

Paths of Exploration Junior

Replacement Assignments for *Daniel Boone's Great Escape*

Instructions

Daniel Boone's Great Escape has gone out of print and been replaced by *The Raft* (ISBN 0-688-13977-9) by Jim LaMarche.

Please use the text that follows as a substitute for the text in your book. You may want to mark each section in your book with a pencil to make it easier to know when to refer to this alternate text.

★ UNIT 4: DANIEL BOONE ★

Lesson 1: Part 1A

pages 267-268:

✿ “While other men were fighting in the Revolutionary War during February of 1778, Daniel Boone was leading his men to Kentucky to make salt near the Licking River.”

Scout the Sentence: Capital letter, punctuation, spacing, accuracy

Super Scout: Highlight the capital letter in each proper noun, and state the reason it qualifies as a proper noun. Underline in green the words that tell when Daniel Boone went to Kentucky. (February 1778)

Underline with red the words that tell where Daniel Boone and his men went. (Licking River in Kentucky)

Underline with blue the words that tell why Daniel Boone and his men went to Kentucky. (to make salt)

Lesson 1: Part 1B

pages 267-268:

Before beginning the new reader, *The Raft*, it is suggested that you lightly write the page numbers in the book starting with page 1 at the beginning of the text, “There’s nobody to play with....” Number the illustrated pages as well, even if there is no text on the page. The final page with text on it will be page 31.

Introduction: Say, *A man named John Edwin Bakeless wrote a book about the life story of Daniel Boone. This type of book is called a biography. In his book, he wrote that Daniel Boone once said, “All you need for happiness is a good gun, a good horse, and a good wife.” If you made a list of the things that you need to make you happy, what would be on your list? Why?*

The boy in our new reader, The Raft, wonders what he will do all summer without a TV and friends to make him happy. He will discover happiness in some unexpected places!

Picture Walk: Have your child take a “picture walk” through the story. Do not read the text. Cover the text with a sheet of paper if needed, so your child will not read it. Have your student use the pictures to tell what he thinks will happen in the story. Use questions or gentle prompts to spark imagination and ideas. Notice how the boy’s face changes from the beginning of the story to the end.

Lesson 1: Part 2A

pages 271-272:

✦ “Taking away Boone’s rifle and horse, the Shawnee warriors marched Daniel to their chief, who was called Blackfish.”

Scout the Sentence: Capital letter, punctuation, spacing, accuracy

Super Scout: Circle the word “Boone’s.” It is a possessive noun that shows that Boone owns something. Underline the two things that belong to Boone. (rifle, horse) Circle the possessive pronoun that tells whose chief Blackfish is. (their) Which noun tells who the word “their” refers to? (warriors) Draw lines to divide the words “away,” “rifle,” and “Blackfish,” into syllables. (a/way, ri/fle, Black/fish)

Lesson 1: Part 2B

pages 271-272:

Time to Remember: What was your favorite picture on our “picture walk” through the story yesterday? Why did you like it?

Vocabulary Builder: Read the following sentences aloud and have the student form a definition of the word in bold print by considering the context of each sentence:

- Micah spent so much time swimming and fishing in the river next to his house this summer, that his neighbors started calling him a “**river rat.**” (river rat: someone who loves to spend time at a river)
- The teacher told the student that she could not hear his answer when he **mumbled.** (mumbled: to say something quietly so that others have a hard time hearing)
- Laurel’s desk was so **cluttered** that she couldn’t find her homework. (cluttered: filled with scattered things; very disorderly)

Read together *The Raft*, pages 1-5.

Choose from the following questions those that are appropriate for your student:

- *Why did Nicky go to Grandma’s for the summer?* (Dad had to work and there would be no kids for Nicky to play with.)
- *How did Nicky feel about spending the summer with Grandma? Why?* (He was not excited because he thought there would be nothing to do.)
- *When Nicky snuck a lick of syrup, he said his grandmother had eyes in the back of her head. Did she really have eyes in the front and back of her head? What did this mean?* (Grandmother knew what he was doing without looking.) *Have you ever felt like your dad or mom had eyes in the back of his or her head?*
- *Look at the picture of Grandma’s living room on page 6. What do you think Grandma liked to do? Why did Nicky agree that she was a river rat?* (Answers may vary.)

Lesson 1: Part 3A

page 274:

- ✿ “Blackfish was impressed by Boone’s courage and adopted him as a son. Daniel’s new Shawnee name was ‘Sheltowee,’ which means ‘Big Turtle.’”

Scout the Sentence: Beginning capital letter, punctuation, spacing, accuracy

Super Scout: Check to see that you put quotation marks around “Sheltowee” and “Big Turtle.” These quotation marks set apart a special name that Daniel Boone was called. Find two words that have three syllables, and draw a box around them. (adopted, Sheltowee) Find a compound word, and circle it with red. (Blackfish) Find two words that have an -ed suffix, and underline them with green. (adopted, named)

Lesson 1: Part 3B

page 274:

Time to Remember: Tell how Nicky is feeling after Dad leaves him at Grandma’s house. (He is feeling like his summer will be no fun with no kids around to play with.) Do you think his attitude will change?

Vocabulary Builder: Read the following sentences aloud and have the student form a definition of the word in bold print by considering the context of each sentence:

- Lynsey heard a **chirping** sound coming from the nest she had found inside a bush. (chirping: a high-pitched sound a bird makes)
- I knew my mom must be **ancient** when she told me that her childhood phone had been attached to the wall with a long, stretchy cord and had a dial that must be turned for each number when calling someone. (ancient: very old)

Read together *The Raft*, pages 7-10.

Choose from the following questions those that are appropriate for your student:

- *Why did Nicky and Grandma have hamburgers for supper?* (Nicky didn’t catch any fish.) *Why didn’t he catch any fish?* (He didn’t do what Grandma said and fish near the lily pads.)
- *What woke Nicky up?* (a flock of birds chirping and chattering)
- *What did he find when he woke up?* (a raft)
- *Where do you think the raft came from?* (Answers may vary.) *Who could have drawn the animal pictures on the raft?* (Answers may vary.) *What would you do if you found this raft?*

Lesson 1: Part 4A

page 277:

- ✿ “The Shawnee planned to attack the settlers’ fort in Kentucky. Boone knew he must plan for a time when he could slip away to warn them.”

Scout the Sentence: Beginning capital letter, punctuation, spacing, accuracy

Super Scout: Find and highlight the following sounds as your teacher dictates them: wh in “white” (when); or in “fort” (for); oo in “food” (Boone); a word with short i (slip); a word with long i (time)

Lesson 1: Part 4B

page 277:

Time to Remember: *What did Nicky find while he was fishing? (a raft) What do you think he will do now? What would you do?*

Vocabulary Builder: Read the following sentences aloud and have the student form a definition of the word in bold print by considering the context of each sentence:

- Little Red Riding Hood took a basket of goodies to Grandmother's **cottage**. (cottage: a small house)
- Liya watched the autumn leaves fall into the creek and **drift** away. (drift: to float slowly in the wind or water)

Read together *The Raft*, pages 11-14.

Choose from the following questions those that are appropriate for your student:

- *Why didn't Nicky tell Grandma right away about the raft? (Answers may vary.)*
- *What did Grandma do the next morning that surprised Nicky? (She brought a long pole and life jacket to the raft.)*
- *What animals seemed to keep Nicky company as he floated on the raft? (birds) Can you name any of the birds in the pictures?*
- *Do you think Daniel Boone would have liked to do this when he was a boy? Why?*

Lesson 1: Part 5

page 280:

In the **Points of Review** section, substitute these words for "Vocabulary from Junior Reader:" *river rat, mumbled, cluttered, chirping, ancient, cottage, drift*

Lesson 2: Part 1A

pages 283-284:

✿ "His feet ached and became sore, but Daniel did not stop running through day and night to warn his family and the people at the fort."

Scout the Sentence: Capital letter, punctuation, spacing, accuracy

Super Scout: *Circle a word that ends with the suffix -ing. (running) Underline the root word in "running." (run) Tell your teacher the rule for adding a suffix to this word. (Double the final consonant in a short vowel word before adding a suffix that begins with a vowel. This protects the short vowel in the root word.) Draw a red box around two words that are antonyms. (day, night) Draw a green box around two words that are synonyms. (ached, sore)*

Lesson 2: Part 1B

pages 283-284:

Time to Remember: *When we last read about Nicky and Grandma, what were they doing? (They were drifting down the river on a raft.) Do you think Nicky still feels like summer at Grandma's will be no fun?*

Vocabulary Builder: Read the following sentences aloud and have the student form a definition of the word in bold print by considering the context of each sentence:

- “If you kids can make messes in this house,” scolded Mom, “you can certainly help by doing your **chores**, as well.” (chores: jobs that must be done around the house)
- The pioneer kept some dried meat and hard biscuits in a **pouch** that hung from his belt as he traveled. (pouch: a small bag)

Read together *The Raft*, pages 15-17.

Choose from the following questions those that are appropriate for your student:

- *What new animals did Nicky see from his raft?* (raccoons, turtle, foxes, deer)
- *Do you think Nicky still misses having a TV? Why or why not?* (Answers will vary.)
- *Look at Nicky’s picture on pages 15 and 18. Compare them with his picture on page 8. How does he look different? Why do you think this is so?* (He looks curious and interested in the world around him. He is learning the joy of being outside and observing nature.)

Lesson 2: Part 2A

pages 286-287:

✿ “Finally, Boone reached the most dangerous part of his journey--crossing the wide Ohio River.”

Scout the Sentence: Capital letter, punctuation, spacing, accuracy

Super Scout: Circle two proper nouns. (Boone, Ohio River) Underline two words that have three syllables. (Finally, dangerous) Put a box around two words that have a suffix, and underline the root word in each. (reached, crossing) Draw a wavy line under a word that describes the Ohio River. (wide)

Lesson 2: Part 2B

pages 286-287:

Time to Remember: *What did Nicky ask Grandma for in yesterday’s reading?* (some extra paper) *What did she have ready for him?* (a sketchpad and pouch full of pencils and crayons, a snorkel and a mask) *What will Nicky do now?* (Answers will vary.)

Vocabulary Builder: Read the following sentences aloud and have the student form a definition of the word in bold print by considering the context of each sentence:

- Since the skin of the tree frog was gray and speckled like the bark on the tree, it was nearly **invisible**. (invisible: unable to be seen)
- We saw the peacock at the zoo **preen** its feathers. (preen: when a bird grooms or trims its feathers with its beak)

Read together *The Raft*, pages 19-23.

Choose from the following questions those that are appropriate for your student:

- *What animal did Nicky sketch first?* (a great blue heron eating a crayfish)
- *What did Grandma do with his sketch?* (hung it up on the wall) *How do you think this made Nicky feel?*

- *Tell about what Nicky and Grandma did during their fun day at the river. What would have been your favorite part of that day? Tell about a fun day you have had with a parent or grandparent.*

Lesson 2: Part 3A

page 289:

- ✿ “Daniel knew an Indian attack would come, but the fort would be safe because he finished his journey. Thank you, Daniel Boone!”

Scout the Sentence: Beginning capital letter, punctuation, spacing, accuracy

Super Scout: *Divide the word “attack” into syllables. Tell why you divided it the way you did. (at/tack – Divide a vccv word between the double consonants. This protects the first short vowel.) Circle the small word, “but” in the middle of the first sentence. Small words that join two thoughts in the same sentence are called conjunctions. Two other joining words are “and” and “or.” Read the sentence twice more using “and” and “or” in place of the word “but.” Which one makes the most sense? Why?*

Lesson 2: Part 3B

page 289:

Time to Remember: *How has Nicky’s attitude toward his grandma changed since the beginning of the story? (He doubted that he could have any fun with Grandma at the beginning, but now enjoys his time with her.) How do you think Grandma helped his attitude change along the way? (Answers will vary.)*

Vocabulary Builder: Read the following sentences aloud and have the student form a definition of the word in bold print by considering the context of each sentence:

- At first, it was hard for Lidia to tie her shoe; but, **gradually**, it got easier with practice. (gradually: bit by bit, over time)
- The cat **nuzzled** her baby kitten and licked her gently. (nuzzled: snuggled with the nose)

Read together *The Raft*, pages 25-31.

Choose from the following questions those that are appropriate for your student:

- *Re-tell the story of Nicky and the doe and fawn.*
- *How can you tell by Nicky’s face on page 29 that he enjoyed his summer? (He is looking with fondness and happiness at his drawing of the deer.)*
- *Look back at the pictures in the book and especially look at the animals. How did the artist show a change in the animals’ behavior through the book? (At first, there are only a few animals around Nicky, looking curiously at him. Gradually, they come closer and show more activity around him until he is able to feed and touch some of them.)*
- *What did you like about this story? Does it make you want to spend time outside in nature? Where is a fun place your family could go together to enjoy nature?*

Lesson 2: Part 4A

page 292:

✿ “Daniel Boone’s escape was a stunning example of his true courage and stamina.”

Scout the Sentence: Beginning capital letter, punctuation, spacing, accuracy

Super Scout: Circle a possessive noun (a noun that shows ownership of something). (Daniel Boone’s) Draw an arrow to the word that names what “belonged” to Boone. (escape) Draw a red box around a word that is a synonym for “bravery.” (courage) Draw a green box around a word that you think could mean “amazing” or “astounding.” (stunning) Draw a yellow box around the word, “stamina.” What do you think this word means? Have your teacher help you look it up in a dictionary.

Lesson 2: Part 4B

page 292:

Have the student re-tell or read *The Raft* to a sibling, grandparent, or friend. Have the student make a page to keep in his notebook, drawing a picture of the raft or his favorite part of the story. Include the title of the book and the author’s name on the page.

Lesson 2: Part 5

page 294:

In the **Points of Review** section, substitute these words for “Vocabulary from Junior Reader:” *chores, pouch, invisible, preen, gradually, nuzzled*

Lesson 3: Part 1E

page 299:

Disregard the second and third bullet points, and the following:

- Use the Geography activity in *Paths of Exploration* as an opportunity for your older and younger students to work cooperatively. Have your older student take on the role of the “teacher” to guide your Junior through the instructions of the activity and enlist his assistance in labeling the map. Your Junior has a copy of the map in his Student Notebook. Encourage and challenge your older student to make his younger sibling feel an important and valued part of the team.

[The map is included as the last page of this document.]

★ UNIT 6: TRAILS WEST ★

Lesson 4: Part 5

Points of Review, page 489:

Change *Daniel Boone's Great Escape* to *The Raft*.

Lesson 6: Part 3B

Points of Review, page 507:

Disregard the first sentence.

