

# The Bears on Hemlock Mountain Unit Study

Book by Alice Dalgliesh

Unit study prepared by Wende, Heidi Jasper, and Ginger A.

## Chapter 1

### Social Studies -

### Pennsylvania -

While the book does not specifically say where it takes place, the author does give us some clues. We know that it is a state with mountains, seasons, bears, and Eastern Hemlocks. And in the acknowledgement, a state archivist of Pennsylvania is given credit. So it is safe to assume that the setting of the story is Pennsylvania. Study Pennsylvania with your child.

Pennsylvania is the thirty-third largest state, located in the northeastern part of the country. Pennsylvania, meaning “Penn’s Woods” was named after William Penn, who was given the land by the King of England in 1681 for a debt that was owed to his father, Admiral William Penn. Pennsylvania is known for its history during the Revolutionary War, with the nation’s capital being in Philadelphia. Pennsylvania was the second state (actually a commonwealth) admitted into the union in 1787. Pennsylvania’s outstanding industrial achievements were in iron and steel. Explore with your child the State Symbols and why the state adopted these symbols. Especially be sure to mention that the State Tree is the eastern hemlock. Possible topics for discussion of Pennsylvania history are the Liberty Bell located in Philadelphia, Hershey Chocolate Factory, Groundhog Day originating in Punxsutawney, or Gettysburg, the sight of the civil war battle and Gettysburg Address. Famous people from Pennsylvania include Benjamin Franklin, Daniel Boone, John James Audubon, and James Buchanan.

### Go Along Books:

*The Folks in the Valley; A Pennsylvania Dutch ABC* by Jim Aylesworth

*Seeds of a Nation - Pennsylvania* by Margaret Coull Phillips

## Science –

### Animal Tracks –

Jonathan knew the tracks that each animal made in the snow. If you are sharing this book when there is snow on the ground, go outside and see if your child can locate and identify any animal tracks. You could refer to the tracks pictured in *Fun With Nature* by Boring, Burns, and Dandy, and/or *Snow Tracks* by Jean George. Sketch pictures of tracks you find on Animal Tracks Notebook Page.

### Nutrition -

Jonathan's mother was a fine cook that made wonderfully balanced meals. Have your child list the foods that she would make for supper: Roast chicken, roast duck, roast goose, potatoes, turnips, carrots, corn, pumpkin pie, apple pie, squash pie, and cookies. Have your child itemize his listed foods into the correct food group. Discuss the food pyramid and the recommended servings from each of the food groups. Our bodies need a balanced diet so that all our organs and systems can work efficiently. For one complete day, have your child record all the food that he consumes. Then have him compare his daily food intake to what is recommended. Are there any areas that need to be improved?

Number of Daily Servings	Food Group	Foods Included
6 to 11 Servings	Grain Group	1 slice of bread  ½ cup cooked rice or pasta  ½ cup cereal
3 to 5 Servings	Vegetable Group	½ cup chopped raw or cooked  1 cup of leafy greens
2 to 3 Servings	Fruit Group	1 piece of fruit  ¾ cup of juice

		½ cup canned fruit
		½ cup dried fruit
2 to 3 Servings	Dairy Group	1 cup milk or yogurt
		1 ½ to 2 ounces cheese
2 to 3 Servings	Meat Group	2 ½ to 3 ounces cooked lean meat, poultry, or fish
		*1 egg
		*½ cup cooked beans
		*2 tablespoons peanut butter
		* count as 1/3 serving
Use Sparingly	Fats, Oils, Sweets	Candy, chips, etc.

### Language Arts -

#### Writing -

The title of Chapter 1 is “About Jonathan”. We learn how old Jonathan is, where he lives, that he loves animals and birds, and a bit about his family. Have your child write a short story about himself, “About \_\_\_\_\_”, making sure to include some of this same information.

#### Vocabulary/Spelling -

Jonathan had many relatives. If your child is young, first explain the relations of mother, father, aunt, uncle, and cousin. Use these words as spelling words this week.

#### Comprehension Questions –

1. What kinds of animals did Jonathan feed?
2. Who liked to come to Jonathan’s house for supper?
3. How did Hemlock Mountain get its name?

## Math –

### **Subtraction -**

We are told that this story takes place when Jonathan is eight years old. Have your child find the difference between Jonathan's and his own age.

## Art –

Jonathan's mother cut out cookies in every shape you could imagine. Either freehand or using stencils draw every shape you can imagine. Decorate the shapes to look like cookies.

## Chapter 2

## Social Studies –

### **Landforms -**

There are a few landforms mentioned throughout this story. Familiarize your child with these terms:

Mountains – A natural elevation of the earth's surface, usually having steep sides and a narrow summit, rising higher than a hill.

Hills – An elevation of the earth's surface, not as high as a mountain.

Brook – A natural stream of water, smaller than a river or creek.

### **Hospitality -**

Jonathan's mother was accustomed to having many guests to her house, and judging by the food mentioned, she fed them quite well! She roasted fowl, cooked up lots of vegetables, and baked assorted pies and of course cookies. What does the Bible say about being hospitable? We are to be genuinely concerned for those that are poor or are in need, and our hospitality should extend to them (Read Romans 12:13). We are to be charitable and hospitable to one another without grudging (Read 1 Peter 4:8-9). Your youngest reader may enjoy reading *Beef Stew* by Barbara Brenner, about a hospitable little boy who tries to invite various guests to a dinner of beef stew.

## Science –

### Woodland Animals -

Jonathan and his uncle enjoyed observing nature. They waited, looked, and listened. If possible, take your child for a nature walk, with some birdseed to scatter or breadcrumbs to throw, and have him wait, look, and listen. Have him identify and sketch any wildlife he sees. Discuss and research the animals Jonathan and his uncle had observed. Fill out Animal Fact Cards or Notebooking Pages for each of the animals that are researched.

Cottontail – Cottontail is another name for rabbit. Rabbits are mammals that burrow underground and can have up to 10 babies per litter. They do not hibernate and can be seen throughout wintertime. What did the rabbits eat in the story? Rabbits are herbivores, which means they eat fruits and vegetables. Have your child research rabbits. Refer to *Kingfisher First Animal Encyclopedia* (pg. 115) and/or *Fun with Nature* by Boring, Burns, and Dandy (pgs. 148-161 and 199) for further information.

Song Sparrow – Sparrows make up the largest family of birds in the world. The Song Sparrow is one species of sparrow. Song Sparrows live in hedgerows, shrubbery, and fields. Heard most frequently in early spring, they have a melodious, recognizable song. The identifying mark of the Song Sparrow is a large brown center spot on a streaked breast, and a long, rounded tail. They are about 6 – 6  $\frac{3}{4}$  inches long. Read about sparrows in *Kingfisher First Animal Encyclopedia* (pg. 137).

Raccoon – Raccoons are carnivorous animals that eat poultry, mice, birds' eggs, insects, fish and frogs. Sometimes they vary their diet and will eat nuts or fruits. What did the raccoon in the story do with his apple? Raccoons have a habit washing their food before they eat it. Raccoons are mammals. Their bodies are covered with fur, they are warm blooded, and they have live births. You will find raccoons living in woodland, near ponds and streams. They are nocturnal, meaning they sleep during the day and hunt at night. Raccoons hibernate in the tops of hollow trees during the wintertime. Read about raccoons in *Kingfisher First Animal Encyclopedia* (pg. 116) and/or

*Fun with Nature* by Boring, Burns, and Dandy (pgs. 218-219)

Squirrel – Squirrels are rodents that are found all over the world except Australia. Squirrels live mainly in trees, and while they mostly eat nuts and fruits, they will sometimes eat eggs or small birds. They are mammals, their bodies being covered with fur, being warm blooded, and having live births. Squirrels do not hibernate, and during the cold winter months will feed on the nuts and berries that they have buried the previous fall.

### **Shadows –**

“It was late in the day and the shadows were long”. Shadows are created when an object blocks out the light of the sun. As the sun goes down over the horizon, the shadows will get longer. Set up a sundial with your child. It could be as simple as a dowel stuck straight into the ground. Have him check the shadow throughout the day, making note of when the shadows are shortest and longest.

### **Senses -**

Review the five senses with your child, including seeing, hearing, touching, tasting, and smelling. Ask your child if he recalls the two senses Uncle James and Jonathan used in Chapter 2 to observe nature. They had “eyes that saw and ears that heard.”

### **Language Arts –**

### **Vocabulary –**

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color. Play a “Jeopardy”-styled game with the cards; give the definition and see if the other player can say the vocabulary word. (This will be continued through each chapter)

Fond – having affection for

Fine – very good

### **Comprehension Questions –**

1. Who was Jonathan’s favorite relative?
2. What was the little brown rabbit doing?
3. What was the song sparrow saying?
4. What kind of animal had an apple in its mouth?

### **Creative Writing -**

Have your child write or dictate a short story starting out: "I would like to have many aunts and uncles because...."

### **Memory/Recitation -**

Jonathan, nor his uncle, ever hurt or scared the animals. Use this fitting poem for memorization and/or recitation:

Little children, never give  
Pain to things that feel and live.  
Let the gentle Robin come  
For the crumbs you save at home;  
The little lark goes soaring high  
To the bright windows of the sky,  
Singing as if 'twere always spring,  
And fluttering on an untired wing.  
Oh! Let him sing his happy song,  
Nor do these gentle creatures wrong.

~Unknown

### **Math –**

#### **Age Difference -**

Jonathan was eight years old, and his Uncle James was fourteen. Explain to your child that to find a "difference" you subtract the smaller number from the larger number. So Uncle James is six years older than Jonathan. Ask your child what the difference is between his own age and Jonathans.

#### **6 / 7 / 13 "Fact Family" -**

In Chapter 2 Jonathan is pictured with his aunts and uncles. He has quite a large family! Does your child know that numbers are grouped into families too? Introduce or review the 6 / 7 / 13 fact family. Looking at the picture of Jonathan with his family, (or use Fact Family Worksheet if desired) have your child count how many total people. How many girls? How many boys? Have him write out the various ways that this fact family can be represented.

$$6 + 7 = 13 \quad 7 + 6 = 13 \quad 13 - 7 = 6 \quad 13 - 6 = 7$$

Also, give your child some word problems to solve. If two ladies leave the group, how many ladies will be left? How many total people will be left? If Jonathan's parents were also in the picture, how many people would there be then? Let your child make up problems to quiz you with.

## **Art –**

### **Nature Notebook -**

If you don't have one already, now would be a good time to start your child off with a nature notebook. It doesn't need to be anything elaborate, just some paper and quality color pencils, to draw and document his nature findings. If you are in a situation where you can't get outside to look for interesting birds, trees, or other wildlife, you can always sketch using a field guide, or even pictures from *Bears on Hemlock Mountain* as a reference. Have your child try to draw one or more of the animals mentioned in this chapter, rabbit, sparrow, raccoon, or squirrel. If he is intimidated at drawing something of that magnitude, *Draw Write Now* is a wonderful How-to-Draw series that can help your child tackle his drawing anxiety.

## Chapter 3

## **Social Studies –**

### **Era -**

Have your child look for details throughout the story as to when it takes place. Examine the details of the clothing, the women in long dresses and bonnets and the young girls with bloomers. Look for the young boy in knickers, and the men in hats. Do we wear clothes like these today? Make mention of the lack of electricity and motor vehicles. How did the mother cook? She cooked over a fire. This story can be placed at about the mid to late 1800's.

## **Science –**

### **Animals in Winter -**

Jonathan's mother insists that if there *were* bears, they would be asleep at this time. Ask your child if he recalls the term used for animals that sleep through



the winter. It is hibernation. Can your child think of any other animals that hibernate? Groundhogs, and bats are among those animals that will go into a deep sleep all winter. Other animals, such as birds and butterflies, will migrate to warmer areas during winter, where food and shelter is more plentiful. And others will store up food and stay inside their cozy homes when the weather turns cold. *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder is part of the “Let’s-Read-And-Find-Out Science Book” series and is educational and enjoyable. Another good go-along book could be *The Big Snow* by Berta and Elmer Hader, winner of the 1949 Caldecott award.

### **Habitats –**

A habitat is the place that plants and animals live, with everything they need to function and survive. A habitat will include food, water, and shelter. There are many different habitats throughout the world, including desert, prairie, rainforest, woodlands, pond, farm, etc. In *The Bears on Hemlock Mountain* we encounter animals living in two different habitats.

Jonathan lives on a farm. A farm is a habitat where certain animals live. What kinds of animals are on Jonathan’s farm? If you look closely at the picture, you will see cows, sheep, a horse, chickens, and ducks. Where do they get their food and shelter? Animals living in a farm habitat depend on their owners for food and shelter.

Hemlock Mountain is a woodland habitat. It has a combination of evergreen and deciduous trees (see lesson in chapter 8), and a variety of animals that find food and shelter within the trees. What kinds of woodland animals does Jonathan encounter? He sees rabbits, squirrels, a raccoon, birds, and yes... even bears!

### **Iron -**

The boy in the story had to carry a large iron pot over the mountain. Discuss where iron comes from. Iron is a metal that is extracted from iron ore, which is found in the ground. It is believed to be fourth most abundant element found on earth. The symbol for iron is *Fe*. Iron is the main component in steel, and is used in the production of many metals. If you have one available, have your children perform simple tests on a cast iron pan to check its properties: Will a magnet stick to it? Does it hold water or is it “porous” (a new word)? Is it heavy? What would be

good uses for it? Iron holds heat for a very long time, and doesn't melt like some softer metals, which makes it good for cooking. Discuss the irons used for pressing clothes, and how they were originally made of cast iron, thus their names. Let your child carefully carry around the pot for a bit, to get a feel for what it may have been like having to carry a much larger one up and down a hill.

## **Language Arts –**

### **Vocabulary -**

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color. Play a "Jeopardy"-styled game with the cards; give the definition and see if the other player can say the vocabulary word. (This will be continued through each chapter)

Christened – named in baptism

Hearty – supply abundant nourishment

Muffler – a heavy scarf worn about the neck

### **Comprehension Questions –**

1. Why were so many people coming to Jonathan's?
2. How many people were coming?
3. What did Jonathan's father suggest they serve?
4. What did Jonathan need to go over the mountain to get?
5. Name at least two of the jobs Jonathan's father had to do on the farm.

### **Capitalization -**

There are many capitalized words throughout this story, so as you come across them, discuss these capitalization rules, and have your child use them in his own writings.

~Capitalize the first word in every sentence, and the first word in a direct quotation.

~Names of people, called proper nouns, get capitalized. Ex. *Jonathan*

~Words like *uncle* and *aunt* get capitalized when they are a part of a name, like *Uncle James* or *Aunt Emma*, but not when they are used separate from a proper noun, as in “I went to see my *uncle*.”

~Words such as *pa* are to be capitalized only when they are replacing a proper noun, such as in “Hi, Pa!” but not in “My pa is over there.”

~Geographical names get capitalized, such as *Hemlock Mountain*, but not the words if they stand alone, such as *hemlock* or *mountain*.

### **Onomatopoeia -**

Onomatopoeia is the use of a word whose sound suggests its meaning. Ask your child if he remembers the kind of noise the snow made when being walked through. *Crunch! Crunch! Crunch!* Have your child think of other onomatopoetic words or phrases such as *Crash!* Or *Buzz!* and be on the lookout for them in other stories. Make a chart with chapter numbers going across the top. Under each chapter, write the onomatopoeia found in each chapter as you read along.

### **Math –**

#### **Dozen -**

In Chapter 3 Jonathan’s mother cut cookies in the shapes of a dozen other things. Review with your child how many are in a dozen. Do the math problems orally, solving how many are two dozen, three dozen, etc.

#### **Grouping/Division -**

Twenty people were coming over after the christening, more than normally came to visit Jonathan’s home. Usually, as the story tells us in Chapter 3, they came in ones and twos, threes and fours, and even fives. If your child is not familiar with division yet, have him use manipulatives to see how many different groups twenty can be divided into.

Divide them into twenty groups of one and show him how the problem looks:

$$20 \div 1 = 20$$

Divide them into two groups of ten and show him how the problem looks:  $20 \div 2 = 10$

Divide them into four groups of five and show him how the problem looks:  $20 \div 4 = 5$

Divide them into five groups of four and show him how the problem looks:  $20 \div 5 = 4$

Was he able to divide them into groups of three? Not evenly! Explain that the one left over is called the “remainder”.

## **Art –**

### **Sugar Cookies -**

Cookie decorating can be a real art form. Let your child help you measure ingredients to make sugar cookie dough, roll it out, and cut it into cookie shapes. Decorate them with colored icing or sprinkles.

## **Chapter 4**

### **Social Studies –**

#### **Responsibility -**

Discuss the responsibilities that 8year old Jonathan was given, both in working on the farm, and the responsibility of going over the mountain himself to get a pot for his mother. With responsibilities comes trust. Jonathan’s parents trusted that he would carry out his responsibilities of milking the cows, feeding the animals, cutting wood, and going on errands faithfully and maturely. Would your child like to have chores like this? Discuss how to we should be responsible with our bodies by eating the right foods, being responsible with our toys by putting them away, and being responsible around dangerous things like knives and stoves. Read First Little House book, *Winter on the Farm*, adapted from Laura Ingalls Wilder, and compare Almonzo’s winter chores to Jonathan’s and his father’s in *The Bears on Hemlock Mountain*.

## Science –

### Woodland Animals -

Continue your study of the various animals that Jonathan meets. In this chapter he meets more rabbits, squirrels, and birds. Fill out notebook pages or Animal Fact Cards that you didn't complete from Chapter 2.

Cottontail – Cottontail is another name for rabbit. Rabbits are mammals that burrow underground and can have up to 10 babies per litter. They do not hibernate and can be seen throughout wintertime. What did the rabbits eat in the story? Rabbits are herbivores, which means they eat fruits and vegetables. Have your child research rabbits. Refer to *Kingfisher First Animal Encyclopedia* (pg. 115) and/or *Fun with Nature* by Boring, Burns, and Dandy (pgs. 148-161 and 199) for further information.

Squirrel – Squirrels are rodents that are found all over the world except Australia. Squirrels live mainly in trees, and while they mostly eat nuts and fruits, they will sometimes eat eggs or small birds. They are mammals, their bodies being covered with fur, being warm blooded, and having live births. Squirrels do not hibernate, and during the cold winter months will feed on the nuts and berries that they have buried the previous fall. Read about squirrels in *Kingfisher First Animal Encyclopedia* (pg. 139) and/or *Fun with Nature* by Boring, Burns, and Dandy (pgs. 162 – 173 and 202).

## **Snow –**

Jonathan crunches through the snow. Snow is formed when ice crystals in a cloud bump into each other and stick together. If the temperature of the air below the cloud is cold enough, snow falls. If the ground temperature is not cold enough, the snow will melt. All snowflakes have six sides, and some snowflakes have as much as 100 ice crystals. You will never find two snowflakes that are alike. Have your child decorate a notebook page with cut out snowflakes, and describe in his own words how snow is formed.

## **Language Art –**

### **Vocabulary –**

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color. Play a “Jeopardy”-styled game with the cards; give the definition and see if the other player can say the vocabulary word. (This will be continued through each chapter)

Rhythm – a repetition of sound, beat, motion, etc.

Twittering – a series of light chirping sounds

### **Comprehension Questions –**

1. How did Jonathan’s mother keep busy so she wouldn’t think of bears?
2. What was Jonathan eating as he went up the mountain?
3. What animals visited Jonathan as he rested at the top of the hill?

### **Syllables -**

Mother cut cookies and Jonathan crunched in the snow to the rhythm of the “no bear” chant. Have your child read the chant along with you, clapping or stomping his feet in rhythm to divide the words into syllables. After he has an understanding of what a syllable is, have him clap out each individual word in the chant and tell you how many syllables are in each. All the words have only one syllable, except for “Hemlock” and “Mountain” which have two.

## Antonyms -

Introduce the term “antonym” to your younger child. Antonyms are opposites.

Jonathan went up the mountain. Jonathan sat down on a log. Up and down are antonyms.

Jonathan put cookies in his pocket. He took nuts and carrots out of his pocket. In and out are antonyms.

Have your child think of other examples of antonyms. Some possibilities include:

Day/night; light/dark; big/small; short/tall; etc.

## Verbs -

Verbs are parts of speech that are action words. They tell what a person or thing are doing. As you read through chapter 4, have your child pick out some of the verbs.

Mother was cutting the cookies.

Jonathan was eating the cookies.

Rabbits were hopping.

Birds were hopping and twittering.

Squirrels came.

Have your child act out some of the action words.

## Onomatopoeia -

Does your child remember what onomatopoeia is? Remind him that it is the use of a word whose sound suggests its meaning. Continue adding to your chart made during Chapter 3. What onomatopoeia can he find in this chapter? The crunch, crunch, crunch of his boots, and the whisk! of the birds.

## Math –

### Hexagons –

Snowflakes have six sides. A shape with six sides is called a hexagon. Have your child draw hexagons, and then draw a snowflake within each one.

## Art –

### Great Art –

Some artists specialize in creating artwork of wildlife. One such artist is John James Audubon. Born in France in 1785, he moved to Pennsylvania at a young age. He loved to watch the birds and animals, just as Jonathan did. He would often wander the woods around his home and stop to draw what he observed. As his artistic skills grew, he was able to sketch and paint very realistic pictures of the birds he loved to watch. Although he was very talented, he struggled for many years before being able to make a living as an artist. He did eventually publish two books of his work, *The Birds of North America*, and *Ornithological Biography*, with notes and comments about each species of bird that he drew. He died in 1851. Audubon is quoted as saying, “To study nature was, to me, a ramble through her domains late and early. If I observed all as I should, I knew that the memory of what I saw would be of service to me.” Have your child look at a bird outside. If you have no birds, have your child study a picture of a bird. Have him try to memorize all the details, colors, markings, and shapes. And then have him try to draw the bird from memory.

Go Along Book – *John James Audubon, Wildlife Artist* by Peter Anderson

## Chapter 5

### Social Studies –

#### Directions -

In Chapter 5, the sun hit the south side of the mountain, melting the snow. Teach or review with your child what direction north, south, east and west are. The sun rises in the east and sets in the west. Have your child draw a compass rose,



showing the directions, and then have him draw a picture of Hemlock Mountain with the sun slowly sinking into the west, the rays hitting the south side of the mountain.

## **Science –**

### **Seasons -**

This book provides the opportunity to discuss the changing of seasons, as winter comes to an end and spring begins. Discuss with your child the different seasons, and the months they fall under. Does your child know what causes the seasons? The earth takes 24 hours to spin on its axis, to create day and night. And it takes 365 days for the earth to rotate around the sun, to create a year. The seasons tell us how far the earth has traveled around the sun since the year began. What is your child's favorite season? Why? Go outside and observe your surroundings, noting the changes specific to the seasons.

## **Language Arts –**

### **Vocabulary –**

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color. Play a "Jeopardy"-styled game with the cards; give the definition and see if the other player can say the vocabulary word. (This will be continued through each chapter)

Enormous – extraordinarily large

### **Comprehension Questions –**

1. How did Jonathan keep his courage up?
2. How did Jonathan feel, looking back to see only his own footprints in the snow?

### **Onomatopoeia -**

Does your child remember what onomatopoeia is? Remind him that it is the use of a word whose sound suggests its meaning. Continue adding to your chart

made during Chapter 3. What onomatopoeia can he find in this chapter? The crunch, crunch, crunch of his boots, and the drip, drip, drip, of the melting snow.

### **Repetition -**

Repetition is a stylistic device that an author uses to create a sense of rhythm and emphasis. It is the repeating of the same words or phrases throughout a story. Can your child pick out the repetition in the story? It is of course the “no bear” chant.

### **Math –**

#### **Geometry -**

Have your child identify the triangle shapes of all the trees. A triangle has three sides. Have your younger children practice drawing triangles.

## **Chapter 6**

### **Science –**

#### **Birds –**

Birds are part of the animal kingdom, and the chordate phylum, meaning they have backbones. Their bodies are covered with feathers and they lay eggs. They are then grouped into different orders, families, and species according to the characteristics of their bills, feet and wings. There are over 1500 species of birds in North America. During the wintertime many birds will migrate to warmer climates. Some birds, though, are permanent residents in spite of the weather conditions. Jonathan encountered many winter birds, those that do not migrate. Can you identify any of the various species? He specifically mentions song sparrows, but can you also find the blue jays, bluebirds, chickadees, tufted titmouse, white-breasted nuthatch, or the great horned owl? How does Jonathan help the winter birds? He throws crumbs to them because food is hard to find during the winter months. Why not put some birdseed or suet out for your resident feathered friends? Watch to see if any of the same species visit your feeders. If you would like to study one or all of the birds that Jonathan befriended, complete Winter Bird Notebook Pages.

## Fire for Warmth –

Fires have been keeping people warm for thousands of years. There are three things that are needed for a fire. First needed is something to burn, called fuel. Do you remember what Jonathan had to carry in Chapter 3 to keep the fire going? The fuel used by Jonathan's mother, as well as his Aunt Emma. What kind of fuel do you burn to keep warm? Do you have a wood or coal stove, or maybe an oil or propane furnace? Discuss with your child what the fuel source you use to heat your house is, and maybe even show him where it is and where the source comes from. The second thing needed to have a fire is heat to start the fuel burning. Thousands of years ago, before matches were invented, people would use friction between two objects to create enough heat to start a fire. Today, we can start a fire with matches, or with an electrical spark. The third thing needed to burn a fire is oxygen. Without oxygen, the fire will smolder out. Do an experiment to demonstrate how a fire needs oxygen. Light a candle. Carefully place a glass jar over it, cutting off its supply of oxygen. What happens? You may want to use this lesson as an opportunity to discuss fire safety rules in your house. Keep in mind that you need to take away any one thing, fuel, heat, or oxygen, to make a fire go out. Review "stop, drop, and roll" with your children, and review your fire emergency plan.

## Language Arts –

### Vocabulary-

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color. Play a "Jeopardy"-styled game with the cards; give the definition and see if the other player can say the vocabulary word.

Brass knocker – a hinged hammer fastened to a door made of a shiny metal

Noble – superior moral qualities

Housekeeper – someone who maintains a home

Pitcher – a container with a spout and a handle

Tush – an expression displaying disapproval or impatience.

### Reading Comprehension Questions –

1. What does Jonathan do to keep up his courage as he goes over the mountain?
2. Why did Jonathan take off his boots carefully?
3. Compare what Jonathan did at Aunt Emma's house with what he was supposed to do? What was the result of his actions?
4. What happened that made Jonathan forget all about his need to hurry once he got to Aunt Emma's house?

### Expressions –

Some people have very interesting expressions they like to say. Jonathan's Aunt Emma seems to have a favorite expression that she uses a lot in Chapter 6. Why do you think people use them? Which one(s) seem to be Aunt Emma's favorite expression? How do you know? Jonathan's father and uncles also use some interesting expressions in Chapter 10. What do you think each one means?

Mercy sakes

Mercy's sake

Mercy's sakes

Tush!

Stuff and nonsense!

So! So-o-o!

H'm

### Personification –

This is a technique writers use to give non-living things human traits.

In chapter 6: "The clock on the kitchen shelf did its best to tell him that time was passing." Do you see how the non-living clock did a human thing when it "did its best to tell him..." How was the clock trying to tell him?

Most cartoons and children's stories about animals would be considered personification if there are animals or objects behaving like people.

### **Onomatopoeia -**

Does your child remember what onomatopoeia is? Remind him that it is the use of a word whose sound suggests its meaning. Continue adding to your chart made during Chapter 3. What onomatopoeia can he find in this chapter? The “drip, drip, drip” of the melting snow, the “M-m-m” and “sniff, sniff” while smelling the cookies, and the “tick-tock, tick-tock” of the clock.

### **Adjectives –**

Adjectives are the part speech that describes a noun. The adjectives generally come right before the noun they are describing. Here are a few examples from Chapters 6-8. Make a list.

Hungry birds

Cozy, comfortable sound

Big, white apron

Snowy day

Big fire

Good housekeeper

Big iron pot

Tall trees

Safe house

Can you find any others in Chapters 6-9?

How many can you find in Chapters 9 and 10?

## Math –

### Telling Time –

The tick-tock of the clock was trying to tell Jonathan it was time to go. Does your child know how to tell time? If not, practice telling time. Show him the minute hand, hour hand, and second hand if applicable. Have him draw clock faces, inserting the numbers where they belong, and draw in hands to represent different times. What time do you wake up? What time do you eat lunch? What time do you do your schoolwork? What time do you go to bed?

## Chapter 7

## Science –

### Carrying the Pot –

That was quite a big pot to carry for a small boy! How does the story say he carried it? Jonathan took the pot by the handle and started off towards the mountain. Do you think there may have been an easier way for him to carry it? Experiment to find ways to ease the weight of a heavy load. For example, carry a 5lb. sack of taters with one arm hanging by the side. Why do people often raise the opposite arm when carrying something heavy? Try dividing the load into two smaller bundles and carry some in each hand. Maybe put the potatoes on a sheet and pull them. Can the student think of an easier way to carry the pot? Discuss other ways of carrying/moving items. Simple machines such as wheels and ramps can lesson our loads and work for us. People often use dollies, wagons, or sleds. Has your child ever seen pictures of how people in other countries carry things? They will often carry items on top of the head, slung on the back, placed on the back with the strap around the forehead, or using a lever such as a pole across the shoulders to balance the load, etc. Give your child a large/heavy object and see what creative way he can come up with to carry it.

## Language Arts –

### Vocabulary-

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color.

Rumble – low, heavy rolling sound

Muffler – a heavy scarf worn about the neck

Cross - upset

Loan – let somebody borrow something with the understanding that it will be returned

Christening – being named in baptism

### **Reading Comprehension Questions –**

1. What woke up Jonathan?
2. Why did Jonathan now feel like a small boy?
3. Why is Aunt Emma worried? To whom does she tell her worries?

### **Onomatopoeia -**

Does your child remember what onomatopoeia is? Remind him that it is the use of a word whose sound suggests its meaning. Continue adding to your chart made during Chapter 3. What onomatopoeia can he find in this chapter? The “tick-tock” of the clock, and the “purr-rr-rr” of the cat.

### **Art –**

#### **Sugar Cookies -**

Are you out of cookies yet? Why not bake some more! Cookie decorating can be a real art form. Let your child help you measure ingredients to make sugar cookie dough, roll it out, and cut it into cookie shapes. Decorate them with colored icing or sprinkles.

Chapter 8

### **Science –**

## Inclined Planes –

Jonathan carried the heavy pot up and then down the mountain. Explain to your child what an inclined plane is. Place the end of a board on a brick and pull a bag full of books up and then repeat with more bricks to see how the height affects the amount of force/energy needed to move the books. Then try again pushing instead of pulling. It is easier to lift and carry something along a slant than to lift it straight. Then the child could figure why a steep mountain is more difficult to climb -why physically handicapped people prefer to walk up a ramp than stairs.

## Trees –

What happens to trees during wintertime? Some trees, called deciduous, lose their leaves, as the weather gets cold and go dormant. Other trees, called coniferous or evergreens, keep their green foliage throughout the year. The name of the hill Jonathan is climbing is Hemlock Mountain. There are both deciduous and evergreen trees on Hemlock Mountain. Eastern Hemlocks are evergreen trees growing throughout eastern United States. The flat,  $\frac{1}{2}$ " long needles are dark green and glossy on the top and light green with 2 white lines on the bottom. The twigs are slender, tough, yellowish brown to grayish brown. The hemlock has cones  $\frac{3}{4}$ " long, egg-shaped, hanging singly from the tips of twigs. Under each scale are 2 small, winged seeds. The bark is flaky on young trees, gray brown to red brown, thick and roughly grooved when older. Hemlocks a large, long-living tree, are used for construction timber and as a source of tannic acid for tanning leather. They are found in cool, moist woods and provide food and shelter for ruffed grouse, wild turkey and songbirds. Complete Hemlock Report Form.

## Owls –

In Chapter 8 Jonathan heard the "Whooo!" of the owl at night. Owls do not migrate or hibernate during the winter, taking their chances in the cold. They are nocturnal creatures, meaning they sleep during the day, and are awake during the night. Owls are predatory birds, hunting for small animals such as mice, frogs, chipmunks, and some insects. Owls regurgitate up the bones and fur of their prey, leaving behind an "owl pellet". Owl pellets are available through nature centers and science educational supply stores, and make for an interesting lesson in dissection. Owls are a wonderfully exciting topic to explore, with many resources being available. Be sure to read *Owl Moon* by Jane Yolen, about a girl that crunches through the snow with her father to go owl spotting. See if your child picks up on



the similarities between *Bears on Hemlock Mountain* and *Owl Moon*, including how hard it was for both the children to keep so still, waiting and listening in anticipation of seeing the wildlife. (Refer back to chapter 2) Child can complete owl report form included in Winter Birds Notebook Pages.

### Language Arts –

#### **Vocabulary-**

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color.

Pistol – a small firearm that fits the hand

Courage – quality of mind or spirit that allows you to act with bravery and calmness, in the face of danger

#### **Reading Comprehension Questions –**

1. What did Jonathan do to keep up his courage?
2. What did Jonathan do with the pot?

#### **Similes –**

Similes are a way to compare two objects using *like* or *as*. One example is: He felt as tall as a tree. The boy is compared to a tall tree. In chapter 8, the author wrote: It (the branch breaking) was as loud as a pistol shot.

Here are some common similes. See if you can fill in the blanks.

1. Her smile was as bright as the \_\_\_\_\_.
2. He was as quiet as a \_\_\_\_\_.
3. They were as noisy as a gaggle of \_\_\_\_\_.
4. Her hair was as soft as corn \_\_\_\_\_.
5. His imagination was as big as the whole \_\_\_\_\_.

Can you think of any more?

## Onomatopoeia -

Does your child remember what onomatopoeia is? Remind him that it is the use of a word whose sound suggests its meaning. Continue adding to your chart made during Chapter 3. What onomatopoeia can he find in this chapter? The “Crack!” of the branch, and the “Woo-ooh, woo-ooh!” of the owl.

## Suspense –

In chapter 8, the author uses an element of suspense, to pull the reader into the story to wonder what will happen next. “Two big, dark...what could they be?” What do you think the shapes are? What do you think will happen next? Where your guesses right?

## Chapter 9

## Science –

## Bears! –

There really were bears on Hemlock Mountain, weren't there! Bears are carnivorous mammals with thick fur coats. They have poor eyesight but their senses of smell and hearing are very keen. While being classified as carnivores (meat eaters), much of their diet also consists of leaves, fruits, nuts, berries, and cones, in addition to the fish, frogs, toads, snakes, birds, and any other small animal it can catch. Bears are also very fond of honey. Generally, bears will run away from people, but if they feel cornered, are protecting their young, or just plain mistaking a human for prey, they will attack. The bears spoken of in *Bears on Hemlock Mountain* are black bears, found in the woodlands of eastern North America from Maine to Florida. The adults can reach up to 800 pounds and are very powerful. Bears build up fat layers during the fall months and then find caves or holes to sleep in for the winter months. Bears are not true hibernators, because their body temperature and pulse rate do not come to a standstill as with other hibernating animals, but unless they are awoken, they will sleep until the warmth of the spring awakes them. Read about bears in *Kingfisher First Animal Encyclopedia* (pg. 20). Complete Animal Fact Card, if desired, or one of the report forms.

## Language Arts –

### **Vocabulary-**

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color.

Twittering – a series of light chirping sounds

Chattering – a rapid series of short, inarticulate sounds

Scraping - rubbing

Lumbering – moving heavily or awkwardly

### **Reading Comprehension Questions -**

1. How do you know that Jonathan is scared?
2. What did he think about while he was scared?
3. What happened that helped Jonathan know he wasn't alone?
4. Why did he stop asking himself questions?
5. What did Jonathan hear at last?
6. Where did the bears go?

### **Onomatopoeia -**

Does your child remember what onomatopoeia is? Remind him that it is the use of a word whose sound suggests its meaning. Continue adding to your chart made during Chapter 3. What onomatopoeia can he find in this chapter? The “Crunch! Crunch! Crunch” of the heavy footsteps, and the “sniff, sniff, sniff” of the bears.

### **Report Writing –**

Pick a kind of bear (black, brown, grizzly, Kodiak, polar) and do an animal report on it. Be sure to tell where it is found, what it eats, what it looks like, where it sleeps (den, hollow of tree, snow drift, etc.), tell if it hibernates, and any other interesting facts you learn. This may take several days. For a younger child, you could make a mini-book for a lapbook. If you have a middle-aged child, have them

fill out a pre-made report form and illustrate it or cut out pictures from a magazine. An older child should make a written or typed report with several paragraphs. Teach them how to document their resources.

## Chapter 10

### Bible/Character –

Do this Bible lesson after you finish the book. Read Psalms 23 and 139:1-12. According to these scriptures, was Jonathan ever alone as he went over the mountain? Who else was there the whole time? Did God see Jonathan hiding from the bears? Do you think it was just chance that Jonathan's pa and uncles just happened to come along at just the right time as the bear began to dig around the pot? Have you ever hid when you were scared of something? How can these Bible verses give you peace in times of danger and help you to not be afraid?

### Science –

#### Woodland Animals –

Finish up any of the animal forms you didn't complete in the previous chapters. Play guessing games with the animal cards, giving details until someone can guess the animal. Sort animal cards by classification. Which are mammals? Birds? Which animals hibernate? Which migrate? Put pocket in lapbook or on cardstock to include in notebook, and store cards to refer to in the future.

### Language Arts –

#### Vocabulary-

Use index cards to write the word and a short definition. Then draw a picture to illustrate each word; use your imagination and lots of color.

Scampering – hurrying away

#### Reading Comprehension Questions -

1. Why was Jonathan's voice small as he answered his father?
2. Do you think Jonathan's father knew about the bears? How do you know?

3. Where did the uncles go and why?
4. What was that loud crack? How do you know?

### **Onomatopoeia -**

Does your child remember what onomatopoeia is? Remind him that it is the use of a word whose sound suggests its meaning. Continue adding to your chart made during Chapter 3. What onomatopoeia can he find in this chapter? The “Crack!” heard off in the distance. Now that you are done the story, and the onomatopoeia chart, what does your child see about the author’s use of this literary technique? He used much of the same sounds throughout the whole story.

### **Foreshadowing-**

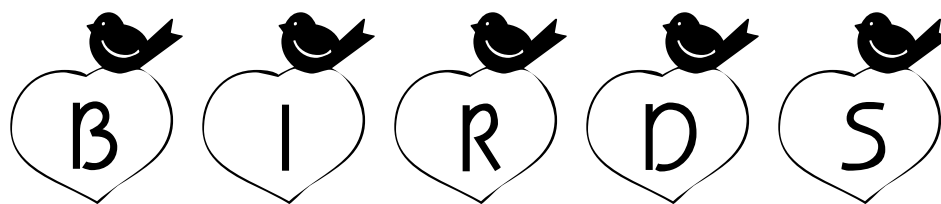
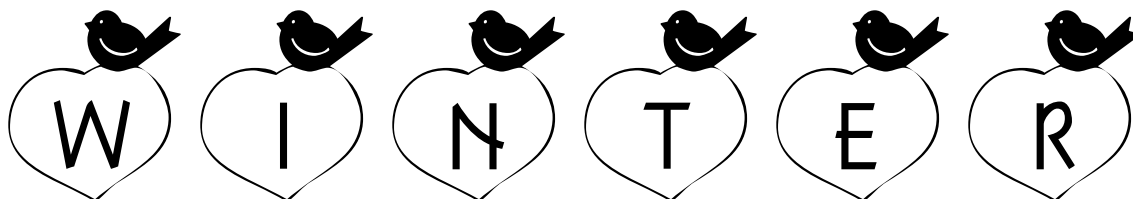
Do this lesson after you have finished the book. Foreshadowing is a technique used by authors to hint at what may happen later on in the story. After you’ve read the story, go back and read the last paragraph of Chapter 5 and the first paragraph of Chapter 6. What did Jonathan hope? How did it make him feel? What did happen? Do you see how the author gave the reader a hint of what was coming?

### **Math –**

This book won the Newberry Honor Award in 1953. How many years ago was that?

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Notebook By \_\_\_\_\_

In your best handwriting, write your favorite Song Sparrow fact:

In your best handwriting, write your favorite Blue Jay fact:



In your best handwriting, write your favorite Bluebird fact:

In your best handwriting, write your favorite Chickadee fact:



Kingdom: \_\_\_\_\_ Phylum: \_\_\_\_\_ Class: \_\_\_\_\_  
Order: \_\_\_\_\_ Class: \_\_\_\_\_ Genus: \_\_\_\_\_

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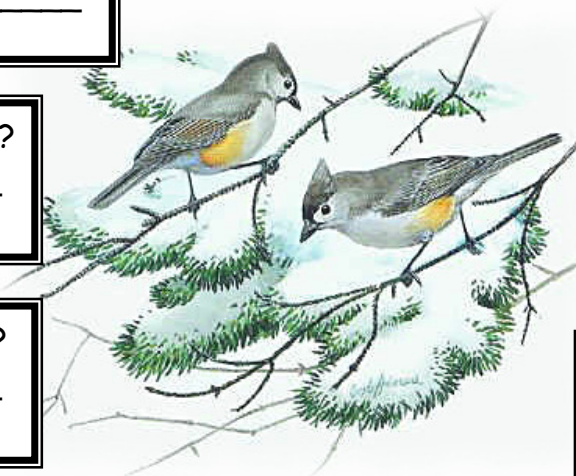
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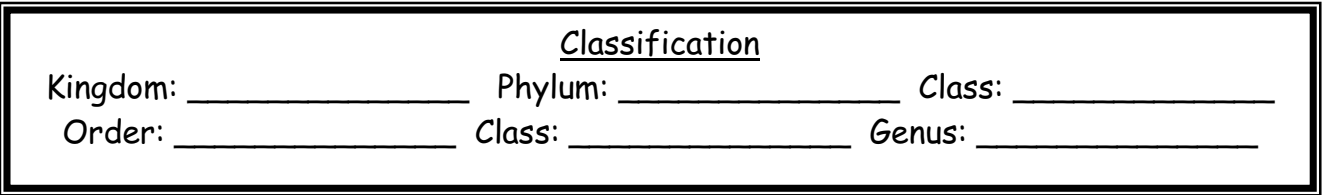
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In your best handwriting, write your favorite White-breasted Nuthatch fact:



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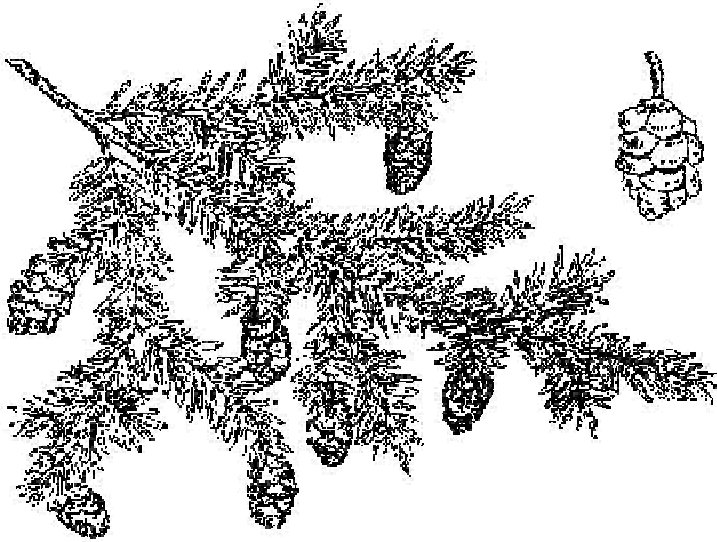
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[illegible]





## A series of horizontal lines for handwriting practice, consisting of four sets of solid top and bottom lines with a dashed middle line.



# EASTERN HEMLOCK

The leaves are      Jagged      Smooth      Rounded  
(circle one)



Deciduous      or      Evergreen  
(circle one)



How does it reproduce?

---

Where does it grow?

---

How does it change in the seasons?

---

---

---

---

What do we use it for?

---

---

---

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# 6 7 13 FACT FAMILY

In Chapter 2, Jonathan is pictured with his uncles and aunts.  
Figure out the problems below using the pictures for help.



How many boys?

How many girls?

How many people all together?

$$6 + 7 = \underline{\quad}$$

$$7 + 6 = \underline{\quad}$$

Is 6 an even or odd number?

Is 7 an even or odd number?

Is 13 an even or odd number?

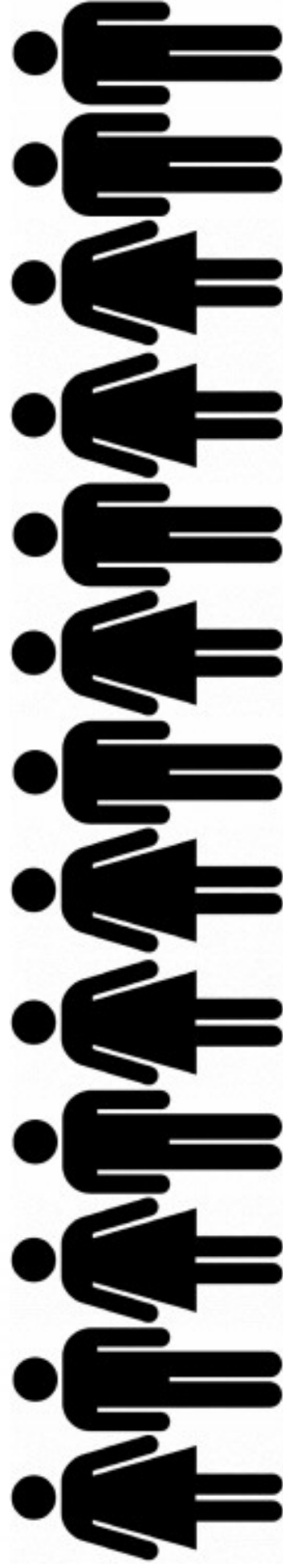
          

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

# 6 7 13 FACT FAMILY

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Is 13 an even or odd number?

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

mother

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father

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sister

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---

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brother

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---

---

aunt

---

---

uncle

---

---

cousin

---

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[illegible]

Copy each of these words two times.  
Use at least three of the words in a sentence below.

mother

father

sister

brother

aunt

uncle

cousin

Handwriting practice lines for sentence construction, consisting of multiple sets of three horizontal lines (top, middle dashed, bottom).

# Pennsylvania

Capital:

Nickname:

State Motto:

Where in the United States is Pennsylvania?



State Bird:

State Tree:

State Flower:

State Insect:

State Animal:

Famous Pennsylvanians:



Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_

Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_

Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_

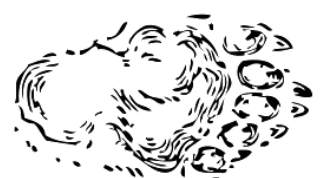
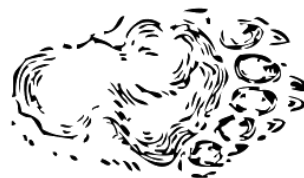
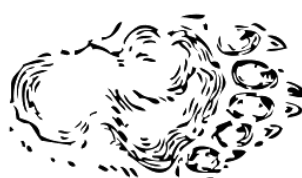
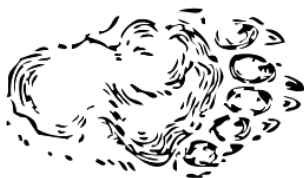
Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_

Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_

Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_

Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_

Date Spotted: \_\_\_\_\_  
Location: \_\_\_\_\_  
Type of Animal: \_\_\_\_\_  
What they looked like: \_\_\_\_\_



Instructions:

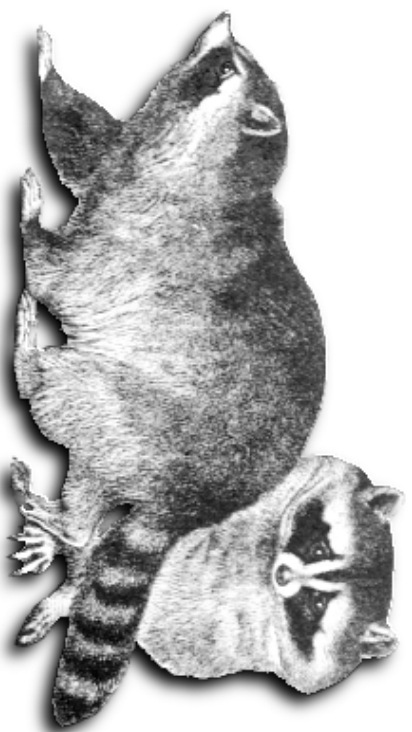
Print out first 2 pages on cardstock.

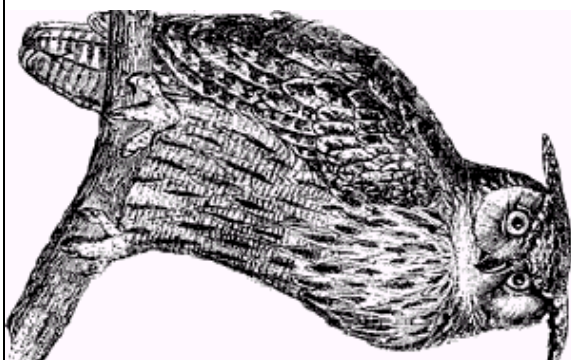
Then, flip over and insert back in printer.

Print pages 3-4 on reverse side.

Cut out on solid lines.

If you are lapbooking, store in pocket.







<p>Name of Animal: _____</p> <p>What does it eat? _____</p> <p>Where does it live? _____</p> <p>What kind of body covering? _____</p> <p style="text-align: center;">Circle One: Mammal   Bird   Fish   Reptile   Insect   Amphibian</p> <p>Does it hibernate? _____      When does it sleep? _____</p> <p>Interesting Fact: _____</p>	<p>Name of Animal: _____</p> <p>What does it eat? _____</p> <p>Where does it live? _____</p> <p>What kind of body covering? _____</p> <p style="text-align: center;">Circle One: Mammal   Bird   Fish   Reptile   Insect   Amphibian</p> <p>Does it hibernate? _____      When does it sleep? _____</p> <p>Interesting Fact: _____</p>
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<p>Name of Animal: _____</p> <p>What does it eat? _____</p> <p>Where does it live? _____</p> <p>What kind of body covering? _____</p> <p style="text-align: center;">Circle One: Mammal   Bird   Fish   Reptile   Insect   Amphibian</p> <p>Does it hibernate? _____      When does it sleep? _____</p> <p>Interesting Fact: _____</p>	<p>Name of Animal: _____</p> <p>What does it eat? _____</p> <p>Where does it live? _____</p> <p>What kind of body covering? _____</p> <p style="text-align: center;">Circle One: Mammal   Bird   Fish   Reptile   Insect   Amphibian</p> <p>Does it hibernate? _____      When does it sleep? _____</p> <p>Interesting Fact: _____</p>
<p>Name of Animal: _____</p> <p>What does it eat? _____</p> <p>Where does it live? _____</p> <p>What kind of body covering? _____</p> <p style="text-align: center;">Circle One: Mammal   Bird   Fish   Reptile   Insect   Amphibian</p> <p>Does it hibernate? _____      When does it sleep? _____</p> <p>Interesting Fact: _____</p>	<p>Name of Animal: _____</p> <p>What does it eat? _____</p> <p>Where does it live? _____</p> <p>What kind of body covering? _____</p> <p style="text-align: center;">Circle One: Mammal   Bird   Fish   Reptile   Insect   Amphibian</p> <p>Does it hibernate? _____      When does it sleep? _____</p> <p>Interesting Fact: _____</p>

**ANIMALS**

**ON**

**THE MOUNTAIN**

**WAS**



**Homeschool Share**  
because many minds make light work