Ruth?
3. How did Naomi feel about Boaz and Ruth getting married? Why?
4. How did God bless Ruth?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Ruth 1:16 (NIrV): "Where you go I'll go. Where you stay I'll stay." Where was Naomi going when Ruth told her this? What do you think Ruth gave up by going with Naomi? Repeat the verse while jumping rope—one word or phrase per jump.

Family Ties: Create a family tree to make sense of who is who! To help readers try to figure out placement, create name plates (1/4 index cards) so that they can manipulate the names. Give readers the first two—Naomi and her husband—and have them place them at the top of the paper. Then draw a line down from them and give readers Son 1 and Son 2. Then have them place Orpah next to Son 1, and Ruth to the right of Son 2. Then to show that Ruth married Boaz later, place Boaz to the right of Ruth. Then draw a line down from Ruth and Boaz to show that they had a son: Obed. The last ones should come in order underneath Obed (like a three-tiered bunkbed): Jesse, David, Jesus. Emphasize to readers that there were others in between David and Jesus. (Show this with a broken line, perhaps.) When readers have the names set, they may glue them on!

Gleaning: Why was Ruth taking grain out of the fields? Was she paying for it? Was she stealing? In Israel there was a practice called "gleaning." Read Leviticus 19:9–10 and Deuteronomy 24:19 to see what the law said to do. Why were farmers to leave something in the field? God has a heart for helping those in need, widows, and the orphans. Ruth 2 tells us that Boaz even had extra grain left for her so that she and Naomi would have plenty to eat. Print out and color a picture of Ruth gleaning the field. Or draw a picture of Ruth gathering grain. Remember that this was God's command so that even those in need would be taken care of. As you talk and finish, pull up the beautiful artwork called The Gleaners by Jean-François Millet to show readers and see if this helps them picture Ruth gleaning.

Friendship: Friends stick together! Naomi encouraged Ruth to go back to her family and stay in Moab. Ruth wanted to stay with Naomi though and return to Israel together. Ruth chose to stick with Naomi! As you grow up, it is important to choose and keep good friendships. Have a sticky relay race with your friend! Pair up and put a blown-up balloon between you. Get to the other side of the room and back without using your hands, arms, feet, or mouth to keep the balloon off the floor.

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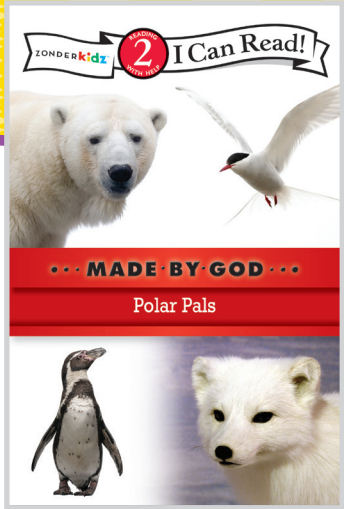

READING 2 WITH HELP

Made by God Polar Pals

About the Book

God made all the animals, ones that live in hot regions and ones that live in very cold regions. He made each one just right for wherever they live. Some that live in the polar region are emperor penguins, arctic terns, polar bears, and arctic foxes. Learn what makes these animals amazing and wonderful!

DISCUSSION QUESTIONS:

1. Are you as tall as the biggest penguin or are you taller?
2. What words do you need help understanding? Look these words up and talk about what they mean in the text.
3. What is it called when a whole colony of arctic tern get very quiet? What is about to happen?
4. How is the color of the polar bear and arctic fox helpful?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Jeremiah 27:5 (NIrV): "I reached out my great and powerful arm. I made the earth. I made its people and animals. And I can give the earth to anyone I please." Using a whiteboard, write out the verse. After practicing the verse a few times, start wiping off all but the beginning letters of each word. Keep practicing until readers have the verse memorized.

Matching: Print out pictures of each animal (or just write each name on an index card). Use index cards to write out one detail about each. For instance, emperor penguins eat krill and squid. Then readers would need to match the picture of the emperor penguin with the index card that says "eat krill and squid." Make sure the cards are all the same size! As an added challenge, change the detail cards once readers are familiar with them.

Using Technology: Give each pair or small group of readers an iPad, digital camera, or some other device with which to take pictures. Have them brainstorm and take pictures of one thing that relates to each animal. For instance, they could gather a bunch of friends to stand close together like the emperor penguin colonies. For the arctic tern, they could show twelve inches on a ruler or take a picture of someone "shushing," to show the term "dread." If readers have trouble, brainstorm with them for ideas that will work. After they are done, have them share their pictures with another group.

Bookends: Have you seen matching bookends? Usually they are heavy, decorative pieces that sit on either end of a line of books on a bookshelf. They keep the books upright and together. (Show readers a picture of matching bookends.) Good writing begins and ends with "bookends." These are usually similar, general ideas. Look at the beginning and end of *Polar Pals*. How are they similar? (They both tell about animals in general rather than any specific animals. They both mention warm or hot and very cold.) What is in the middle part of the book? (This is where all the specific animals and details are shared.) So, the writing is general, then specific, and then general again! Draw three boxes in a row on a piece of paper. Title them "Beginning, Middle, End." Then write down ideas for your own topic to show bookends and what details you might include in the middle. For instance, you can write about a sport. Write just one sentence or phrase for your bookends—playing soccer is a lot of hard work! How is soccer hard work? Write a few of these details in the middle part. We will stop here, but you have started to map out what you could then develop into a great piece of writing! Well done!

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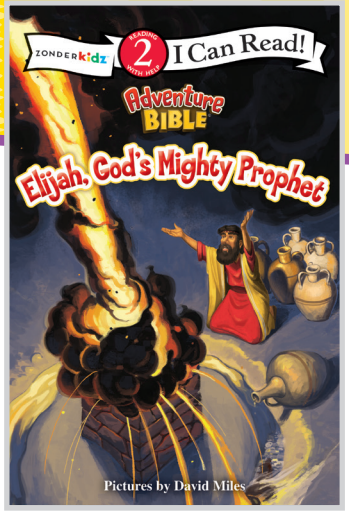

READING 2 WITH HELP

Elijah, God's Mighty Prophet

Illustrator: David Miles

About the Book

Elijah was a prophet in Israel during a time when people worshiped Baal, not God. This did not please God. There was no rain and then very little food. Elijah wanted to show the Israelites that God, not Baal, was real. He challenged them to a contest, and they saw that God hears and is real! Rain returned to the land!

DISCUSSION QUESTIONS:

1. Who was Elijah? Why was there no rain in the land?
2. How did God provide for Elijah, the woman, and the child? What was the miracle?
3. What was the challenge on Mount Carmel?
4. What do you think it would have been like to have seen the contest? Imagine what it was like when God sent fire. How did it sound, smell, and look?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize 1 Kings 18:39 (NIrV): "All the people saw it. Then they fell faces toward the ground. They cried out, 'The Lord is the one and only God! The Lord is the one and only God!'" Review what the people saw. What did it mean that they fell down with their faces toward the ground. Play hangman using the key words. Then practice saying the completed verse.

Symbols Sequencing: Symbols are pictures that stand for or represent something. For instance, the flag of a country is a flag, but it also represents that nation and what it is known for. The American flag represents the United States, freedom, democracy, and bravery. Does your school have a mascot? That mascot is a symbol for your school! What is the yellow M a symbol for? (McDonald's) Print off these symbols, mix them up, and have readers put them in the correct sequence for *Elijah, God's Mighty Prophet*: no rain, ravens, loaf of bread, no fire, jugs of water, hands praying, fire, rain! Explain how these pictures tell the story of the miracles of Elijah. Then go over some of the pictures as symbols. What did no rain represent? (God's judgment.) What are the ravens and loaf of bread a symbol of? (God's provision.)

God Moment: Jehovah Jireh is one of the names of God. His names describe his character—what He is like and who He is. His names show us how He cares for our needs. Jehovah Jireh means "God will provide." How do we see that God provided for Elijah and the widow? Since God never changes, we can trust that He will be Jehovah Jireh for us too! Print off "Jehovah Jireh" in Hebrew characters. Have students trace it with their fingers or pencil. Then add the English to it. Pray and thank God for being our Jehovah Jireh, our Provider.

Bread (Allergy Alert): There was little food in Israel. Elijah needed food, and God sent him to the widow of Zarephath. (You can read the whole story in 1 Kings 17:7–16.) Did she have enough food? How did she react to Elijah's request? How did God choose to bless her? Isn't it amazing that she just kept pouring oil, and she just kept scooping flour? She never ran out! If possible, bake bread with your readers (either from pre-made dough or from scratch). Help readers realize how much flour and oil is needed for one loaf of bread. If it is not possible to bake bread, then bring some bread to show and eat as you consider the widow and God's provision. If possible, find present-day stories of God providing food and not letting it run out when there really was not enough to go around!

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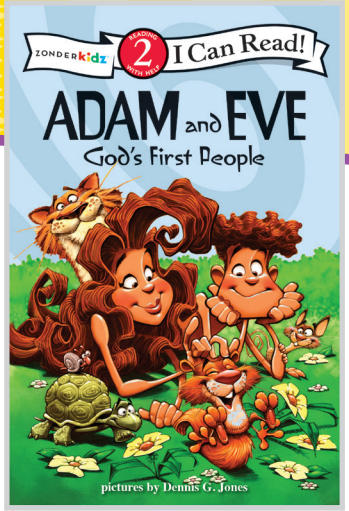

READING 2 WITH HELP

Adam and Eve, God's First People

Illustrator: Dennis G. Jones

About the Book

God created the whole world! It was all good. He created Adam and Eve, the first people, on the sixth day. They enjoyed the garden God had made. One day the snake got Eve's attention and lied to her. He said that she could eat the fruit God had said to leave alone. She ate some. Adam ate some. And everything changed. God was sad because they had sinned. They had to leave the garden. God already had a plan though to save them from sin! Jesus would come, but it would be a long time yet.

DISCUSSION QUESTIONS:

1. What are some of the things God created before Adam and Eve?
2. How did the snake get Eve to eat the forbidden fruit?
3. After Adam and Eve ate the fruit what changed? How did they feel? How did God feel? How did the snake feel?
4. It was hard for Adam and Eve to obey God. They ate the fruit that He said not to eat. How hard is it for you to obey God or your parents?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Romans 8:39 (NIrV): "Nothing at all can ever separate us from God's love. That's because of what Christ Jesus our Lord has done." What has Jesus done for us? A few verses before this memory verse it says that Jesus died for us. Even more than that, he rose from the dead! We can have life and not be dead spiritually because Jesus provided a way for us to live! He wiped away our sins and wants to be our Lord! Learn the verse. Let it change your life as you accept and live for Jesus. If it is nice outside, write the verse with sidewalk chalk on the sidewalk. Then have readers jump from one word to the next as they recite and learn it. If staying indoors, then write the verse out and have readers point to each word as they repeat it.

Days of Creation: Singing and music sure catch our attention! Google "days of creation song for kids" and choose a sing-along one. This is a great way to quickly learn in what order God created the world. Listen to the song a few times. Then look through *Adam and Eve, God's First People* and see that the days match up.

Act It Out: Have readers find an "Adam" and "Eve" (Lego people, stuffed animals, Playmobil, or some other kind of figurines). Then have them act out what happened in the Garden of Eden. For more detail you could read the first chapters in Genesis, as it tells that God walked in the garden (Genesis 3:8). Readers may want to add a God-figure and have Adam and Eve talk with him.

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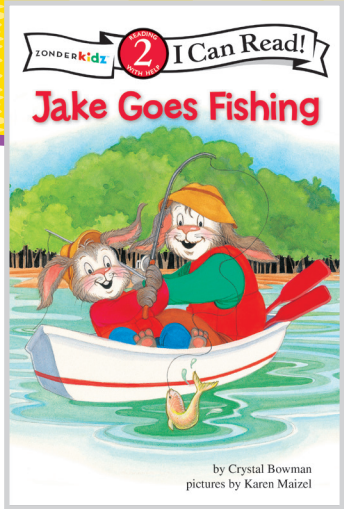

READING 2 WITH HELP

Jake Goes Fishing

Author and Illustrator: Crystal Bowman, Karen Maizel

About the Book

Jake and his father go fishing. They have some challenges as Jake spills the box of worms and hooks his own pants. Eventually they catch several fish. Father plans to have a fish supper, but then Jake feels sad. He does not want to eat the fish. He wants to let them go back to the lake. At the grocery store on the way home Jake finds fish crackers! They would have a fish supper after all.

DISCUSSION QUESTIONS:

1. What was in the box that Jake was to carry? What happened to the box?
2. How did Jake's father react to Jake's accident? What do you do when you have an accident?
3. How long did Jake and Father fish? How many fish did they catch?
4. What did they do with the fish they caught? How did Jake and his family have a fish supper after all?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Psalm 118:24 (NIrV): "Let us be joyful today and be glad." Repeat the verse in various ways—using different inflections, rhythm, or a soft and then loud voice. Work on memorizing it together. What kinds of things has the Lord done, given, or blessed your family with? What do you have to be thankful for?

Print Concepts: Read page 15 with two people, one reading as Father and the other as Jake. Pay special attention to the punctuation and think about what is happening in the story. Read it with the right tone and emotion. Then read it incorrectly (too loudly, too quietly, bored, happy, etc.). See what a difference the punctuation and tone make. Choose one type of punctuation and draw a large picture of it on a piece of paper. Then inside the picture draw emoticons or write words that show how to read that punctuation. For example, draw a large question mark. Inside the question mark, draw an emoticon that is wondering about something. Write the words *question, wonder, ask*. You may also want to add questions that you have, like "How many types of fish live in Lake Michigan?" Then practice writing question marks in a variety of colors.

Fishing: Research and find three facts about the best ways to catch fish. Then make your own simple fishing pole. Use a small stick, a thin craft stick, or an old ruler. Tie some yarn to the pole. Write these three facts on index cards and attach them to the end of your homemade fishing pole. Punch a hole in each card and tie the yarn to each one.

God Moment: The Bible says that God is our Father and that He loves us. The Bible describes what perfect, good love really is in 1 Corinthians 13. Read verses 4-8a (NIrV). How is the father in the story a mirror of God's love, as described in 1 Corinthians 13? Go through the story again together and pick several characteristics to look for: patient, kind, does not easily become angry. Does Jake's father love him? How do you know? (For example, when Jake's father does not get upset at the spilled worms, he shows Jake God's love.) Then draw a handheld mirror on construction paper. Cut out foil for the mirror. Write on the paper or at the top of the mirror: "Be a mirror of God's love!" (1 Cor. 13) Take the mirror home as a reminder to show God's love to others by being kind, patient, not proud or boastful.

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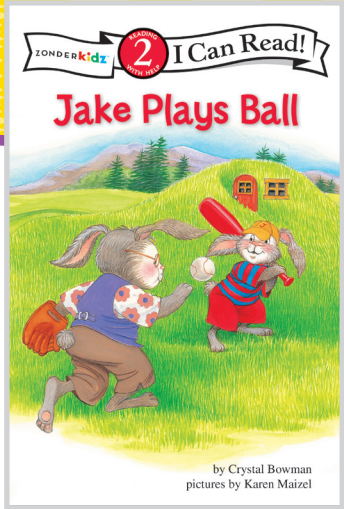

READING 2 WITH HELP

Jake Plays Ball

Author and Illustrator: Crystal Bowman, Karen Maizel

About the Book

Jake and Dan play baseball. Dan is great at hitting the ball every time. Jake tries but just can't hit the ball. His mom says to practice. Jake's grandma helps him practice. After practicing he finally hits the ball! Then Jake keeps practicing and hits the ball almost every time!

DISCUSSION QUESTIONS:

1. Jake's mother says that Jake is good at drawing pictures, running fast, and some other things. What are you good at? What are some of your favorite activities?
2. List some of the things Grandma says will help Jake hit the ball. What do you think made the difference?
3. What words are you unsure of? Talk about meanings of words, like the difference between hat and cap. Ask about pitch, yard, to bat, and the bat.
4. What does this story teach us about God?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize a part of Philippians 4:13 (NIrV): "I can do all this by the power of Christ. He gives me strength." What do you ask God for? What has He given you strength for? Can you think of a time that you forgot to pray for God's strength and help? Write the verse on a whiteboard or chalkboard and erase words as you commit the verse to memory.

Act It Out: Act out Jake's experience with learning to bat. Talk about key points to include. If time permits, have readers act out a similar story where the main character tries to learn something and has to keep trying. Switch roles so that everyone gets a chance to act parts. After each time talk about the reenactment. How did Jake feel when he realized he could not hit the ball? How did his mom make him feel? Did you learn anything different about the story after acting it out?

Perseverance: Take some time to think about things that take perseverance, just like Jake and learning to bat. Some people have to practice skills over and over in order to become experts. Talk about skills, talents, and abilities that family members have or are learning. Give each pair or small group of readers an iPad, digital camera, or some other device with which to take pictures. Have them take pictures of items that make them think of practice and perseverance. For instance, they could take a picture of a book, as reading well takes practice for many people. They could take a picture of a piano or another instrument, a clock face, tennis shoes, puzzles, a climbing wall, times tables. After they are done, have them share their pictures with another group and explain what takes perseverance.

Practice, Practice: It can be hard to learn new skills! Different people have different abilities. To experience what Jake went through, practice throwing and catching a tennis ball or softer ball with baseball mitts. If none are available, then use a beach ball or a soft, big ball. If this skill comes quickly, move on to dribbling or kicking the ball (if a large room or outside area is available).

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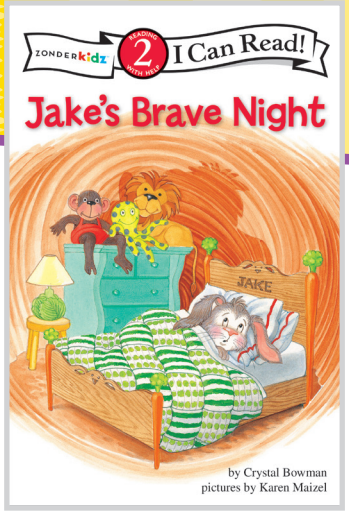

READING 2 WITH HELP

Jake's Brave Night

Author and Illustrator: Crystal Bowman, Karen Maizel

About the Book

Jake has his own room now. At first, he is afraid. he cannot get to sleep and tries many different things. He tries to sleep under the bed and with stuffed animals. Eventually he sleeps but wakes up tired. His parents tell him that God never sleeps and watches over him. This makes Jake feel better. The second night in his own room is much better because he knows he's not alone.

DISCUSSION QUESTIONS:

1. What was different about the first night of the story? How did Jake feel?
2. What do you do that helps you get to sleep?
3. What is Jake's bedtime routine? Is yours similar or different?
4. What made the difference for Jake's second night in his own room? What did he remember?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Psalm 121:3 (NIrV): "He won't let your foot slip. He who watches over you won't get tired." When are you glad to know that God doesn't sleep? He won't get tired or forget to be with you. What a great promise! Use motions to help you memorize this amazing verse.

Puppet Play: Create simple puppets—photocopy the characters from the story, cut them out, and glue them to popsicle sticks. Then talk about times that readers are afraid or a change that they might encounter. Then let readers be Jake, Mother, Father, and/or Kelly and put on a puppet show. Create a new situation that shows Jake and his family handling a new change. Remind them to use Psalm 121:3 to encourage Jake.

Practice Spelling: Find six words in *Jake's Brave Night* with double "o"! (bedroom or room, good, soon, look or looked, took, too, ah-choo, floor) Create six columns and eleven rows on a page for "graph-a-word"! Write these six words across the bottom of a page. At the top of each column write numbers one to six. Each reader will roll one dice. Readers rewrite the word for the number of column rolled. Whichever word reaches the top first, wins! For fun, readers can underline the word that they think will win. For instance, if "floor" is in column one, then every time the dice lands on a one, the reader will rewrite "floor" in the first column. If "floor" reaches the top of the column first, then that word wins, and "graph-a-word" is over.

Routines: What is Jake's bedtime routine? What is your bedtime routine? Is it easy or hard for you to go to bed? Sometimes having a chart and a routine is helpful in order to prepare both in body and in mind for bed. Create or print out a chart for readers to use for the next week!

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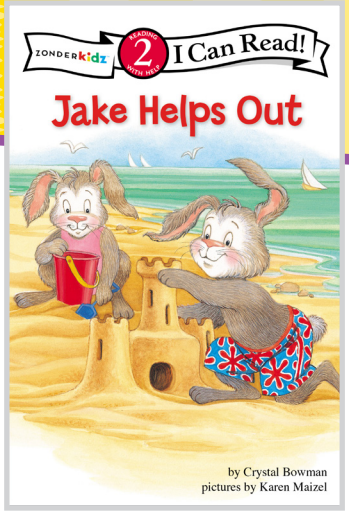

READING 2 WITH HELP

Jake Helps Out

Author and Illustrator: Crystal Bowman, Karen Maizel

About the Book

Jake is excited about going to the lake and having a picnic. He tries to help get things ready, but ends up making messes. He is sad that things are going wrong. Then his sister asks him to read books. All of a sudden it's time to go to the lake! He and Kelly make sandcastles and he teaches her how to float. They have a great time! He is surprised when his parents say that he was a big helper! He sees that playing well with Kelly is a big help.

DISCUSSION QUESTIONS:

1. What happened when Jake tried to help out? How did he feel?
2. Who is Kelly? How do Jake and Kelly get along?
3. Count up Jake's lunch. How many crackers, cookies, and pickles did Jake eat?
4. Make a two-column list, labeled "accidents" and "ways to help"! Jake learned that his messes were accidents, since he was just trying to be helpful. He is a big helper! Write three examples in each column.

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize a part of Proverbs 3:27 (NIrV): "Don't hold back good from those who are worthy of it. Don't hold it back when you can help." Play the Index Card Shuffle: put each word or phrase on index cards. Shuffle and organize the phrases in order. Talk about what good readers can do when they help. Do they help with chores around the house or do they sit back when they don't feel like helping? Challenge readers to be good helpers.

Learn Something New: It can be fun to learn new skills. Sometimes it makes us more confident when we know how to do things and teach others. Learn how to fold some simple origami. Get instructions online. If possible, have readers teach someone else their new skill!

Yum, Food: What did Jake eat for his picnic lunch? What is your favorite lunch? Do you have picnics in the summer? What do you eat? Learning about food and how to fuel our bodies is important. Nutritious food gives us energy and keeps us healthy. Talk about food groups. Then decide if Jake's picnic lunch needs some other food groups. Draw a plate and write or draw your ideal nutritious lunch.

Be Helpful: How was Jake helpful? He got along well with his sister and played with her. This was helpful to his parents and to Kelly. How are you helpful? Try your best to be helpful at home this week. Google "helpful kids chart" to get ideas of ways to be helpful. Make a chart for a week with five to six ways to be helpful. Leave room for checkmarks or stickers once you have completed helpful tasks throughout the days. Pray that God will help you to have a good attitude and look for extra ways to be helpful this week.

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READING 2 WITH HELP

Jake's New Friend

Author and Illustrator: Crystal Bowman, Karen Maizel

About the Book

Jake's family meets a new family at a park. Jake isn't sure about playing with Tom because he is in a wheelchair. Jake thinks they won't like the same things. When they start to play together, Jake realizes that he and Tom like many of the same things! They have a fun time playing at the park.

DISCUSSION QUESTIONS:

1. Where does Jake's family go on Saturday? Do you have a favorite park?
2. How are Jake's family and Tom's family alike? How are they different?
3. What did Jake think about Tom at first? Did he change his mind after a while? Why or why not?
4. Count how many activities Jake and Tom enjoyed together.

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Romans 15:7 (NIrV): "Christ has accepted you. So accept one another in order to bring praise to God." Is anyone perfect? NO. This verse says that Christ has accepted you ... even though you're not perfect. Since Jesus shows us the best way to live, we need to give others a chance too. Can you think of someone who looks or acts differently than you? Is it easy for you to be nice to him or her? To include them in games? Memorize this important verse while gently throwing a ball back and forth. Have readers repeat a phrase after you as you throw the ball.

Signing: Some special needs can be seen, but many cannot. Tom uses a wheelchair because part of his body doesn't work as well as it could. He can talk and hear fine. But what about those who cannot hear? The deaf community looks like the hearing community until it comes to communicating. Then those who are deaf often use sign language. This is a way of communicating by using their hands. In the United States the language is called American Sign Language or ASL. Learn some ASL! It may be easiest to watch a basic YouTube video a few times.

Autism: You may have a friend in your class or school who has autism. This is a type of disability that may make communicating a little difficult. Many kids have autism to one degree or another. Maybe you even have autism and want to share what it is like. It is important for each of us to know what it is so that we can get along with each other better. As a group do some research together about different challenges that make people different.

Friendship: For some kids it can be hard to make new friends. Jake's family just walked up to the new family and said hi. Is that easy or hard for you to do? It helps when you know that you like the same kinds of things. Once Jake knew that he and Tom could build a jet together, they became friends. As a class project, create a chart with things you like or like to do on it. Then take some time to "interview" those in your class. Maybe you'll make a new friend or two when you realize that someone else likes to do what you do.

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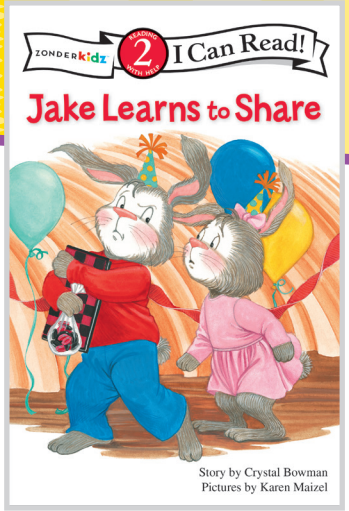

READING 2 WITH HELP

Jake Learns to Share

Author and Illustrator: Crystal Bowman, Karen Maizel

About the Book

It's Jake's birthday. He's ready for a fun day. He's going to eat his whole birthday cake by himself, get lots of presents, and play by himself. But it's not really fun. Grandma reminds him that God wants him to share. He shares his birthday with the family and has a much better birthday after all!

DISCUSSION QUESTIONS:

1. What are some of your favorite birthday activities?
2. What was Jake's plan for his birthday cake? Did his plan change?
3. What did Jake decide to share in the end? When he shared did he get anything in return?
4. Do you like to play on your own or with friends? Is it easy or hard to share your toys?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize a part of 1 Timothy 6:18 (NIrV): "Tell them to be rich in doing good things. They must give freely. They must be willing to share." This verse doesn't talk about why or how to give and share. God sacrificed everything when he gave us Jesus so that we could have life. He is our example of giving everything! Read John 3:16. We are to mirror God and think of others first. Memorize the verse from 1 Timothy to remember to give freely. Play hangman using the key words.

Bring Joy: Jake baked his birthday cake with his mom. Once he decided to share his cake, he brought joy to his family. If possible, bake or make a simple treat at home (brownies or frosted pretzel rods). To whom could you bring joy if you delivered your treat to someone? Make a simple plan to share with someone if it is possible. Do you have neighbors, a friend who is sick, or a friend going through a hard time? Make a card to go with the delivery.

Connect with Math: Let's count our way through the story. Add up how many balloons you see throughout the whole book (partial balloons count too). Then create a tally sheet for each color. How many of each color balloon are there? Take the color of the most balloons minus the color of the least balloons. What is the answer? If time permits, create a bar graph for each color balloon.

Acts of Kindness: Sometimes it can be hardest to be nice to those you love most: your family. Bring joy to your family by creating kindness coupons. Divide index cards in half. On each half write various ways you can be kind. For instance, you can address a **kindness coupon** to your mom for unloading the dishwasher once. Or you can address one to your sibling for playing one game of their choice. Write out the coupons for ways you know they will feel loved!

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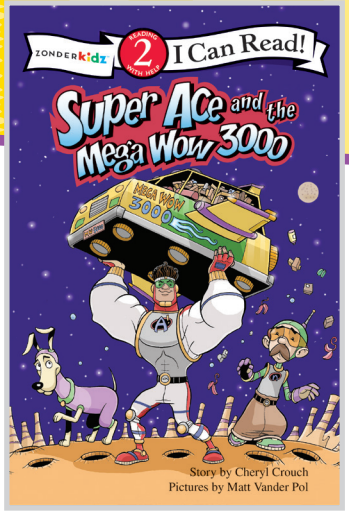

READING 2 WITH HELP

Super Ace and the Mega Wow 3000

Author and Illustrator: Cheryl Crouch, Matt Vander Pol

About the Book

Super Ace and Sidekick Ned are called to Planet Floop to help Flooper. His Mega Wow 3000 won't start. His spaceship is filled with food for hungry kids. He is hoping that Super Ace can fix it so he can get the food to the kids. After Super Ace can't fix the spaceship, and he gets too tired to carry it, he gives up. Then Sidekick Ned uses his wisdom to suggest trying the key. It starts and Flooper is off!

DISCUSSION QUESTIONS:

1. Explain who all the characters are. What are their names? Point to the characters.
2. Describe the setting (time and place of the story).
3. What are Super Ace's two superpowers? What do you think of his powers?
4. What is Sidekick Ned's superpower? What did you think of him and his power? Which power worked in the end?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Proverbs 2:6 (NIrV): "The Lord gives wisdom. Knowledge and understanding come from his mouth." Look up what "wisdom" means. Do we need wisdom in our lives? The older you get, the more you realize how much you need wisdom. We can pray that God will give us wisdom and he will! How did Sidekick Ned use wisdom? Memorize this important verse. Repeat the verse in various ways—using different inflections, rhythm, or a soft and then loud voice.

Puzzle It Out: (Prepare this ahead of time: Create a puzzle out of the meanings for knowledge, understanding, and wisdom. Type up the meanings, and space out the typing over a whole page. Have fun with fonts, colors, and spacing. Then cut the page into ten or twelve parts to create a puzzle.) Talk about the meanings and differences of knowledge (learning gained through study or experience), understanding (knowing how others feel), and wisdom (using what we have learned in the best way to make right choices). How do you see these in the story? Put the puzzle together to see the meanings of these words again.

Be Musical: Look up Proverbs 3:5–6 These verses also tell us to not trust in our own understanding. We are to lean on the Lord. We do this by asking God for His wisdom to know how to do what is best in tough situations. Google "Proverbs 3:5 kids song" and choose one to listen to and learn.

Say What? Stories show what is said by using *dialogue*. These are words placed in quotation marks. Look at the second page in the story:

BEEP! BEEP! BEEP! "It's my super phone! Someone on Planet Floop needs help!" said Super Ace.

What exact words does *Super Ace* say? "It's my super phone! Someone on Planet Floop needs help!" Notice that he doesn't say any of the BEEP!s or said Super Ace. Only what is in the quotation marks is dialogue. Is there any dialogue on the first page? Choose another page with dialogue and *only* read what is spoken. If you have enough people, turn the story into a play by assigning parts to four people: a narrator (reads all the sections that are *not* dialogue), Super Ace, Sidekick Ned, and Flooper. Have fun reading your dialogue!

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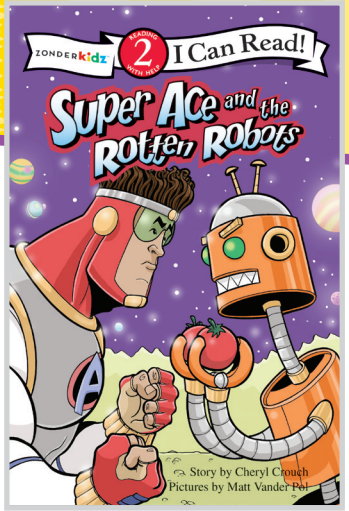

READING 2 WITH HELP

Super Ace and the Rotten Robots

Author and Illustrator: Cheryl Crouch, Matt Vander Pol

About the Book

Super Ace and Sidekick Ned get called to Planet Roop. The robots are being mean. Super Ace tries to get them to be good by using his good looks. It did not work. Then he tries to make them good by using his power and strength. It did not work. Then Ned sees that a switch has been moved from *good* to *bad*. He fixes the problem. The robots are helpful and nice again!

DISCUSSION QUESTIONS:

1. How are the robots on Roop acting when Super Ace arrives?
2. What does Super Ace try in order to make the robots be good? Does it work?
3. What does Ned say about being small and weak physically? How does God help him?
4. What was the real problem? Who fixed the problem?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Hide God's Word in Your Heart: Have readers memorize Joshua 24:15 (NIrV): "Then choose for yourselves right now whom you will serve." Read Joshua 24:14–15. Joshua is the one speaking and says that he and his house choose to serve God. They will respect God and be faithful to him. We have to decide if we are going to serve God with our lives. Will we ask him to help us and give us wisdom? Memorize this verse. Write the verse on a whiteboard or chalkboard and erase words as you commit the verse to memory.

Sequencing: To better understand what you read, know that stories have three parts. They have a beginning (we learn about the characters and a problem), a middle (something happens), and an end (the problem ends). Write the parts of the story below on index cards, shuffle them, and then let readers place them in three sections—beginning, middle, and end. If possible, write these three sections on a big piece of butcher paper. Then have readers tape them in the correct section.

- Super Ace and Sidekick Ned fly through space.
- Something is wrong on Planet Roop. Helpful robots turn bad.
- Super Ace tries to fix the robots with his good looks.
- Super Ace tries to fix the robots by making them listen to him.
- Sidekick Ned sees that the Robot Switch needs to be fixed.
- The robots are good now.

Characters: Are Super Ace and Sidekick Ned alike or different? Do you know the saying that pride comes before a fall? If someone is proud, he is pleased with what he can do. He thinks that no one else is as good as he is. Who does this sound like in our story? On the other hand, if someone is humble, he does not think that he is the very best. He doesn't need people to look at him and admire him. Who does this sound like in our story? Read Proverbs 16:18. Trace or draw Super Ace and Sidekick Ned. Write or dictate two things about each—what they say and what they do—that shows how Super Ace is proud and Sidekick Ned is humble.

Draw It: Learn how to draw a robot. Google "how to draw a robot" and carefully follow each step with the readers. Pause the video or read each step carefully, one by one, as you need to.

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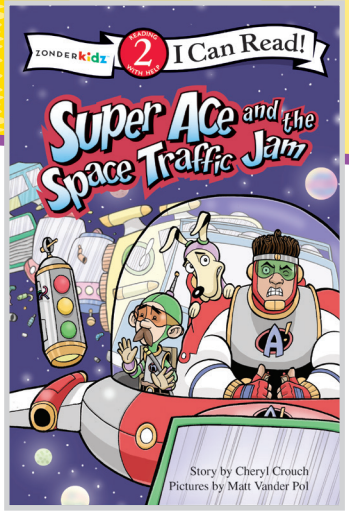

READING 2 WITH HELP

Super Ace and the Space Traffic Jam

Author and Illustrator: Cheryl Crouch, Matt Vander Pol

About the Book

Super Ace and Sidekick Ned are called to Planet Joop! There is a problem! But there is heavy traffic. Super Ace can't fix the problem. Then Sidekick Ned sees that the traffic light needs to be fixed. If they can fix it, they can get to Planet Joop faster! Ned is able to fix a wire, and traffic gets sorted out. When they reach Planet Joop, Jooper tells them that the traffic and the broken light were the problems! They had already fixed it.

DISCUSSION QUESTIONS:

1. *Before You Read*: How can there be a traffic jam in space? Doesn't space have a lot of space? What might happen in this story?
2. Why can't Super Ace's good looks help with the traffic problem?
3. What problem does Sidekick Ned notice?
4. What did Jooper say the problem was once they finally reached Planet Joop?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Psalm 111:10 (NIrV): "If you really want to become wise, you must begin by having respect for the Lord." Read the whole verse and then talk about what it means to have respect for the Lord. Then work on memorizing the verse. Repeat the verse while jumping rope—one word or phrase per jump.

Solve This: Super Ace and Sidekick Ned are always called upon to solve problems. Which one solves the problem in the end? Sidekick Ned gets to the root of the problem and is able to finally fix whatever is wrong. A good way to sharpen your brain and think creatively is by solving riddles or brain teasers. Google "riddles or brain teasers for kids" and see how many you can read and solve with your readers. Feel free to give hints and work together! Have fun!

Imagine: If you could have any superpower, what would it be? What kinds of problems would you fix? Use your imagination and pick a superpower. Then pick a symbol and create a cape. You can draw it or create it out of anything available. If leftover cloth is available, cut out your cape and use a Sharpie to draw your symbol on it or other materials to cut and glue. Review that a symbol is a picture that stands for something bigger or different. For instance, the fish on Super Ace's belt is a symbol for a Christian (see page 15). A flag can be a symbol for a certain country. Be creative!

What is a Sidekick? In the Super Ace stories there is a character whose name is Sidekick Ned. What is a sidekick? When we think of sidekicks we often think they are not as strong or smart as the hero we are reading about. Sometimes sidekicks have power that is just as good as the main hero. How does Ned help Super Ace? Is he a good sidekick? If you had a sidekick, what would he or she be like? Did Jesus have a sidekick?

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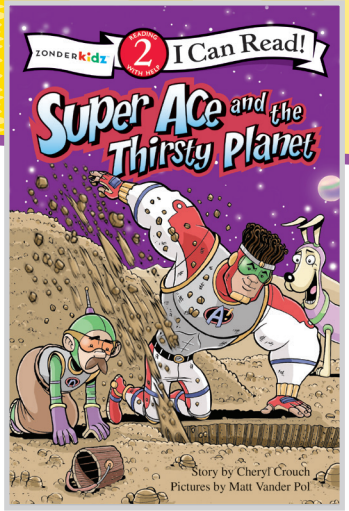

READING 2 WITH HELP

Super Ace and the Thirsty Planet

Author and Illustrator: Cheryl Crouch, Matt Vander Pol

About the Book

Super Ace and Sidekick Ned are called to Planet Woop. Everyone is thirsty! Their riverbed is dry. Super Ace tries to dig for water, but he doesn't find any. Ned follows the riverbed and finds a large rock blocking the flow of water. He asks Super Ace to help him remove the rock. They solve the thirsty problem by working together!

DISCUSSION QUESTIONS:

1. What is the problem on Planet Woop?
2. How does Super Ace plan to use his superpowers to help Wooper? Do you think his plan will work?
3. What was the real problem that Ned found?
4. How did Super Ace and Ned work together to get water on Planet Woop again?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Ecclesiastes 4:9 (NIrV): "Two people are better than one. They can help each other in everything they do." What can you do with another person that would be hard or impossible on your own? Practice and memorize this verse while you throw a ball back and forth. Have readers repeat a phrase after you as you throw the ball.

Work Together: Super Ace and Sidekick Ned see that they can do better and accomplish their goal when they work together. They have different strengths, so it works well for them to each do their part. Try building a tower (blocks, Lego, books) on your own. See how high you can get it in one minute. Then work with a partner to build a tower in one minute. Which tower is higher? Why? Then have fun playing leap frog together and/or a three-legged race. Sometimes it takes extra patience, communication, and strategy to work well with another person. It may take practice, but in the end two are often better than one.

Water: Do you know that we often don't know when we are becoming dehydrated (not giving our bodies enough water)? How much water do you drink? Not drinking enough water can give you headaches and make you tired. Guess how much of your body is made up of water! (Answer: 60%) Water helps everything in our bodies work correctly. If possible, give each reader a bottle of water. Provide them with construction paper and have them create a band to tape around the bottle. Have them write "Drink 6–8 cups of water a day!" End your time by thanking God for water and knowing how to best care for our bodies.

Puzzle It Out: Ahead of your time together Google "make a free crossword puzzle." (To make it easier, include a word bank!) Type in these words and clues and print out a crossword puzzle to learn about beavers. Why do beavers build dams? In *Super Ace and the Thirsty Planet*, the river was blocked by a huge rock. It was a problem! But beavers build dams for many good reasons.

- Dams help beavers avoid this because the water goes deeper. (ICE)
- The world's largest beaver dam was found in 2007 in this country. (CANADA)
- All beavers need this to survive. (WATER)
- What is a beaver's home called? (LODGE)
- What do beavers want to create with dams? (PONDS)
- Dams stop dirt from washing away and help the water to be _____. (CLEAN)

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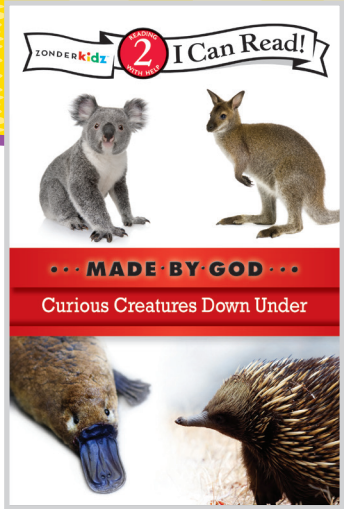

READING 2 WITH HELP

Made by God: Curious Creatures Down Under

About the Book

God made many amazing creatures. In Australia are four very interesting animals—the koala, the kangaroo, the echidna, and the platypus. Learn about what they eat, where they live, their young, and more.

DISCUSSION QUESTIONS:

1. What country is also called "Down Under"?
2. About what animal did you know the least?
3. Which animal lives in groups called mobs?
4. For what is the small spike on the back ankles of a platypus?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize Colossians 1:16 (NIrV): "All things were created in him. He created everything in heaven and on earth." What are some things in creation that you are thankful for? To help you memorize this verse, repeat the verse as different animals! Use a fish voice (your finger jostles your lips as you talk), hiss like a snake on the "s" sounds, or jump like a kangaroo as you repeat the verse.

Australia: Australia is a large country. It's also a continent and an island. Print an Australian flag to color. Then research and write three facts about Australia underneath the flag (their money, the capital, how many states, etc.). How long do you think it would take to fly from your home state to Australia? Take a guess and then research it. Is Australia closer or farther than you thought?

Measure Me: Several measurements are mentioned throughout the book. Get out your measuring tape and some masking tape to mark off your measurements. First, measure and mark how tall you are. On page 9 it says that koalas are 2–3 feet long. Measure and mark three feet. Page 16 says that kangaroos can be up to six feet high. Measure and mark this. The echidna's length is not mentioned in the book, but it is usually between 12 and 17 inches. Measure and mark off 17 inches. Platypuses are about as big as a pet cat, so that is about 15 inches long (with its tail the platypus can be 20 inches long.). Measure and mark a platypus (either 15 or 20 inches). Then look at your markings. Which are shorter than you? Which are longer?

Vocabulary: Which words are new to you in this nonfiction book? It is important to learn the right terms so that we can communicate clearly. Let's practice some of the special words from this reading selection. Ahead of your time together Google "make a free crossword puzzle." (To make it easier, include a word bank!) Type in these words and clues and print out a crossword puzzle so that readers can practice the vocabulary.

- The country that is sometimes called "Down Under." (AUSTRALIA)
- An animal that has a pouch to carry its baby. (MARSUPIAL)
- A name for a baby koala and kangaroo. (JOEY)
- Ants and termites are this animal's favorite food. (ECHIDNA)
- Nocturnal means awake at _____. (NIGHT)
- This animal has a long snout that looks like a duck's bill. (PLATYPUS)
- This type of animal makes milk for its babies. (MAMMAL)
- One of the names for a male kangaroo. (BOOMER)

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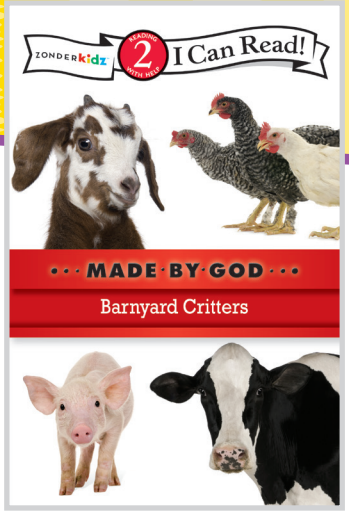

READING 2 WITH HELP

Made by God Barnyard Critters

About the Book

God made all barnyard animals including cows, goats, pigs, and chickens. Each one is wonderful and useful. These are animals with which you might be familiar as they are tame livestock rather than wild animals.

DISCUSSION QUESTIONS:

1. *Before You Read*: Look at the contents page. This shows you which animals will be highlighted in the book. Which animal do you know the most about? Point to each animal in the picture on the contents page.
2. If pigs are clean animals, why do they roll in the mud?
3. Which two of these animals chew their cud?
4. Which animal would you like for a pet and why?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Genesis 1:26 (NIrV): "Then God said, 'Let us make human beings so that they are like us. . . . Let them rule over the livestock and all the wild animals.'" To take care of and be in charge of livestock and all animals is commanded by God! Do you have a pet? Have you ever helped on a farm? Animals take a lot of care. When we care well for them it honors God. Memorize this verse. Write the verse on a whiteboard or chalkboard and erase words as you commit the verse to memory.

Print Concepts: Two types of writing are nonfiction and fiction. Nonfiction stories are explanations or facts. Stories that are fiction are made up, imaginative, or not real. Be a detective to find out about the differences. First, write out the alphabet and assign one number each (1–26). So, letter A=1, B=2, C=3, etc. Figure out the words to learn about the two types of literature.

FICTION	NONFICTION
13, 1, 4, 5 / 21, 16	20, 18, 21, 5
20, 5, 12, 12, 19 / 1 / 19, 20, 15, 18, 25	20, 5, 1, 3, 8, 5, 19 / 18, 5, 1, 4, 5, 18, 19
18, 5, 1, 4 / 20, 15 / 5, 14, 10, 15, 25	18, 5, 1, 4 / 20, 15 / 12, 5, 1, 18, 14

Draw It: You may be familiar with these animals, but do you know how to draw them? Choose which one you would like to learn. Do you want to learn a cartoon version or a realistic one? Google and choose the one you want. Watch a YouTube clip and pause as needed.

Vocabulary: Which words are new to you in this nonfiction book? It is important to learn the right terms so that we can communicate clearly. Let's practice some of the special words from this reading selection. Ahead of your time together Google "make a free crossword puzzle." (To make it easier, include a word bank.) Type in these words and clues and print out a crossword puzzle so that readers can practice the vocabulary.

- Animals that live on farms are called this. (LIVESTOCK)
- Meat from cows. (BEEF)
- This is used for leather to make clothing, shoes, and belts. (COWHIDE)
- When animals chew this, they swallow and then spit up the grass again. (CUD)
- This gland on a goat's head makes it smelly. (MUSK)
- This is one name for mother goats. (NANNIES)
- A pig's nose. (SNOUT)
- Omnivores eat meat and _____. (PLANTS)
- The red crest of skin on a chicken's head. (COMB)
- A chicken house. (COOP)

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READING 2 WITH HELP

Made by God Forest Friends

About the Book

Lots of animals live in forests around the world. God made huge moose, curious raccoons, prickly porcupines, and sly foxes. Each one is special in the way it lives, gets food, and family life.

DISCUSSION QUESTIONS:

1. Look at the contents page. What four animals will we read about? On what page numbers does each section start?
2. Name two of the animals that are good swimmers.
3. What colors are foxes? Name one other interesting fact about foxes.
4. What was one surprising fact that you learned in this book?

EXTENSION ACTIVITIES:

Hide God's Word in Your Heart: Have readers memorize part of Psalm 104:24 (NIrV): "Lord, you have made so many things! … The earth is full of your creatures." What are some of your favorite creatures? Do you have pets? Who cares for them? Do you like going to zoos? Repeat the verse while throwing a ball back and forth. Have readers repeat a phrase after you as you throw the ball.

Family Match: Each animal that we learn about has the name of the baby animal. Write the four names on the left side of your page (moose, porcupine, raccoon, fox). Then find the baby name of each, and write it next to the correct one. Then take a guess as to how many babies a mom animal can have at one time (like humans have twins and triplets). Write your guess next to each animal. (Moose=1, Porcupines=1–4, Raccoons=3–5, Foxes=4–5)

Listen Closely: Find the animal sounds for moose, porcupines, raccoons, and foxes online. Play the sounds for the group and have readers guess which sound belongs to which animal. Below are listed some other ways these animals communicate.

- Moose: poor vision; hearing and sense of smell are great
- Porcupines: poor vision; sound, smell, quills
- Raccoons: use over 200 different sounds and 12–15 calls
- Foxes: hearing; smell; yips, growls, howls; body language

Forest Facts: What makes a forest? Trees are usually what makes a forest. Close your eyes and imagine that you are walking through a forest. What does it sound like? (usually quiet, maybe some birds singing) Is it bright or dark? (usually darker because of all the trees) What does it smell like? (damp, musty, earthy, etc.) Search for and choose a coloring page for a forest that you imagine you would like to hike through. What kinds of trees do you see? Is there a lake, river, or pond? Are there animals like the ones that we read about? If you would rather draw a picture of a forest scene, then draw instead of color.

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