

CHARACTER THROUGH CLASSICS

Manners Training Inspired by Everyday Graces



Early Readers (Grades K-4)

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Sample

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Cover design: Stacy Farrell

Layout: Roger Dean Farrell & Stacy Farrell

Published and printed by:

Revelation Press

a division of Home School Adventure Co.®

P. O. Box 162

South Elgin, IL 60177

Homeschooladventure.com

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Special thanks to our friend Carrie,
whose suggestion was the catalyst for starting this work.
Thanks, also, to our dream team: Joyce, Lori, and Patty.
And, above all, thanks to our Lord and Savior Jesus Christ—
apart from Him we can do nothing.

INTRODUCTION

This resource was inspired by the book, *Everyday Graces* by Karen Santorum. She curated a collection of classic stories and poems designed to teach good manners. It quickly became a national bestseller and has been incorporated in schools and libraries across America.

We started to create this resource as a notebooking companion to *Everyday Graces*, but, as we worked on it, it transformed into something more.

OPEN-AND-GO MANNERS TRAINING

While researching content for this resource, we encountered story after story with such rich lessons that we were compelled to include them—even if they weren't in *Everyday Graces*.

We realized how seamlessly certain lessons paired with Scripture, so a memory-verse portion was added.

We also noticed that many classic stories contained words uncommon today, so we added some vocabulary lists with definitions.

We ended up discovering that many other skills, such as summarizing passages and reflective thinking, could be incorporated.

As a result, *Character Through Classics* isn't simply a companion to *Everyday Graces*—but open-and-go manners training that incorporates reading comprehension, writing practice, vocabulary, and even art skills.

It is our prayer that the Lord uses this resource to bless your family!

HOW TO USE THIS BOOK

This edition is intended for Grades K-4. For younger students, we suggest using this resource as a read-aloud.

Independent readers can work through the material on their own, but they may struggle with a few stories that use broken English to reflect the character's speech or dialect. Consider reading such stories aloud.

VOCABULARY: After each excerpt, you will find a list of vocabulary words. We recommend reviewing the vocabulary words before moving into the narration portion.

PENMANSHIP: If your children are learning how to write or need to practice their penmanship, tracing lines are provided at the bottom of each vocabulary page.

NARRATION: Narration prompts are provided for younger students to aid with reading comprehension. We recommend having older students retell the stories in their own words.

ACTIVITIES: After reading and narration, students are encouraged to complete the written activity provided—either a drawing prompt or a portion of copywork.

SCRIPTURE MEMORY: Each excerpt's activity page closes with fill-in-the-blank memory verse practice. The Bible verse to be memorized is introduced on each section's title page. (We used the English Standard Version, but feel free to use your preferred Bible version.)

8 HOW TO SCHEDULE

Every family should use this resource in a way that serves them best.

That said, we designed this resource so each section contains five excerpts to fit a schedule that uses one story per weekday. If used this way, students will complete the book in nine weeks.

An optional schedule is provided below.

Week	Day	Assignment	Date Completed
Week 1	Day 1	The Robin Redbreasts	
	Day 2	The Princess and the Goblin [Chapter 31]	
	Day 3	Mr. Nobody	
	Day 4	Love Between Brothers and Sisters	
	Day 5	A True Story About a Girl	

Week	Day	Assignment	Date Completed
Week 2	Day 6	My Kingdom	
	Day 7	Anne of Green Gables [Chapter 9]	
	Day 8	Anne of Green Gables [Chapter 10]	
	Day 9	Letter to His Son	
	Day 10	The Boy Who Cried "Wolf"	
Week 3	Day 11	How to Eat Soup	
	Day 12	The Pig Brother	
	Day 13	The Dog and The Shadow	
	Day 14	Pinocchio [Chapter 7]	
	Day 15	Heidi	
Week 4	Day 16	The Willow Man	
	Day 17	Somebody's Mother	
	Day 18	The Secret Garden	
	Day 19	A Child's Prayer	
	Day 20	The Lion and The Mouse	
Week 5	Day 21	Hospitality	
	Day 22	The Wise Woman [Chapters 1 & 5]	
	Day 23	A Little Princess [Chapter 5]	
	Day 24	The Secret Garden [Chapter 22]	
	Day 25	Anger	
Week 6	Day 26	The Fox and The Grapes	
	Day 27	If—	
	Day 28	The Wind and The Sun	
	Day 29	The Discontented Pendulum	
	Day 30	Team Work	
Week 7	Day 31	How to Order Thyself in Church	
	Day 32	Respect for the Sabbath	
	Day 33	A Fiction Piece Inspired by Sense and Sensibility	
	Day 34	Etiquette [Chapter 14]	
	Day 35	Anne of Green Gables [Chapter 37]	

Week	Day	Assignment	Date Completed
Week 8	Day 36	The Cow	
	Day 37	Rikki-Tikki-Tavi	
	Day 38	Psalm 104:10-24	
	Day 39	Harry and His Dog	
	Day 40	Dr. Dolittle [Chapter 1]	
Week 9	Day 41	America the Beautiful	
	Day 42	In Flanders Fields	
	Day 43	The Citizen and The Home	
	Day 44	The Pledge of Allegiance	
	Day 45	The Star-Spangled Banner	

OPTIONAL: COMBINING WITH GOOD MANNERS GUIDE

The *Good Manners Guide* is an excellent complement to this resource. However, it is not required. If you would like to use them in tandem, we have provided instructions for doing so.

10 On each section's title page, you will find "Optional: Good Manners Guide Reading," followed by assigned page numbers.

Those page numbers represent content inside *Good Manners Guide* that acts as rich introductory text to the character traits your student will learn in *Character Through Classics*.

ONE LAST NOTE FOR SPECIAL CONSIDERATION:

The *Anne of Green Gables* excerpt within the "Funeral" section discusses the death of a loved one in detail. Consider pre-reading the story to see if it's appropriate for your students.

Let's get started....

FAMILY MANNERS

Honor Your Parents
Be a Good Helper
Cherish Your Family

Ephesians 6:1-3

*Children, obey your parents in the Lord, for this is right.
“Honor your father and mother”
(this is the first commandment with a promise),
“that it may go well with you
and that you may live long in the land.”*

Optional Reading:

Good Manners Guide Pages 33-35, Sections 1-5

THE ROBIN REDBREASTS

by Mrs. Hawkshawe

Two Robin Redbreasts built their nest
 Within a hollow tree;
The hen sat quietly at home,
 The cock sang merrily;
And all the little young ones said,
 "Wee, wee, wee, wee, wee, wee!"
One day the sun was warm and bright,
 And shining in the sky,
Cock Robin said, "My little dears,
 'Tis time you learn to fly;"
And all the little young ones said,
 "I'll try, I'll try, I'll try!"
I know a child, and who she is
 I'll tell you by-and-by,
When mamma says, "Do this," or "That,"
 She says, "What for?" and "Why?"
She'd be a better child by far
 If she would say, "I'll try."

VOCABULARY WORDS

Hollow: having an unfilled space within.

Cock: another name for rooster.

Merrily: a synonym for the word "happily."

Hollow

Cock

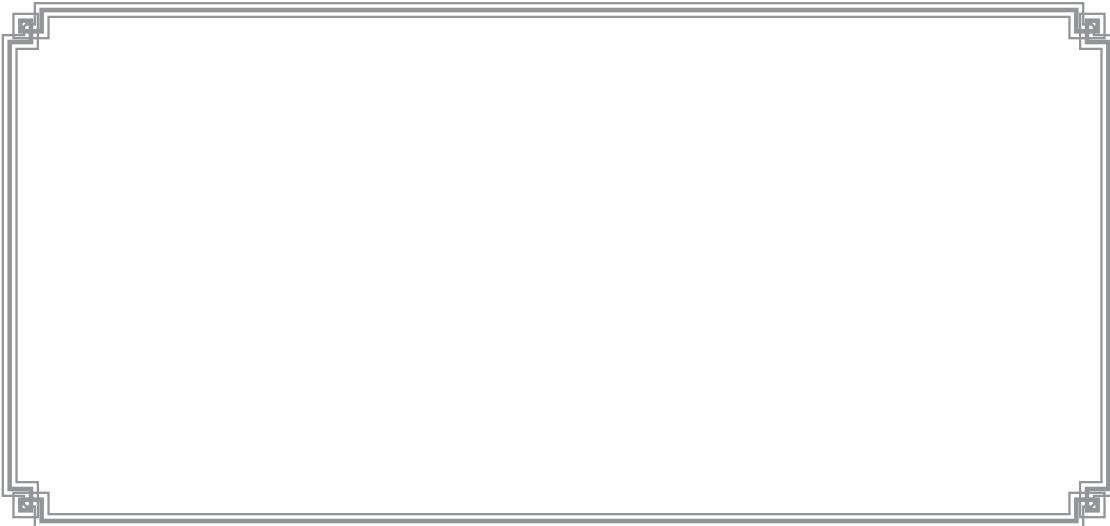
Merrily

EARLY READERS

Narration Prompts:

- If the story continued, what may happen next and why?
- Do you know what “willingness” means? (Let your student define it. One definition of willingness is to do a task promptly without reluctance.)
- What are some ways that you can respond to directions or commands willingly?

Draw the little birds in their nest. What do they say?



14

Memory Verse Practice - Ephesians 6:1-3

Fill in the missing words.

Children, obey your _____ in the Lord, for this is right.

“Honor your _____ and _____”

(this is the first commandment with a promise),

“that it may go well with you

and that you may live long in the land.”

THE PRINCESS AND THE GOBLIN

(Chapter 31) by George MacDonald

The king's harper, who always formed a part of his escort, was chanting a ballad which he made as he went on playing on his instrument—about the princess and the goblins, and the prowess of Curdie, when all at once he ceased, with his eyes on one of the doors of the hall. Thereupon the eyes of the king and his guests turned thitherward also. The next moment, through the open doorway came the princess Irene. She went straight up to her father, with her right hand stretched out a little sideways, and her forefinger, as her father and Curdie understood, feeling its way along the invisible thread. The king took her on his knee, and she said in his ear:

“King-papa, do you hear that noise?”

“I hear nothing,” said the king.

“Listen,” she said, holding up her forefinger.

The king listened, and a great stillness fell upon the company. Each man, seeing that the king listened, listened also, and the harper sat with his harp between his arms, and his finger silent upon the strings.

“I do hear a noise,” said the king at length—“a noise as of distant thunder. It is coming nearer and nearer. What can it be?”

They all heard it now, and each seemed ready to start to his feet as he listened. Yet all sat perfectly still. The noise came rapidly nearer.

“What can it be?” said the king again.

“I think it must be another storm coming over the mountain,” said Sir Walter.

Then Curdie, who at the first word of the king had slipped from his seat, and laid his ear to the ground, rose up quickly, and approaching the king said, speaking very fast:

“Please, Your Majesty, I think I know what it is. I have no time to explain, for that might make it too late for some of us. Will Your Majesty give orders that everybody leave the house as quickly as possible and get up the mountain?”

The king, who was the wisest man in the kingdom, knew well there was a time when things must be done and questions left till afterwards. He had faith in Curdie, and rose instantly, with Irene in his arms. "Every man and woman follow me," he said, and strode out into the darkness.

Before he had reached the gate, the noise had grown to a great thundering roar, and the ground trembled beneath their feet, and before the last of them had crossed the court, out after them from the great hall door came a huge rush of turbid water, and almost swept them away. But they got safe out of the gate and up the mountain, while the torrent went roaring down the road into the valley beneath.

Curdie had left the king and the princess to look after his mother, whom he and his father, one on each side, caught up when the stream overtook them and carried safe and dry.

When the king had got out of the way of the water, a little up the mountain, he stood with the princess in his arms, looking back with amazement on the issuing torrent, which glimmered fierce and foamy through the night. There Curdie rejoined them.

16 "Now, Curdie," said the king, "what does it mean? Is this what you expected?"

"It is, Your Majesty," said Curdie; and proceeded to tell him about the second scheme of the goblins, who, fancying the miners of more importance to the upper world than they were, had resolved, if they should fail in carrying off the king's daughter, to flood the mine and drown the miners. Then he explained what the miners had done to prevent it. The goblins had, in pursuance of their design, let loose all the underground reservoirs and streams, expecting the water to run down into the mine, which was lower than their part of the mountain, for they had, as they supposed, not knowing of the solid wall close behind, broken a passage through into it. But the readiest outlet the water could find had turned out to be the tunnel they had made to the king's house, the possibility of which catastrophe had not occurred to the young miner until he had laid his ear to the floor of the hall.

What was then to be done? The house appeared in danger of falling, and every moment the torrent was increasing.

"We must set out at once," said the king. "But how to get at the horses!"

"Shall I see if we can manage that?" said Curdie.

CHARACTER THROUGH CLASSICS—EARLY READERS

"Do," said the king.

Curdie gathered the men-at-arms, and took them over the garden wall, and so to the stables. They found their horses in terror; the water was rising fast around them, and it was quite time they were got out. But there was no way to get them out, except by riding them through the stream, which was now pouring from the lower windows as well as the door. As one horse was quite enough for any man to manage through such a torrent, Curdie got on the king's white charger and, leading the way, brought them all in safety to the rising ground.

"Look, look, Curdie!" cried Irene, the moment that, having dismounted, he led the horse up to the king.

Curdie did look, and saw, high in the air, somewhere about the top of the king's house, a great globe of light shining like the purest silver.

"Oh!" he cried in some consternation, "that is your grandmother's lamp! We must get her out. I will go and find her. The house may fall, you know."

"My grandmother is in no danger," said Irene, smiling.

"Here, Curdie, take the princess while I get on my horse," said the king.

17

Curdie took the princess again, and both turned their eyes to the globe of light. The same moment there shot from it a white bird, which, descending with outstretched wings, made one circle round the king and Curdie and the princess, and then glided up again. The light and the pigeon vanished together.

"Now, Curdie!" said the princess, as he lifted her to her father's arms, "you see my grandmother knows all about it, and isn't frightened. I believe she could walk through that water and it wouldn't wet her a bit."

"But, my child," said the king, "you will be cold if you haven't something more on. Run, Curdie, my boy, and fetch anything you can lay your hands on, to keep the princess warm. We have a long ride before us."

Curdie was gone in a moment, and soon returned with a great rich fur, and the news that dead goblins were tossing about in the current through the house. They had been caught in their own snare; instead of the mine they had flooded their own country, whence they were now swept up drowned. Irene shuddered, but the king held her close to his bosom. Then he turned to Sir Walter, and said:

"Bring Curdie's father and mother here."

"I wish," said the king, when they stood before him, "to take your son with me. He shall enter my bodyguard at once, and wait further promotion."

Peter and his wife, overcome, only murmured almost inaudible thanks. But Curdie spoke aloud.

"Please, Your Majesty," he said, "I cannot leave my father and mother."

"That's right, Curdie!" cried the princess. "I wouldn't if I was you."

The king looked at the princess and then at Curdie with a glow of satisfaction on his countenance.

"I too think you are right, Curdie," he said, "and I will not ask you again. But I shall have a chance of doing something for you some time."

"Your Majesty has already allowed me to serve you," said Curdie.

"But, Curdie," said his mother, "why shouldn't you go with the king? We can get on very well without you."

18

"But I can't get on very well without you," said Curdie. "The king is very kind, but I could not be half the use to him that I am to you. Please, Your Majesty, if you wouldn't mind giving my mother a red petticoat! I should have got her one long ago, but for the goblins."

"As soon as we get home," said the king, "Irene and I will search out the warmest one to be found, and send it by one of the gentlemen."

"Yes, that we will, Curdie!" said the princess. "And next summer we'll come back and see you wear it, Curdie's mother," she added. "Shan't we, king-papa?"

"Yes, my love; I hope so," said the king.

Then turning to the miners, he said:

"Will you do the best you can for my servants tonight? I hope they will be able to return to the house tomorrow."

The miners with one voice promised their hospitality. Then the king commanded his servants to mind whatever Curdie should say to them, and after shaking hands with him and his father and mother, the king and the princess and all their company rode away down the side of the new stream, which had already devoured half the road, into the starry night.

CHARACTER THROUGH CLASSICS—EARLY READERS

VOCABULARY WORDS

Prowess: skill or expertise in a particular activity or field; bravery in battle.

Torrent: a strong and fast-moving stream of water or other liquid.

Turbid: cloudy, opaque, or thick with suspended matter.

Consternation: feelings of anxiety or dismay, typically at something unexpected.

Countenance: a person's face or facial expression.

Prowess

Torrent

Turbid

Consternation

Countenance

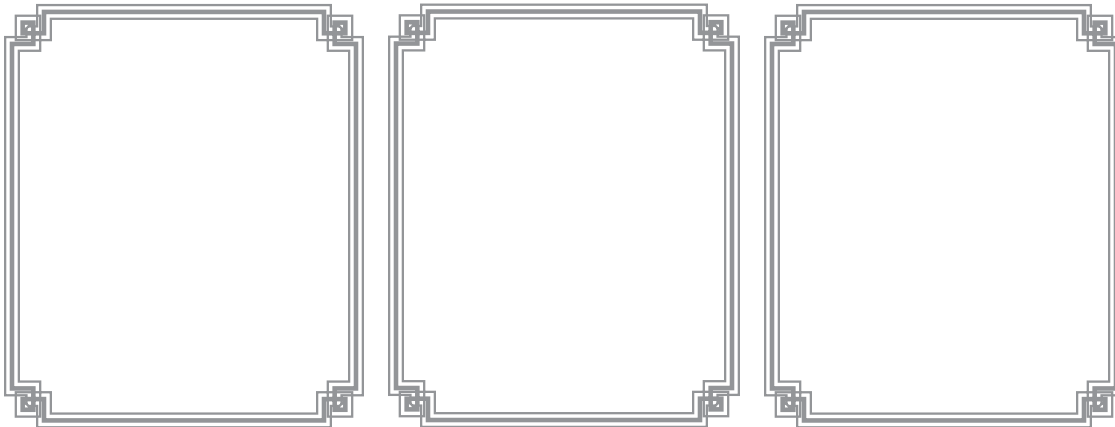
EARLY READERS

Narration Prompts:

- What was making the strange noise that Princess Irene heard?
- What actions did Curdie take to protect people?
- Why did Curdie decline the king's offer to join his team of bodyguards?
- What does Curdie's decision say about his relationship with his parents?

Draw Scenes. What happened first, middle, and last?

20



Memory Verse Practice - Ephesians 6:1-3

Fill in the missing words.

Children, obey your _____ in the Lord, for this is right.

“Honor your _____ and _____”

(this is the first _____ with a promise),

“that it may go well with you

and that you may live long in the land.”

MR. NOBODY

by Author Unknown

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was
cracked

By Mr. Nobody.
'Tis he who always tears out books,
Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always
squeak,
For prithee, don't you see,
We leave the oiling to be done

By Mr. Nobody.
He puts damp wood upon the fire,
That kettles cannot boil;
His are the feet that bring in mud,
And all the carpets soil.
The papers always are mislaid;
Who had the last but he?
There's no one tosses them about
But Mr. Nobody.
The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.
The ink we never spill; the boots
That lying round you see
Are not our boots,—they all belong
To Mr. Nobody.

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VOCABULARY WORDS

Mischief: playful misbehavior or troublemaking, especially in children.

Ajar: slightly open (as a door).

Prithee: an old-fashioned term meaning “please” or “I pray thee.”

Mislaid: lost temporarily; placed somewhere and forgotten.

Mischief

22

Ajar

Prithee

Mislaid

EARLY READERS

Narration Prompts:

- Who do you think Mr. Nobody represents?
- This poem lists several things that “go wrong” in this household. Can you name three of them?
- What do you think is the moral of this story?

Copy the first stanza of this poem in your best handwriting.

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23

Memory Verse Practice - Ephesians 6:1-3

Fill in the missing words.

_____, obey your _____ in the Lord, for this is right. “Honor your _____ and _____”
(this is the first _____ with a promise),
“that it may go well with you
and that you may live long in the land.”

LOVE BETWEEN BROTHERS AND SISTERS

by Isaac Watts

Whatever brawls disturb the street,
There should be peace at home;
Where sisters dwell and brothers meet,
Quarrels should never come.

The devil tempts one mother's son
To rage against another:
So wicked Cain was hurried on,
Till he had kill'd his brother.

24

Birds in their little nests agree;
And 'tis a shameful sight,
When children of one family
Fall out and chide and fight.

The wise will make their anger cool,
At least before 'tis night;
But in the bosom of a fool
It burns till morning light.

Hard names at first, and threatening words,
That are but noisy breath,
May grow to clubs and naked swords,
To murder and to death.

Pardon, O Lord, our childish rage,
Our little brawls remove,
That as we grow to riper age
Our hearts may all be love.

VOCABULARY WORDS

Brawls: noisy quarrels or fights.

Quarrels: arguments or disagreements, often involving anger.

Chide: to scold or rebuke.

Bosom: the chest or heart, often used metaphorically to refer to the center of emotions.

Pardon: to forgive or excuse someone for a mistake or wrongdoing.

Brawls

Quarrels

Chide

Bosom

Pardon

EARLY READERS

Narration Prompts:

- What do you think it means to “make their anger cool” before night?
- Why does the poem mention Cain and Abel from the Bible?
- How can we show love to our family members instead of arguing?

Copy the first stanza of this poem in your best handwriting.

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26

Memory Verse Practice - Ephesians 6:1-3

Fill in the missing words.

_____, obey your _____ in the Lord, for this is right. “Honor your _____ and _____”
(this is the first _____ with a promise),
“that it may go _____ with you
and that you may live long in the land.”

A TRUE STORY ABOUT A GIRL

by Sara Cone Bryant

Once there were four little girls who lived in a big, bare house, in the country. They were very poor, but they had the happiest times you ever heard of, because they were very rich in everything except money. They had a wonderful, wise father, who knew stories to tell, and who taught them their lessons in such a beautiful way that it was better than play; they had a lovely, merry, kind mother, who was never too tired to help them work or watch them play; and they had all the great green country to play in. There were dark, shadowy woods, and fields of flowers, and a river. And there was a big barn.

One of the little girls was named Louisa. She was very pretty, and ever so strong; she could run for miles through the woods and not get tired. She had a splendid brain in her little head; it liked study, and it thought interesting thoughts all day long.

Louisa liked to sit in a corner by herself, sometimes, and write thoughts in her diary; all the little girls kept diaries. She liked to make up stories out of her own head, and sometimes she made verses.

27

When the four little sisters had finished their lessons, and had helped their mother wash up and sew, they used to go to the big barn to play; and the best play of all was theatricals. Louisa liked theatricals better than anything.

They made the barn into a theatre, and the grown-up people came to see the plays they acted. They used to climb up on the hay-loft for a stage, and the grown people sat in chairs on the floor. It was great fun. One of the plays they acted was Jack and the Beanstalk. They had a ladder from the floor to the loft, and on the ladder they tied a vine all the way up to the loft, to look like the wonderful beanstalk. One of the little girls was dressed up to look like Jack, and she acted that part. When it came to the place in the story where the giant tried to follow Jack, the little girl cut down the beanstalk, and down came the giant tumbling from the loft. The giant was made out of pillows, with a great, fierce head of paper, and funny clothes.

Another story that they acted was Cinderella. They made a wonderful big pumpkin out of the wheelbarrow, trimmed with yellow paper, and Cinderella rolled away in it, when the fairy godmother waved her wand.

One other beautiful story they used to play. It was the story of Pilgrim's Progress; if you have never heard it, you must be sure to read it as soon as you can read well enough to understand the old-fashioned words. The little girls used to put shells in their hats for a sign they were on a pilgrimage, as the old pilgrims used to do; then they made journeys over the hill behind the house, and through the woods, and down the lanes; and when the pilgrimage was over they had apples and nuts to eat, in the happy land of home.

Louisa loved all these plays, and she made some of her own and wrote them down so that the children could act them.

But better than fun or writing Louisa loved her mother, and by and by, as the little girl began to grow into a big girl, she felt very sad to see her dear mother work so hard. She helped all she could with the housework, but nothing could really help the tired mother except money; she needed money for food and clothes, and someone grown up, to help in the house. But there never was enough money for these things, and Louisa's mother grew more and more weary, and sometimes ill. I cannot tell you how much Louisa suffered over this.

28 At last, as Louisa thought about it, she came to care more about helping her mother and her father and her sisters than about anything else in all the world. And she began to work very hard to earn money. She sewed for people, and when she was a little older she taught some little girls their lessons, and then she wrote stories for the papers. Every bit of money she earned, except what she had to use, she gave to her dear family. It helped very much, but it was so little that Louisa never felt as if she were doing anything.

Every year she grew more unselfish, and every year she worked harder. She liked writing stories best of all her work, but she did not get much money for them, and some people told her she was wasting her time.

At last, one day, a publisher asked Louisa, who was now a woman, to write a book for girls. Louisa was not very well, and she was very tired, but she always said, "I'll try," when she had a chance to work; so she said, "I'll try," to the publisher. When she thought about the book she remembered the good times she used to have with her sisters in the big, bare house in the country. And so she wrote a story and put all that in it; she put her dear mother and her wise father in it, and all the little sisters, and besides the jolly times and the plays, she put the sad, hard times in,—the work and worry and going without things.

CHARACTER THROUGH CLASSICS—EARLY READERS

When the book was written, she called it *Little Women*, and sent it to the publisher.

And, children, the little book made Louisa famous. It was so sweet and funny and sad and real,—like our own lives,—that everybody wanted to read it. Everybody bought it, and much money came from it. After so many years, little Louisa's wish came true: she bought a nice house for her family; she sent one of her sisters to Europe, to study; she gave her father books; but best of all, she was able to see to it that the beloved mother, so tired and so ill, could have rest and happiness. Never again did the dear mother have to do any hard work, and she had pretty things about her all the rest of her life.

Louisa Alcott, for that was Louisa's name, wrote many beautiful books after this, and she became one of the most famous women of America. But I think the most beautiful thing about her is what I have been telling you: that she loved her mother so well that she gave her whole life to make her happy.

VOCABULARY WORDS

Splendid: magnificent or very impressive; excellent.

Theatricals: dramatic performances or productions; plays.

Pilgrimage: a journey to a sacred place or a journey with a special purpose.

Trimmed: decorated or adorned; to make neat by cutting or arranging.

Splendid

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Theatricals

Pilgrimage

Trimmed

EARLY READERS

Narration Prompts:

- Why did the four little girls have such happy times even though they were poor?
- How did Louisa help her family as she grew older?
- Why did Louisa feel sad when she saw her mother working so hard?
- How did the book *Little Women* change Louisa's life and her family's life?

Draw the opening scene of this story as you imagine it.



31

Memory Verse Practice - Ephesians 6:1-3

Fill in the missing words.

_____, obey your _____ in the Lord, for this is right. "Honor your _____ and _____" (this is the first _____ with a _____),
"that it may go _____ with you
and that you may _____ in the land."

Recite your verse to a family member.

Family Manners

END OF SAMPLE

We hope you enjoyed these first lessons of *Character Through Classics*. The following Index of Titles lists all the classic excerpts used in the complete resource.

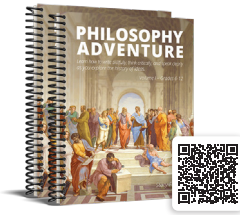
You'll also find a list of some of the character-building titles you will find in [our store](#).

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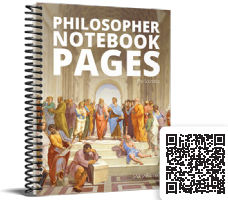
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2023 Homeschool Adventure Resources



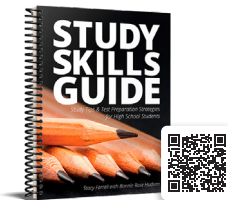
Philosophy Adventure is designed to help students 6th-12th grade cultivate and defend a biblical worldview by teaching them how to write skillfully, think critically, and speak articulately as they explore the history of ideas. If you need to teach advanced writing ... if you want your students equipped to discern truth ... if you wonder how to strengthen them academically ... **PHILOSOPHY ADVENTURE MAY BE YOUR SOLUTION!**



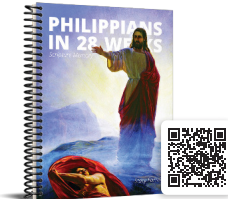
Do you have older students taking the *Philosophy Adventure*? You don't have to leave younger siblings behind! With coloring pages, copywork, maps, and more — **Philosopher Notebook Pages** makes it easy for young students to document their discoveries. **IT'S NEVER TOO EARLY TO INTRODUCE YOUR LITTLE ONES TO THE WORLD OF IDEAS!**



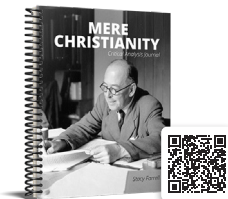
COMBAT A CULTURE OF RUDENESS WITH CLEAR ACTION STEPS & CHARACTER-BUILDING INSIGHTS. The *Good Manners Guide* contains 50+ pages of actionable strategies and thought-provoking lessons to help families display respect, kindness, self-control, and more in an increasingly godless culture.



DOES YOUR TEEN KNOW HOW TO STUDY? Approach study times strategically, and you will substantially increase your effectiveness. Relieve test anxiety with proven test-taking techniques. This newly revised edition of *Study Skills Guide* equips students with methods to organize their notes, maximize their study sessions, and boost their test performance.



WHAT IF YOU COULD MEMORIZE AN ENTIRE BOOK OF SCRIPTURE? *Philippians in 28 Weeks* contains 160+ pages filled with step-by-step memory work, copywork, journal questions, recitation charts, and more. *Philippians in 28 Weeks*—an easy way to memorize the entire book using a streamlined approach that eliminates overwhelm.



HAVE WE FORGOTTEN WHOSE WE ARE? In this "Age of Tolerance," Christians are in danger of forgetting (or never learning) what distinguishes a Christian worldview from other worldviews. The *Mere Christianity Critical Analysis Journal* is a powerful tool to strengthen critical thinking while cultivating a biblical worldview.



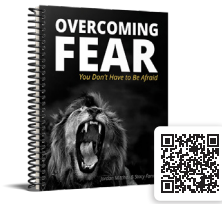
NOT FOR WOMEN ONLY. Don't let the title deceive you—this elegant fable is not for women only. It captivates boys and men as well. *The Wise Woman* enchants readers while it contrasts the ugliness of pride, selfishness and conceit with the beauty of humility, sacrifice, and compassion. It's an unforgettable family read-aloud (or an independent study for your teen.)



SAFEGUARD YOUR FAMILY AGAINST SOARING FOOD PRICES. Save money at the store by reviving the lost art of food storage and preservation with *Food Prep Guide*. It contains 150+ pages of tutorials, projects, stories, strategies, and more to help you prepare for lean seasons.



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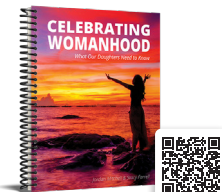
ARE YOUR CHILDREN FEARFUL? Do they struggle with the unknown? Are they scared of being alone? Frightened by creatures or storms? **Overcoming Fear** helps you expose and address fear at its root—and presents its remedy. **WATCH FEAR GIVE WAY TO FAITH AS YOU CULTIVATE A RIGHT VIEW OF GOD’S POWER, LOVE, AND SOVEREIGNTY!**



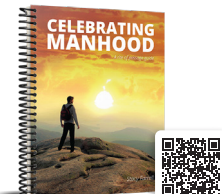
A STORY YOUR CHILDREN WILL NEVER FORGET! Embark on an exciting expedition through the jungles of Ecuador and relive the heroic story of Operation Auca. Learn how Jesus transformed a savage killer into a humble evangelist. **Walking with the Waodani** contains 90+ pages of culture, geography, agriculture and more for a complete unit study geared toward missions.



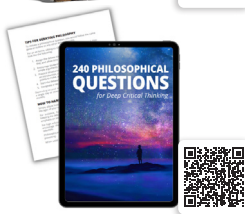
BRING JOY & EXCITEMENT TO YOUR STUDENT’S WRITING! Encourage even reluctant writers to write creatively with clear, step-by-step instructions & exciting prompts you’ll find inside **Creative Freewriting Adventure**. **NO PREP REQUIRED. Just grab a pen and paper, set the timer for 15 minutes, and WRITE!**



AWAKEN YOUR DAUGHTER TO THE NOBLE CALLING OF WOMANHOOD. Combat cultural lies as you cultivate a right view of her value and identity in Christ. **Celebrating Womanhood: What Our Daughters Need to Know** is a practical, Scripture-based examination of her role in God’s story.



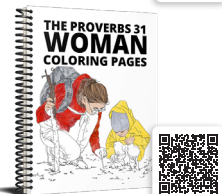
WELCOME YOUR SON TO THE WORLD OF MEN. Host a Special Rite-of-Passage Evening with a Step-by-Step Blueprint: **Celebrating Manhood**. Enjoy a simple way to mark this significant milestone—with everything you need for a night to remember.



EQUIP STUDENTS 6TH-12TH GRADE TO IDENTIFY DECEPTIVE LIES DISGUISED AS LOGIC. **240 Questions** is a gentle introduction to critical thinking where students explore important ideas from a variety of perspectives—always in pursuit of truth. (Available in digital format only.)



COMBAT A CULTURE OF RUDENESS WITH CLEAR ACTION STEPS & CHARACTER-BUILDING INSIGHTS. Help your children stand firm with love and kindness in a fallen world. **The Good Manners Course** contains video demonstrations, thought-provoking lessons, printables, quizzes, and more!



USE EVERY TOOL—EVEN COLORING PAGES—TO AFFIRM GOD’S TRUTH ABOUT WOMANHOOD. **The Proverbs 31 Woman Coloring Pages** can be used alone or as a companion to Celebrating Womanhood. Young ladies (and even adults!) will enjoy coloring while learning the qualities of a virtuous woman.



CELEBRATE MOTHERHOOD WITH A SWEET BEDTIME STORY. Child rearing is not only a work of love and a duty, but, as Rose Kennedy declared, it’s a profession as fully as interesting and challenging as any honorable profession in the world. It demands the best that we can bring to it. Tell your little ones how much you love being their mommy with our gift-quality hardcover, **I’d Rather Be Your Mommy**.



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