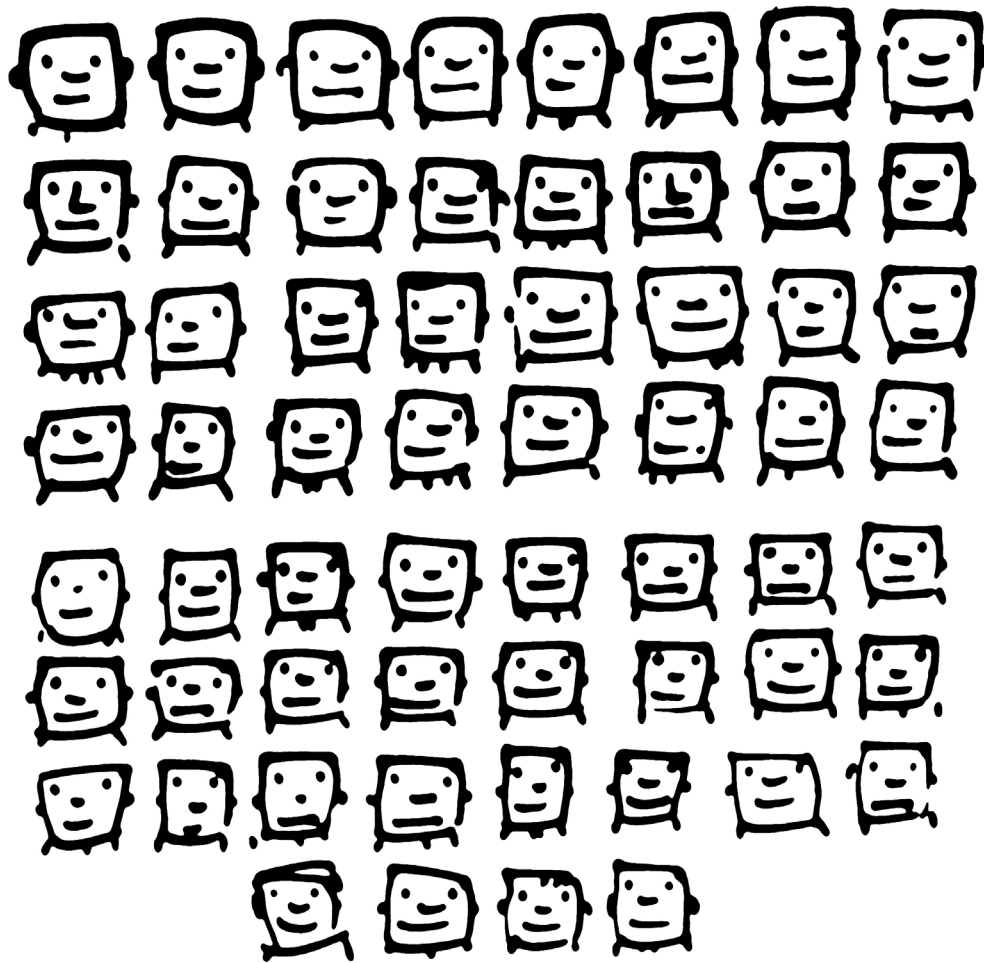


The House of Sixty Fathers

Reading Guide

by Jana Shaw

For the book by Meindert DeJong



Overview

According to the Logos Curriculum Guide, “A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence to the glory of God. As Christians, we are people of the word, and consequently, we should be people of words. We should understand words and use them well.”

C.S. Lewis says, “Literature exists to teach what is useful, to honour what deserves honour, to appreciate what is delightful. The useful, honourable and delightful things are superior to it: it exists for their sake; its own use, honour, or delightfulness is derivative from theirs.”

At Logos School, our desire is for the students to love the truth, the goodness, and the beauty in great literature, and in this learning, to be encouraged in their faithfulness to God. In order to do this, the teacher must also be faithful, and love the literature. If the teacher loves the literature, then the students will love the literature as well.

Suggestions For Use

This guide has been written specifically for a fourth grade class, but could easily be used for third and fifth graders. In general, we read 8-12 books in one school year, depending on the length and difficulty of the books chosen. My rule of thumb is to assign up to twenty pages per day. We read aloud four days a week, reading through one chapter or up to twenty pages in each session. On the off day the students will have a reading assignment for homework, with a comprehension quiz the next day. (This encourages the students to be accountable, and gives me the opportunity to assess each student’s comprehension.)

Before beginning any new book, we will pre-read the book. This means to peruse the front and back covers, making predictions about the story line and setting. On the inside pages we search for the author, illustrator, publisher, and copyright date. We then turn to the table of contents and I ask the students questions about the chapters.

The students will have one comprehension sheet (front and back), ten vocabulary words, and one vocabulary quiz per week. Occasionally there will be a puzzle or other activity included. On Wednesdays students will write five to ten sentences using the vocabulary words. Sentences should be descriptive and clearly show an understanding of the meaning of the word. I encourage the students to use vocabulary words in creative writing assignments, requiring five vocabulary words from recent lists. Comprehension questions and vocabulary sentences are graded based on content, restating the question, and correct grammar. I use a five point scale, awarding one point each for restating the question, beginning with a capital letter, and ending with the proper end mark. The students receive two points for having the correct answer.

Typically we read for forty-five minutes, allowing ten minutes at the end of the session for the comprehension questions. In the fourth grade the students are encouraged to be independent in this task, although we will discuss questions as we read. Although fourth graders are in the grammar stage, in addition to literal questions, I do include questions which require students to make inferences and evaluations as well.

Answer keys are included in the back of the book to help you get started.

Blessings!

The House of Sixty Fathers

Pre-Reading

Before Reading the Book

Complete the following information:

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

COPYRIGHT (When was this book written?): _____

This book is an example of: (circle one)

FICTION

NON-FICTION

HISTORICAL FICTION

POETRY

BIOGRAPHY

List two other books that the author has written.

Read the back of the book.

Who do you think the main character might be? _____

In what country do you think this story takes place? _____

Find this country on a map. What seas are nearby? What countries border it?

4th Grade—Literature

Lesson Plan: *The House of Sixty Fathers, Chapters 1-9*

OBJECTIVE: *The teacher must know the truth or lesson ...*

SWBAT: Identify China and Japan on map.

Make predictions regarding contents of book based on cover and table of contents.

Identify and describe main character, Tien Pao.

Identify setting and conflicts in the story.

<p>SUPPLIES: For each student:</p> <ol style="list-style-type: none"> 1. 1 book 2. Vocab lists 3. Comprehension questions 4. Quizzes 	<p>INTRODUCTION: <i>The learner attends with interest to the lesson given.</i></p> <ul style="list-style-type: none"> •What major countries fought in WWII? US, England, France, Germany, Japan, etc. •Which countries did the US fight against? What does it mean to have an alliance? (People, or nations who agree to help each other toward a common goal.) •Which of the countries we listed are on the other side of the ocean from us? Which ones are in the Orient? Look at the world map.
<p>GENERAL PLAN: Chapters are quite long. Mon: Ch 1 Tues: Ch 2 Wed: Ch 3 Voc work Thurs: Ch 4 Fri: Ch 5 Vocab quiz</p>	<p>REVIEW: <i>Unknown must be explained by the known...</i></p> <ul style="list-style-type: none"> •Do you remember how to pre-read a book? What kinds of things do we look for? Author, title, summary, publisher, copyright, illustrator. •Who is the author of this book? What do you think this book is about? •Who do you think the main character might be? •What type of book might this be? Fiction/historical fiction •Does the boy on the front cover look happy or sad?
<p>*As you read, take note of good style, figurative language, story line, and vocabulary. *Gradually require these things in student writing.</p>	<p>LESSON: <i>The language used as a medium must be common to both...</i> Hand out vocab list—discuss each word together. Choose students to use each word in a sentence. Begin reading, paying close attention to description of main character.</p> <p>Chapter 1 Rain on the Sampan The Japanese had invaded Tien Pao’s village, and his family had to flee for their lives with just a rice grinder, ducklings, a pet pig, a bit of rice, and the baby sister. Most of the villagers are killed or drowned while fleeing in sampans. The family rows upstream nonstop for several days to safety but have no work and no food.</p> <ul style="list-style-type: none"> •Introduce Vocabulary. This is a 15 word, 2 week list. Quiz will be at the end of the book. •Say the word and definition out loud. Students should put words in good sentences orally. •Talk about the attack and what they went through. •How did the father take care of his family? They hid, then escaped on a sampan. •How did Tien Pao show bravery? Covering his sister to protect her from bullets. •Tien Pao earns 200 yen ferrying an American airman across the river, disobeying his father. •Discuss this. Why was his father so angry? How is this resolved? Denouement. •Begin comprehension sheet. <p>Chapter 2 Sampan in the River The Sampan drifts off when a water buffalo bumps the stake loose from the mud. Tien</p>

Lesson plan continued on next page

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Vocabulary

1. sampan *n.* a flat-bottomed Chinese skiff driven by two short oars
2. roused *v.* to stir up, awaken
3. consternation *n.* confused amazement
4. piteous *adj.* of a kind to move to pity
5. clamber *v.* to climb awkwardly
6. blunder *v.* to make a careless or thoughtless mistake
7. bailing *v.* to clear water by dipping and throwing
8. gut(ted) *v.* to destroy completely.
9. sparse *adj.* scattered, not thickly grown
10. quail(ed) *v.* to recoil in dread or terror
11. carom(ed) *v.* to strike and rebound (bullets or pool balls)
12. pinion(ed) *v.* to restrain by binding the arms
13. oaf *n.* a clumsy, slow-witted person
14. ominous *adj.* foreboding evil
15. dither(ing) *v.* to act nervously

___ 24 points

Name _____

Date _____

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Vocabulary Quiz

Write the letter of the correct definition beside each word. (15 points)

- | | | |
|------------------|-------|--|
| 1. sampan | _____ | of a kind to move to pity |
| 2. roused | _____ | flat-bottomed Chinese skiff driven by 2 short oars |
| 3. consternation | _____ | to act nervously |
| 4. piteous | _____ | to restrain by binding the arms |
| 5. clamber | _____ | to strike and rebound (bullets or pool balls) |
| 6. blunder | _____ | to clear water by dipping and throwing |
| 7. gut(ted) | _____ | to climb awkwardly |
| 8. bailing | _____ | to destroy completely. |
| 9. sparse | _____ | a clumsy, slow-witted person |
| 10. quail(ed) | _____ | foreboding evil |
| 11. carom(ed) | _____ | scattered, not thickly grown |
| 12. pinion(ed) | _____ | to stir up, awaken |
| 13. oaf | _____ | to recoil in dread or terror |
| 14. ominous | _____ | to make a careless or thoughtless mistake |
| 15. dither | _____ | confused amazement |

Choose 3 words from the list. Write three sentences using one vocabulary word in each sentence. (9 points)

1. _____

2. _____

3. _____

Name _____

Date _____

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Comprehension Questions Chapters 1-5

Answer the following questions thoroughly, using complete sentences when appropriate.

Chapter 1

1. a) Who had invaded Tien Pao's village? b) What did the family save from their mud hut?

2. Why did Tien Pao's mother throw him to the floor of the sampan? _____

3. a) How did Tien Pao earn 200 yen? b) Why was his father angry? _____

Chapter 2

1. a) What happened to the sampan? b) How did it happen? _____

2. Where did the sampan stop and what happened to the ducklings? _____

Chapter 3

1. When Tien Pao saw the children coming up the hill, what horrified him? Why was he afraid for his pig? _____

2. Tien Pao decided to travel at _____ and hide in a _____ during the day.

3. a) What did Tien Pao think the black spots before his eyes were? b) How did he disguise himself? c) What did he eat? _____
