

Friends for Life

Picture Book Studies

Each digital download includes 15 lessons:

Special Notes

Reading

Writing

Relationship with God

Relationships with Others

Vocabulary

Self-correcting (instruction and practice)

Research

Review Game Builder

History Connections/Timeline Cards

Mapwork

Nature Study/Science Topic

Hymn Study

Project Idea

Learning Journal

Each Friends for Life Picture Book Study is a self-contained unit designed to go along with a quality picture book. Created by a homeschooling family for use with a wide range of ages, the units are unapologetically Christian in worldview and meant to be flexible and easy to use.

This PDF includes sample pages from the first three picture book studies. At present, parent guide and units are sold as digital downloads only. Available exclusively from www.roots-by-the-river.com.

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Supplemental Reading

O Love Divine

O love divine! no soul has e'er
Thy wondrous depths explored;
O priceless gift! we fain would have
Thy riches on us poured.
Let mortals join with all their might,
Let earth and heaven both unite
To sing thy praise both day and night—
The half can ne'er be told.

O love divine, what treasures yet
Within thy coffers lie!
The gold and silver of the earth
Would not thy riches buy.
E'en though the sands upon the shore
Of every sea should turn to ore
Of choicest metal, 'twere no more
Than naught compared to thee.

O love divine, in thee our souls
Eternal pleasures find,
Surpassing all that earth could give,
Were all its pow'rs combined.
Thy music sweet we love to sing,
Our spirits e'er to thee would cling,
An offering now of praise we bring,
In humble sacrifice.

O love divine, 'tis wonderful
That mortals here below
May share thy grace most excellent,
Thy wondrous power know!
Around our hearts fore'er entwine,
And let thy beauties in us shine,
That we may be, O love divine,
Completely lost in thee.

By Clara McAlister Brooks, 1882-1980, United States

The poem was published in several hymnals in the early 1900's and is now in the public domain.

Tie to picture book: That God, the Creator of the universe, loves us immeasurably!

Relationships with Others

★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

When God created me,
what special gifts and
abilities did he give me?
How can I use them to
bless others?

Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

What is one thing I
dream of doing
someday?

Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

How can I keep from
“sticking dots” on
others?

Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

Is it always wrong to
give someone a “star”?
Why or why not?

Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

Give an example (from
the story or from real
life) of why we
shouldn't judge by
appearances.

Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

What is your favorite
way to spend time with
God? With family?
With friends?

Special ★ You Are Special ★ You Are Special ★ You Are Special ★ You Are Special

Research (part b)

1. What is *wood carving* (in your own words)?
[Answers will vary, but expect something like this: using a knife or chisel to shape wood into a figure]
 2. In what Asian countries would you find important examples of wood carvings?
[China and Japan]
 3. What European countries are mentioned in the introduction?
[Germany, Russia (part of Russia is in Europe, part in Asia), Italy, France, and England]
 4. Wood is easier to carve than what other substance? [stone]
 5. Why do wood sculptures survive less well than those in stone or bronze?
[They are more vulnerable to decay, insect damage, and fire.]
-
6. What are some of the main tools used by a woodcarver?
[carving knife, gouge, coping saw, chisel, V-tool, U-gouge, sharpening equipment, special screw, mallet]
 7. What can a carving knife be used for? [to pare, to cut, to smooth]
 8. How many of different tools can you find in the storybook illustrations?
[Pages including carving tools are cover illustration and pages 22, 24, and 28.]
-
9. What are the two most common woods used for carving in North America?
[basswood, tupelo]
 10. What is the direction in which the wood is strongest called? [the grain]
 11. What does *anisotropic* mean?
[having different properties in different directions]
 12. If a carving is going to be painted, what wood is often used? [pine]

Continued on next page

Hymn Study (part b)

Questions:

1. How does a pen "tell"?
[A person can use a pen to record thoughts, instructions, and observations. In this way the pen is able to "tell."]
2. Who was the guilty pair?
[Adam and Eve in the Garden of Eden—when they ate the fruit from the Tree of the Knowledge of Good and Evil after God had forbidden them to do so]
3. What did God do for them (and for us)?
[He gave His only begotten son, Jesus, to save us.]
4. What does *reconciled* mean?
[It means that a relationship has been restored. In this case, we were estranged from God because of sin, but through Christ we can be reconciled to Him again.]
5. Can you think of a synonym for *hoary*?
[old, ancient, aged, venerable, antiquated]
6. Name a past kingdom that has fallen.
[Babylonian Empire, Roman Empire, Assyria, Aztec Empire, and the Ming Dynasty of China to name a few]
7. What do you think of when you hear the phrase "measureless love"?
[Answers will vary, but perhaps a love that is boundless, a love that keeps on loving no matter what]
8. Who is Adam's race?
[the human race, including every nation and people group]
9. Which verse paints a beautiful word picture?
[verse 3]

10. What did a scribe used to do?

[A scribe would copy out important manuscripts like the Scriptures so that more people could have access to them. An older word for scribe is a scrivener.]

11. Why do we not hear of people many people becoming scribes today?

[Since the invention of the printing press—and now modern computers and the availability of various publishing options—we no longer need to hand copy manuscripts to obtain multiple copies.]

12. Are you familiar with the terms quill, parchment, and scroll? Can you use all three together in a sentence?

[A *quill* is a pen made by dipping the shaft of a feather in ink. A *parchment* is a writing surface made from the untanned skins of animals such as sheep or goats. A *scroll* is a roll made of parchment and containing writing. One possible example sentence would be: When the scroll's parchment was unrolled, it became clear that the characters had been copied using a quill.]

13. What adjectives are used in the song to describe God's love, and can you think of some that haven't already been used?

[Adjectives already used include *greater, sure, measureless, strong, rich, pure*. Some options for alternate adjectives are *amazing, boundless, limitless, eternal*.]

Possible related Scriptures to read, discuss, and study:

Romans 8:38-39 "Who shall separate us from the love of Christ . . ."

Jeremiah 31:3 " . . . Yea, I have loved thee with an everlasting love . . ."

Psalm 103:8-14 " . . . As far as the east is from the west, so far hath he removed . . ."

Psalm 40:5 "Many, O LORD my God, are thy wonderful works which thou has done . . ."

John 21:25 " . . . the which, if they should be written every one . . ."

I John 3:1-2 " . . . Behold, what manner of love the Father hath bestowed upon us . . ."

Psalm 149:4 " . . . For the LORD taketh pleasure in his people . . ."

Revelation 6:15-17 " . . . [They] said to the mountains and rocks, Fall on us. . ."

Revelation 5:8-13 " . . . And they sung a new song, saying, Thou art worthy. . ."

Jude 1:20-25 " . . . Keep yourselves in the love of God, looking for the mercy. . ."

Special Notes for this Story

With concise text and heartwarming illustrations, this picture book beautifully depicts a 19th century family working together to make and enjoy a Thanksgiving feast. One of the most important things to notice in the illustrations is the tenderness between family members. [For example: On the page where they are sitting down to dinner, Grandmother is touching Grandfather's arm, and he is reaching up to touch her in return. On the two-page spread which follows that, the entire family is holding hands as they pray. In the last illustration, Mother is touching her young son on the shoulder and smiling at him.] Have your children look through the pictures for additional examples of closeness among the family members, such as Mother and Father looking toward one another across a room, or Little Brother reaching up to Baby's bassinet, or Grandfather holding Little Brother up so he can stir the cranberries on the stovetop. [As an aside – how do we know that what Little Brother is stirring are cranberries? If it's not obvious to your child, let him do a little investigative work with other illustrations to find out.]

Not only is there a familial warmth depicted in the storybook, there is a warmth in the color palette used by the illustrator and several depictions of physical warmth as well [such as flames in the stove, sunlight outside the window, steam from various foods, and candlelight].

As you are looking through the illustrations, notice all the different kitchen implements included by the illustrator. I did not take an exact count, but if you list out every type of pot, pan, utensil, and implement, you will find quite an assortment! If your children are younger, make sure they know the names for all of them. [For example: kitchen scale, soup ladle, hand pump, basting brush, wire eggbeater, whisk, coffee grinder, cloth napkins]

Many of the sentences in this picture book are commands (called imperatives). When the little boy is telling different parts of the family to do different things to help with the dinner, he uses words such as *fetch*, *tend*, *make*, *knead*, and *bake* to give directions. Go through the book and make a list together of all the imperatives you can find, then challenge your children to make up more imperative sentences using *different* verbs than these. You may want to suggest a theme to help get them started (perhaps something different than cooking or preparing a meal so that the most likely verbs for the task are not already used up) or let them choose their own theme. Point out to your child that when an imperative is directed toward a particular person in writing, the person's name is set off by a comma.

Notice that the text for the storybook is actually a poem. Quite a few of the stanzas feature repetition of a word or phrase in the first, second, and fourth lines of the stanza. Take time to point out this word pattern and the AAAA rhyme scheme (all four lines end with the same rhyming sound such as "ouse," "ease," "ug," or "ow"), and if your children are of an

Writing

Narration options:

Retell/Write all or part of the story in your own words. Make sure to include what each family member was responsible to do. [Note that a great deal of the action in this story is takes place in commands (imperatives) and in the illustrations. Your child will need to fill in details using longer sentence structures.]

Choose your favorite picture from the story and describe it aloud. Be so specific that family members will be able to easily recall or identify the picture you have chosen. [Give each child time to study their chosen picture before narrating.]

Creative writing option:

Using the past tense or future tense: Think about your own Thanksgiving traditions with family and write about Thanksgiving Day at your house. Include the various preparations and who is involved. You can write about a special Thanksgiving that has already happened (past tense – planned, baked, prayed, ate, drank) or imagine a special Thanksgiving to come (future tense – will plan, will bake, will pray, will eat, will drink). Notice that Miller used the present tense to tell her story in the picture book (plan, bake, pray, eat, drink).

Copywork options for young children:

Copy from the storybook page where the whole family is gathering in the dining room.

1. Begin with **Family, find your dining . . .** (1st line of stanza)
2. End with **. . . find your place.** (4th line of stanza)
3. After you have copied the stanza, add these words: **by Pat Z. Miller**

What sought they thus afar?

Bright jewels of the mine?

The wealth of seas, the spoils of war?

They sought a faith's pure shrine!

by Felicia Dorothea Hemans

Now thank we all our God
With heart and hands and voices,
Who wondrous things hath done,
In whom His world rejoices.

by Martin Rinkart

Copywork options for older children/adults:

Copy the stanza from the storybook page where the whole family is gathering in the dining room and then skip to the last page to copy that stanza as well.

1. Begin with **Family, find your dining . . .**
2. End that stanza with . . . **find your place.**
3. Skip to the last page and begin with **We will share the . . .**
4. End that stanza with . . . **share the bread.**
5. After you have copied the story portion, add these words: **by Pat Zietlow Miller**

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine!
Aye, call it holy ground,
The soil where first they trod.
They've left unstained what there they found—
Freedom to worship God.

from "Landing of the Pilgrims" by Felicia Dorothea Hemans

Review Game Builder (part b)

What did Mother bake in the big black pot? *the turkey*

What did Little Brother tell Father to do to the fire? *make it hot*

How many loaves of bread did Sister make? *three loaves (See the picture where she has divided the dough and has pans lined up to bake it.)*

How much lemon juice did Grandfather add to the cranberries? *just a squeeze*

How high did Little Brother want Grandma's pie topping to be? *He wanted it to reach the sky!*

Who taught Auntie to mash the potatoes? *Grandma*

How big was Uncle's cider jug? *a gallon*

What did Big Brother do to the turkey? *He basted it.*

Who shouted and why? *Little Brother shouted to call the family to the dinner table.*

How many people and pets were around the table for Thanksgiving dinner? *ten people and two pets (a cat and a dog)*

The Pilgrim hats were made of _____ and were used for _____.
paper, placemats

Continued on next page

History Connections / Timeline Cards

Information for card 1: [only one needed for wall]

Caption: The Embarkation

Information: Pastor John Robinson prays on the deck of the *Speedwell*.

Date: July 22, 1620

Illustration: see cropped version of the painting *Embarkation of the Pilgrims* on a following page

Pastor Robinson died only a few years after the Pilgrims left Holland, so he never actually made it to America himself, but he spent years in Holland ministering to the Separatists, so his influence on those who settled New England was significant. It's important to note, too, that not everybody on the Mayflower was a Separatist. It was a mixed group of travelers made up of Separatists (those who wanted to effect change in the Church of England by leaving it), Puritans (those who wanted to change the church from within), and Strangers (unbelievers). Together they have come to be known as the Pilgrims.

Information for card 2: [only one needed for wall]

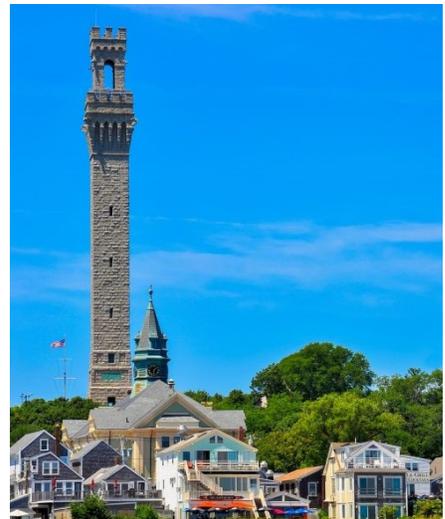
Caption: The *Mayflower* arrives in America

Information: After a sixty-six day crossing, the Pilgrims drop anchor at Cape Cod.

Date: November 11, 1620

Illustration: see cropped version of the postcard image *The Mayflower* that follows

While the Pilgrims would eventually build their first settlement in Plymouth, it was in Provincetown that they first came ashore, and it was here that the Mayflower Compact was signed. It was also from Provincetown that the Pilgrims sent out parties to explore the new land and find a place suitable for building a colony. In the years between 1907 and 1910 a Pilgrim Monument was built to memorialize this first landing place of the Pilgrims. The structure is the tallest all-granite structure in America and its walls are made from stones quarried in Stonington, ME.



Project Idea

Here are two project ideas to consider when studying this picture book:

1. Plan to have a special family meal together. It does not need to be a Thanksgiving dinner because it may not even be near Thanksgiving when you study this book, but it should be a meal that is in some way out of the ordinary, something your children will remember. Make sure everybody in the family contributes to menu planning, decorating, setting the table, preparing the dishes, and cleaning up when the meal is over. Choose a reason for the celebratory meal (perhaps an anniversary, a promotion, a special announcement – or maybe just a chance to get together and say "Thank you, Lord. You've been good to us.") and announce when the meal will be. See if family members have any ideas about fleshing out the celebration. Will there be a game time following the meal? A family hymn-sing? A special craft? Remember, too, that the celebration is not about how much money you *spend* on it but how much of it you prepare and enjoy *together*.
2. As a variation on this idea – see Luke 4:12-15. When was the last time your family opened your home and table to "the poor, the maimed, the lame, the blind?" Rather than making a special meal just for your own family, find someone (or several someones) who could use a blessing but who might be overlooked in society or who might not be able to repay you with an invitation to their home. Plan a special meal for them. Get everyone involved as outlined in #1 above and in thinking of ways to make the meal beautiful and the time full of warmth and genuine hospitality for those you are inviting.

Relationship with God

There are a several references to "treasures" in *Home in the Woods*. When we think of treasures, we usually think of things that are expensive and potentially difficult to obtain—gold or silver or jewels, for example. But a treasure can refer more generally to anything that is precious. A husband and wife might speak of their children as their "treasures" (matter of fact, to the French *mon trésor* is a common term of endearment) or someone might speak of "treasuring" a certain memory, photograph, or souvenir. What are the items specifically referred to as treasures in the picture book? **[the items the children find in the root cellar, the produce that will come from the seeds the children plant, the preserves and canned vegetables they store for winter]** And what are some other things *alluded to* as treasures by the way they are described? **[rich soil, crystal rains, jewels of blue and red berries, ruby leaves, pearly sweets, shiny tools, snow as diamonds, golden eggs, and the feast for kings and queens]** What other things are there in the story that your children would classify as treasures? **[answers will vary but might include Father having a home in Heaven, love, provision, ability to work, strong relationships, healthy imaginations, the songs of the frogs and the birds, the blossoms of the trees and flowers, etc.]** In time Mum's children learn that it is possible to be rich in simple pleasures. Have your children learned this lesson? Do they know what it is to appreciate simple things? To recognize and be grateful for the blessings all around them?

One of the things in life that seems hard for children to learn is the difference between *needs* and *wants*. Open the picture book to the page where the children are looking longingly in the store window when the older brother comes out of the store with just a few much-needed items. The children are quiet on the walk home, but they do not grumble or whine. What if you and your children were going to the store today? Would they know the difference between necessities and extras, and have they learned to be content with the first over the second? Think up a list together of some of the items that could be classified as "needs" and "wants" in your household (you might want to use a whiteboard or posterboard for this and divide it down the middle with "Needs" on one side and "Wants" on the other). Needs are generally those things that we must have to survive—food, water, heat, clothing, medicine—whereas wants are things that we would like to have but could do without—such as a new toy, a candy bar, a balloon, a movie, a game.

There will be times in life when we have money for some of the "extras" (some of our wants), and that is good; but there will also be times when there is not money for anything more than necessities or when we might feel God would have us use the "extra" to help someone else with their necessities. In these times we need to practice contentment. It will help if we remember that our treasures here on earth are only temporary (we cannot

Vocabulary

procession – (n.) a train of persons walking (or riding on horseback or in vehicles) in a formal march, persons parading with a particular purpose [ex: We photographed the procession of children marching by in historical costume.]

tribulation – (n.) severe affliction; distresses in life; vexations; hard times or troubles resulting from poverty or persecution

memorable – (adj.) worthy of being remembered, notable, unforgettable

pinafore – (n.) a sleeveless, collarless bib and apron combination (a smock) which fastens at the back or sides and is often worn over a dress.

huddle – (v.) to crowd together, to curl up together (under the covers, for example). [ex: The shivering bunnies huddled together under the snow.]

penchant – (n.) a desire for, an inclination to, an affection for, a propensity or a leaning. [ex: Unfortunately, he has a penchant for spending more than he earns.]

hitherto – (adv) up until now; to this time; yet; in a time preceding the present; to this place or to a prescribed limit [" . . . The Lord blessed me hitherto." from Joshua 17:14]

lisping – (adj. – participle derived from the verb "to lisp") speaking in a manner common to little children such as substituting "th" for the "s" sound [as in *yeth* for *yes*]

Note: The vocabulary for this lesson was drawn from the supplemental reading selection "Cousin Tribulation's Story." Definitions are based on, adapted from, or excerpted from those given in Webster's 1828 dictionary, which is in the public domain, or are original based on multiple sources.

Self-correcting: instruction and practice

Something else to look for as you learn to correct your own writing: proper punctuation.

1. When a sentence *tells* something, we call it *declarative* and place a period at the end. (This could be a statement of fact, a thought, an observation, or an opinion.)

Examples: The children were so eager to help their mother.

I'm afraid the brownies will burn on if you don't check them before making your telephone call.

We have six inches of snow on the ground right now.

All adults should learn to speak French fluently.

2. When a sentence *asks* something, we call it *interrogative* and use a question mark at the end.

Examples: Where will the family live now that Father is gone?

When is your brother returning from overseas?

How much flour should I add to this recipe?

Why did that little girl leave her bicycle on the lawn?

- A. If your children have done written narrations, see parent guide for directions for correcting some of those sentences together.
- B. Or, concentrating on one rule at a time, have your children make up more example sentences for the two rules above. See hints in parent guide.



Top left:

Poor Mother and Children in Oklahoma by Dorothea Lange, 1936, is in the public domain.

Bottom left:

Homeless Tenant Farmers, photographer unknown, June of 1938. Photo is from the National Archives and Records Administration and is in the public domain.

Bottom right:

Unemployed Men in Soup Kitchen Line in Chicago, photographer unknown, February 1931. Photo is from the National Archives and Records Administration and is in the public domain.



Mapwork

Place the bookmark for *Home in the Woods* on **Bennett, Wisconsin** (the site where the family in the story lived during the Great Depression). You may also use the special markers included for **Lake Superior** (the largest of the five Great Lakes, situated above Wisconsin), **Lake Michigan** (the second-largest by volume, situated to the east of Wisconsin) and for **Norway** (where Mother's family had emigrated from). The first three will go on your U.S. map and the third will go on your World map.

Draw the outline of Wisconsin on a blank page of your Learning Journal. Choose some of the following facts to place inside the outline or around its perimeter. A state flag has been included in case you would like to have your children draw that as well.

When did Wisconsin become a state? What is its motto?

1848 (30th state) / *Forward*

How big is the state? How many people live there?

Wisconsin has a land area of 54,300 square miles (rounded to the nearest 100) and a population of 5,800,000 (rounded to the nearest 100,000).

What is Wisconsin known for?

dairy products (milk, cheese, butter); herds of milk cattle; manufacturing of machinery (engines, cranes, etc.), paper products made in its many mills, food products (especially corn for silage, snap beans, cranberries, potatoes, carrots, sweet corn, oats, maple syrup, and sausages)

What is its nickname? Its postal abbreviation?

The Badger State or America's Dairyland / WI

What is the capital city? What is the largest city? What is its smallest town?

Madison / Milwaukee / Eland

What borders Wisconsin?

Lake Superior, Michigan, Lake Michigan, Illinois, Iowa, Minnesota

Name the state bird, state animal, state insect, state flower, state tree.

Robin / Badger / European honey bee / Wood violet / Sugar maple



W I S C O N S I N

This map by Ian Macky is in the public domain.

- Aspens rarely grow from the seeds they produce; rather they reproduce through root sprouts, growing clones of themselves until there is a whole colony of trees with shared characteristics and root structure.
- In autumn, the rounded leaves of the aspen usually turn yellow or golden.
- The quaking aspen has a smooth white bark with black horizontal scars and knots. It can grow up to 82 feet tall.

If you are interested in learning a little more about trees in general, you can find a nice summary on the main parts of a tree and how each functions at the following website:

<https://richardstreeservice.com/about/resources/anatomy-of-a-tree.php>

Please note: I have no connection to nor prior knowledge of this tree service in Virginia and am not listing them to recommend their business but to point out the tree anatomy article.

Use pencils to make a sketch in your Learning Journal or Nature Notebook of a brook trout or a quaking aspen. Use colored pencils to bring out the details, then remember to note the date, the common name, and the Latin name as well as any of the facts above that you wish to incorporate. You can use the included photos a guide.



Note: The "Brook Trout" and "Populus Tremuloides" articles on Wikipedia were used as reference for much of the scientific information in these lessons.

Learning Journal

This time for Learning Journal, you may choose among several art assignments. If you are working with multiple children, decide whether you will have them all complete the same assignment or allow them to choose individually.

1. Draw and label a formal family portrait (formal in the sense that family members are posed and everyone is facing the same direction, not necessarily formal in dress) in the style of the opening illustration in *Home in the Woods*. Make sure to include names and ages of all your family members. Include a few special items your family owns, if you like, and choose a background that reflects something important about your family.
2. Draw a map of the specific area where you live. Don't try to draw your whole town or city but depict familiar details around your property and that of your neighbors. See the endpapers of the picture book for an example of how to do that. Once you have drawn the map, label the various buildings, landmarks, and points of interest. Don't forget those areas that others would not necessarily consider significant but that you know intimately from having lived, worked, played, and explored there (a secret hiding spot, an overgrown flower garden, a compost pile, the hill where you have enjoyed sledding, and so on).
3. Using the illustration that shows a top-down view from inside the shack (in the summer section of the story) as a model, choose a room in your home to illustrate in the same manner. You will have to pay attention to perspective in order to do this well as we generally observe and draw things from a side view. Think about how much of each object you would actually see if you were above it, looking down on it. Notice for instance that on the table shown inside the shack, you cannot see much of the legs; and on the cast iron stove most of the cooking surface is hidden by the warming oven that sticks out above it.

