

# Quick Start Guide

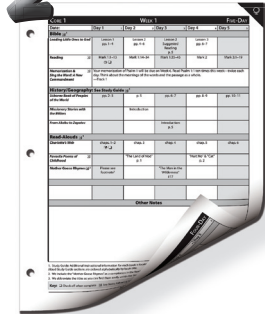
## Core Instructor's Guide: Levels K-2

### 1 Get to Know Your Instructor's Guide

Your Instructor's Guide (IG) gives you the structure and flexibility to teach your children with confidence. Before you dive into your new Sonlight materials, familiarize yourself with this vital tool. Remember that you are in control of your homeschool; the wealth of information in your IG is here to help you. Only you can decide the right pace for your family. Your IG is a tool to make your life easier as you shape your children's education.

Now let's take a look at your IG's contents, including the Schedule Pages, Notes, Study Guides, and Appendices.

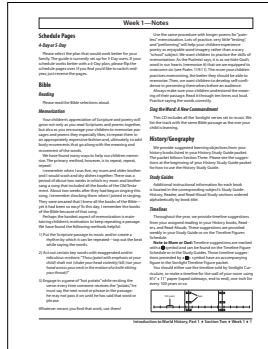
### 2 Plan Your Schedule and Use Your Notes



The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you. You can study every subject every day or focus

on one subject at a time. We do suggest that children learning to read practice their new skill daily.

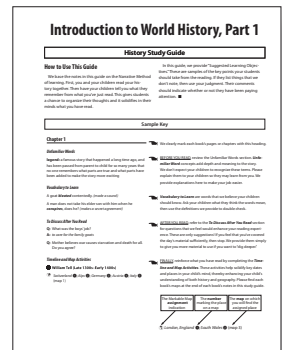
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



### 3 Find Help with Study Guides & Appendices

You have helpful Study Guides for most of the books you read. Find them after the large section of Schedule pages. The Study Guides feature vocabulary words, extra historical tidbits, and map and timeline activities to help solidify what your children are learning. The guides contain learning objectives and comprehension questions (with answers), so you can be sure your children understand what they read. They allow you to discuss the books your children read, even if you're unable to pre-read all of them. Especially if you're teaching more than one child, the Study Guides are indispensable.

Appendices have extra helps and resources (like field trip pages and phonics charts) to make your job easier.



### 4 Start Your Journey

Ready? Set? Go! Your Core IG lets you to teach well from the very first day. As you progress, adapt the curriculum to meet your needs. Need to go faster or slower? Need to use more/less than what we offer? Sonlight puts you in control of your homeschool journey and enables you to customize your children's educational experience. Our goal is to make your job easier, help you overcome obstacles, and protect your family's interests. Please contact us if we can help. Visit us at [www.sonlight.com/help](http://www.sonlight.com/help) or call (303) 730-6292.





## Subjects for Levels K-2

- **History & Geography:** Each Sonlight® Core centers on History. As children enjoy historical fiction and fascinating biographies, they learn about the key events and people that shaped our world. In particular, Sonlight features historical figures whose character and achievements we want children to emulate. Geography weaves naturally into the curriculum, giving context to the people and places you discover. As children study the past, they begin to shape their future.
- **Read Alouds and Readers:** The books you read aloud with your children and some of the books they read on their own intertwine with the History you're studying. As you build precious memories with your children and give them gripping books to read, they develop a true love of learning.
- **Bible:** Sonlight's Bible program combines daily scripture readings with supplemental materials that offer additional insight into the people, places, and events of the Bible. (Supplemental materials optional in K-5.)

## CORE 1

## WEEK 1

## FIVE-DAY





Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
Bible <sup>1</sup>					
Leading Little Ones to God	Lesson 1 pp. 1–4	Lesson 2 pp. 4–6	Lesson 2 Suggested Reading p. 5	Lesson 3 pp. 6–7	
Reading <sup>N</sup>	Mark 1:1–13  	Mark 1:14–34	Mark 1:35–45	Mark 2	Mark 3:1–19
Memorization & Sing the Word: A New Commandment <sup>N</sup>	Your memorization of Psalm 1 will be due on Week 6. Read Psalm 1:1 ten times this week—twice each day. Think about the meanings of the words and the passage as a whole. —Track 1				
History/Geography: See Study Guide <sup>N</sup> <sup>1</sup>					
Usborne Book of Peoples of the World	pp. 2–3	p. 5	pp. 6–7	pp. 8–9	pp. 10–11
Missionary Stories with the Millers		Introduction			
From Akebu to Zapotec			Introduction p. 5		
Read-Alouds <sup>N</sup> <sup>1</sup>					
Charlotte's Web	chaps. 1–2  	chap. 3	chap. 4	chap. 5	chap. 6
Favorite Poems of Childhood <sup>N</sup>		"The Land of Nod" p. 1		"Hurt No" & "Cat" p. 2	
Mother Goose Rhymes <sup>N</sup> <sup>2</sup>	Please see footnote <sup>3</sup>		"The Man in the Wilderness" #17		
Other Notes					

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

2. We include the "Mother Goose Rhymes" as a compilation in the Read-Aloud Study Guide. They are not sold as a separate book.

3. We abbreviate the titles so you can find them easily within the Study Guide and have extra room for notes.

**Key:** ☐ Check off when complete  See Notes following Schedule  Map Assignment  Timeline Figure in packet  Timeline Suggestion

CORE 1		WEEK 1			FOUR-DAY	
Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>	
Bible <sup>1</sup>						
Leading Little Ones to God	Lesson 1 pp. 1–4	Lesson 2 pp. 4–6	Lesson 2 Suggested Reading p. 5	Lesson 3 pp. 6–7		
Reading <sup>N</sup>	Mark 1:1–13  	Mark 1:14–34	Mark 1:35–45	Mark 2		
Memorization & Sing the Word: A New Commandment <sup>N</sup>	Your memorization of Psalm 1 will be due on Week 6. Read Psalm 1:1 ten times this week—twice each day. Think about the meanings of the words and the passage as a whole. —Track 1					
History/Geography: See Study Guide <sup>N</sup> <sup>1</sup>						
Usborne Book of Peoples of the World	pp. 2–3	p. 5	pp. 6–7	pp. 8–9		
Missionary Stories with the Millers		Introduction				
From Akebu to Zapotec			Introduction p. 5			
Read-Alouds <sup>N</sup> <sup>1</sup>						
Charlotte’s Web	chaps. 1–2  	chap. 3	chap. 4	chap. 5		
Favorite Poems of Childhood <sup>N</sup>		"The Land of Nod" p. 1		"Hurt No" & "Cat" p. 2		
Mother Goose Rhymes <sup>N</sup> <sup>2</sup>	Please see footnote <sup>3</sup>		"The Man in the Wilderness" #17			
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## Schedule Pages

### 4-Day or 5-Day

Please select the plan that would work better for your family. The guide is currently set up for 5-Day users. If your schedule works better with a 4-Day plan, please flip the schedule pages over. If you find you'd like to switch mid-year, just reverse the pages.

## Bible

### Reading

Please read the Bible selections aloud.

### Memorization

Your children's appreciation of Scripture and poetry will grow not only as you read Scriptures and poems together, but also as you encourage your children to memorize passages and poems they especially like, to repeat them in an appropriately expressive fashion and, ultimately, to add body movements that go along with the meaning and movement of the words.

We have found many ways to help our children memorize. The primary method, however, is to repeat, repeat, repeat!

I remember when I was five, my mom and older brother and I would wash and dry dishes together. There was a period of about two weeks in which my mom and brother sang a song that included all the books of the Old Testament. About two weeks after they had begun singing this song, I remember shocking them when I joined in singing. They were amazed that I knew all the books of the Bible—yet it had been so easy! To this day, I remember the books of the Bible because of that song.

Perhaps the hardest aspect of memorization is maintaining children's motivation to keep repeating a passage. We have found the following methods helpful:

- 1) Put the Scripture passage to music and/or create a rhythm by which it can be repeated—tap out the beat while saying the words.
- 2) Act out certain key words with exaggerated and/or ridiculous motions: "Thou (*point with emphasis at your child*) shalt not (*shake your head violently*) kill (*run your hand across your neck in the motion of a knife slitting your throat*)!"
- 3) Engage in a game of "hot potato" while reciting the verse: every time someone receives the "potato," he must say the next word or phrase in the passage; he may not pass it on until he has said that word or phrase.

Whatever means you find that work, use them!

Use the same procedure with longer poems for "painless" memorization. Lots of practice, very little "testing", and "performing" will help your children experience poetry as enjoyable word imagery rather than a scary "school" subject. We want children to practice the skills of memorization. As the Psalmist says, it is as we hide God's word in our hearts (memorize it) that we are equipped to overcome sin (see Psalm 119:11). The more your children practices memorizing, the better they should be able to memorize. Then, we want children to develop self-confidence in presenting themselves before an audience.

Always make sure your children understand the meaning of their passage. Read it through ten times out loud. Practice saying the words correctly.

### Sing the Word: A New Commandment

This CD includes all the Sonlight verses set to music. We list the track with the same Bible passage as the one your child is learning.

## History/Geography

We provide suggested learning objectives from your history books listed in your History Study Guide packet. The packet follows Section Three. Please see the suggestions at the beginning of your History Study Guide packet for how to use the History Study Guide.

### Study Guides

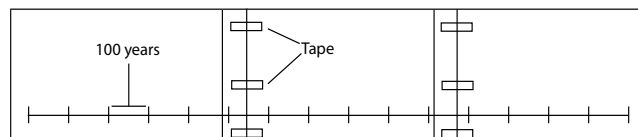
Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study sections ordered alphabetically by book title.

### Timelines

Throughout the year, we provide timeline suggestions from your assigned reading in your History books, Readers, and Read-Alouds. These suggestions are provided weekly in your Study Guide or on the Timeline Figures Schedule.

**Note to Mom or Dad:** Timeline suggestions are marked with a ☼ symbol and can be found on the Timeline Figure Schedule or in the Study Guides. Those timeline suggestions preceded by a ☼† symbol have an accompanying figure in the Sonlight Timeline Figure packet.

You should either use the timeline sold by Sonlight Curriculum, or make a timeline for the wall of your room using 8½" x 11" paper (taped sideways, end to end), one inch for every 100 years or so.



Timelines are helpful because not every book we read will be in chronological order. When we read them and mark dates on our timeline, we are better able to understand how events fit together: which things occurred at the same time, which things came first, and which things came later.

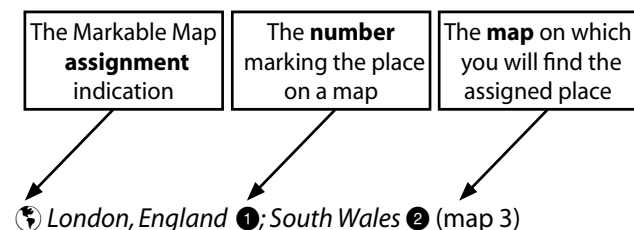
You may wish to use the figures we sell, or cut out a number of “people” from card stock or construction paper. Draw clothes on them to look like the characters you are studying, and paste them on the timeline in the right place.

Some people prefer a less graphic approach and simply use color markers, pens, and pencils to write on their timeline the names and dates of significant events, persons, etc.

Whatever method you use, we believe your children’s sense of history will be enhanced if you maintain this discipline throughout the year.

## Markable Maps

Sonlight’s geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your students the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned reading in the History and Read-Aloud Guides. Look for the 🌐 symbol on the schedule page. This will alert you to a map assignment at the beginning of that day’s Study Guide notes. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each book’s Study Guide. Then your children can note each location on your Markable Map using a washable pen. (We recommend Vis-a-Vis® pens. If you should accidentally use a non-washable marker, rubbing alcohol can remove those errant marks.)



## Read-Alouds

Each week you will have discussion questions and vocabulary development. Please see instructions at the beginning of your Read-Aloud packet for how to use your Read-Aloud Study Guide.

### Favorite Poems of Childhood

It takes practice to read poetry correctly. Except when reading nursery rhymes and silly songs, one should normally avoid letting the natural cadence of the rhyme control one’s reading pattern. Rather, you should read a poem for its sense: as if it were prose. Though this may feel a little awkward at first, you will find that it yields great benefits for the listener. Despite the initial feelings of awkwardness, the beauty of the language, the cadence, and the rhyme will all come through.

### Mother Goose Rhymes

The poems are listed in alphabetical order under the “Mother Goose Rhymes” heading in the Read-Aloud Study Guide. We abbreviate the titles so you can find them easily within the Study Guide and have extra room for notes. ■

CORE 1		WEEK 2			FIVE-DAY	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible <sup>1</sup>						
Leading Little Ones to God	Lesson 4 pp. 7–9	Lesson 4 Suggested Reading p. 8	Lesson 5 pp. 9–10	Lesson 5 Suggested Reading p. 10		
Reading	Mark 3:20–35	Mark 4:1–20	Mark 4:21–41	Mark 5:1–20	Mark 5:21–43	
Memorization & Sing the Word: A New Commandment	Psalm 1:1, 2 —Track 1					
History/Geography: See Study Guide <sup>1</sup>						
Usborne Book of Peoples of the World	pp. 12–13	pp. 14–15	pp. 16–17	pp. 18–19	pp. 20–21	
Missionary Stories with the Millers		chap. 1 🌐📖				
From Akebu to Zapotec			Akebu p. 6 Togo 🌐📖			
Read-Alouds <sup>1</sup>						
Charlotte’s Web	chap. 7	chap. 8	chap. 9 🌐📖	chap. 10	chap. 11	
Favorite Poems of Childhood		"I Love Little Pussy" p. 3		"Mary’s Lamb" pp. 4–5		
Mother Goose Rhymes			"A Week of Birthdays" #30			
Other Notes						

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

**Key:** ☐ Check off when complete ☐ See Notes following Schedule  Map Assignment  Timeline Figure in packet  Timeline Suggestion

CORE 1		WEEK 2			FOUR-DAY	
Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>	
Bible <sup>1</sup>						
Leading Little Ones to God	Lesson 4 pp. 7–9	Lesson 4 Suggested Reading p. 8	Lesson 5 pp. 9–10	Lesson 5 Suggested Reading p. 10		
Reading	Mark 3:1–19	Mark 3:20–35	Mark 4:1–20	Mark 4:21–41		
Memorization & Sing the Word: A New Commandment	Psalm 1:1, 2 —Track 1					
History/Geography: See Study Guide <sup>1</sup>						
Usborne Book of Peoples of the World	pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17		
Missionary Stories with the Millers		chap. 1 🌐📖				
From Akebu to Zapotec			Akebu p. 6 Togo 🌐📖			
Read-Alouds <sup>1</sup>						
Charlotte’s Web	chap. 6	chap. 7	chap. 8	chap. 9 🌐📖		
Favorite Poems of Childhood		"I Love Little Pussy" p. 3		"Mary’s Lamb" pp. 4–5		
Mother Goose Rhymes			"A Week of Birthdays" #30			
Other Notes						

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

**Key:** ☐ Check off when complete ☐ See Notes following Schedule  Map Assignment  Timeline Figure in packet  Timeline Suggestion

CORE 1

WEEK 3

FIVE-DAY

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	11	12	13	14	15
Bible <sup>1</sup>					
Leading Little Ones to God	Lesson 6 pp. 10–12	Lesson 7 pp. 13–15	Lesson 7 Suggested Reading p. 15	Lesson 8 pp. 15–16	
Reading	Mark 6:1–29	Mark 6:30–44	Mark 6:45–56	Mark 7:1–23	Mark 7:24–37
Memorization & Sing the Word: A New Commandment	Psalm 1:1–3 —Track 1				
History/Geography: See Study Guide <sup>1</sup>					
Usborne Book of Peoples of the World	pp. 22–23	pp. 24–25	pp. 26–27	pp. 28–29 (discuss 5 or 6 people groups)	pp. 30–31
Missionary Stories with the Millers		chap. 2 🌐📖			
From Akebu to Zapotec			Brokpa p. 7 Bhutan 🌐📖		
Read-Alouds <sup>1</sup>					
Charlotte's Web	chap. 12	chap. 13	chap. 14	chap. 15	chap. 16
Favorite Poems of Childhood		"Holding Hands" p. 6		"The Field Mouse" p. 7	
Mother Goose Rhymes			"Old King Cole" #20		
Other Notes					

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

**Key:**
☐ Check off when complete
 ☒ See Notes following Schedule
  Map Assignment
  Timeline Figure in packet
  Timeline Suggestion



## CORE 1

## WEEK 3

## FOUR-DAY

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible <sup>1</sup>					
Leading Little Ones to God	Lesson 6 pp. 10–12	Lesson 7 pp. 13–15	Lesson 7 Suggested Reading p. 15	Lesson 8 pp. 15–16	
Reading	Mark 5:1–20	Mark 5:21–43	Mark 6:1–29	Mark 6:30–44	
Memorization & Sing the Word: A New Commandment	Psalm 1:1–3 —Track 1				
History/Geography: See Study Guide <sup>1</sup>					
Usborne Book of Peoples of the World	pp. 18–19	pp. 20–21	pp. 22–23	pp. 24–25	
Missionary Stories with the Millers		chap. 2 🌐📖			
From Akebu to Zapotec			Brokpa p. 7 Bhutan 🌐📖		
Read-Alouds <sup>1</sup>					
Charlotte’s Web	chap. 10	chap. 11	chap. 12	chap. 13	
Favorite Poems of Childhood		"Holding Hands" p. 6		"The Field Mouse" p. 7	
Mother Goose Rhymes			"Old King Cole" #20		
Other Notes					

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**Key:** ☐ Check off when complete ☐ See Notes following Schedule  Map Assignment  Timeline Figure in packet  Timeline Suggestion

## From Akebu to Zapotec

p. 5

### ***To Discuss After You Read***

**Q:** Why did the author need to write a second book about Bible-less peoples?

**A:** *because young people prayed and now most of the people groups in the first book have some part of the Bible in their own language*

**Q:** Why do we ask you to pray throughout the year?

**A:** *so all the peoples of the earth will hear about and come to Jesus*

### ***Timeline and Map Activities***

🌐 *Togo; Bhutan; Vietnam; China; Papua New Guinea; Chad; Senegal; India; Colombia; Sudan; Ivory Coast; Ethiopia; Malaysia; Nigeria; Indonesia; Thailand; Peru; Nepal; Tanzania; Algeria; Micronesia; Myanmar; Mexico (Use the map on page 4 of From Akebu to Zapotec to locate these countries on your Markable Map as you go through the book.) ■*

# Missionary Stories with the Millers

## Introduction

Exposure to one Bible was all it took to change the people in a village in Africa.

The money given by Laura and her family was used by Bible Mission to provide Bibles for people who need to hear about God.

When Laura gave all of the money in her piggy-bank, she set an example for her family about how to give to others.

There is a concern in the introduction that on page 7 the author states the people of the African village were “poor, mean, and dirty.” Unfortunately, the author does not explain why the people were poor, mean, and dirty, except that they were African.

While a reader can only guess what these particular Africans were like or why they were that way, this example proves it is important to watch for and consider a writer’s bias. You should consider the opinions and experience of the author and why she would choose to say that.

Please do not conclude (or suggest to your children) that all Africans are poor, mean, and dirty from this one passage. That is far from true.

**Note to Mom or Dad:** Concerning the content of this book, one customer commented:

Chapter 1 is about missionaries in Congo barely escaping with their lives. (And mentions the many who did not.) It is very dramatic. I had to skip large sections of it.

The rest of the book is fine, in fact very nice.

Please take this missionary’s words to heart and preview the book before reading it aloud with your children.

## Chapter 1

In 1964, civil war broke out in Congo, Central Africa. The rebellion was led by a group called the Simbas (Swahili for Lions).

Many brave missionaries, like the Eichers, worked in the Congo. They brought the Gospel to the Congolese.

The missionaries faced great danger, but the Lord was with them.

Although more than 100 missionaries died, the Lord kept Mr. and Mrs. Eicher, and many other missionaries, safe.

The Eichers were not afraid when the rebels threatened them, because they knew the Lord was with them.

### Timeline and Map Activities

🌐 Congo (Central Africa) ❶ (map 4)

## Chapter 2

It is common for Egyptian postal workers to steal mail that comes from America.

Even though Ramsey did something wrong, God used the Bible Ramsey stole to show him the truth about God.

By the time Ramsey finished reading the Gospels, he believed the story of Jesus.

Ramsey learned from the book of Acts that in order to be saved, he needed to believe in Jesus and repent of his sins.

Egypt is a country in North Africa, with a population of approximately 55 million. Most of the people follow Islam and need to hear about Jesus.

### Timeline and Map Activities

🌐 Egypt ❷ (map 4)

## Chapter 3

In the 1940s, Japan and China were at war. Many people in northern China crossed the Yellow River to find safety.

Gladys Aylward, a Christian missionary who went by the name of Ai-weh-deh, worked with orphans in China.

When the children and Ai-weh-deh were waiting on the river bank for a ferry to help them cross, Little Sualan and Ai-weh-deh talked about how God opened the Red Sea for Moses and the Israelites.

Little Sualan reminded Ai-weh-deh that, even though she was not Moses, God was still God.

God sent Chinese soldiers to help the group across the river.

### Timeline and Map Activities

🌐 Japan ❶; China ❷; Yellow River (Huang He River) ❸ (map 3)

## Chapter 4

David Livingstone was originally from Scotland. He went to Africa as a missionary pioneer and explorer.

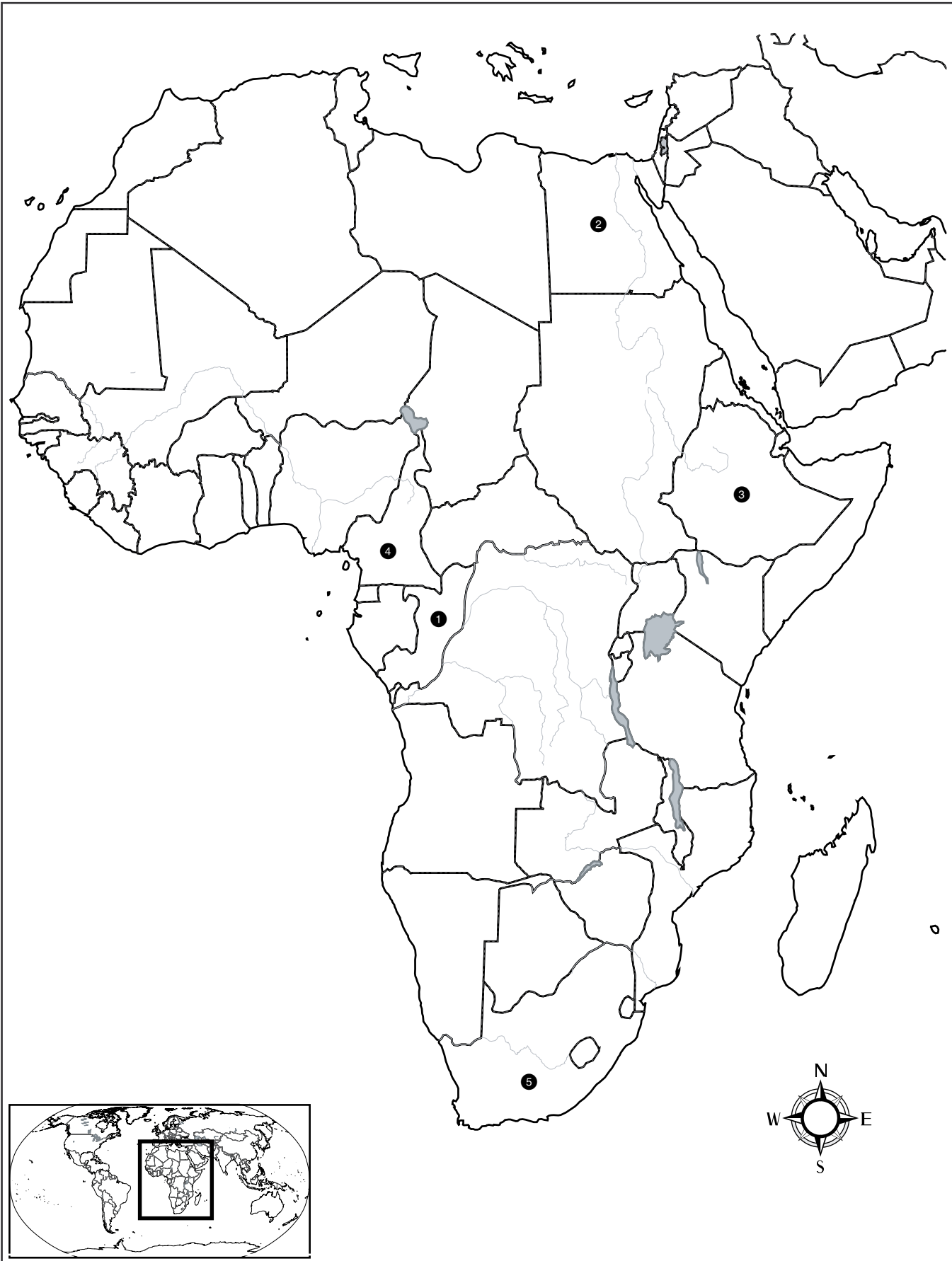
Chief Sechele sent for Dr. Livingstone when the witch doctor was unable to heal the Chief’s daughter.

The Lord used Dr. Livingstone’s skills to save the Chief’s daughter from appendicitis.

Dr. Livingstone trusted the Lord to heal the Chief’s daughter, because the Lord had healed him after he was attacked by a lion.

Because his daughter survived, the Chief was willing to hear about God.

## Missionary Stories with the Millers - Map 4



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## Peoples and Their Countries

### pp. 2–3

There are over 150 countries in the world.

Every country has its own government, flag, money, customs, and beliefs.

There are many languages spoken around the world. In some countries, several languages are spoken.

People who travel from one country to another need a passport, which identifies what country they are from, and sometimes a special visa.

People who belong to tribes often have different customs and languages than those of the country they live in.

Most people in industrialized countries work in factories or offices.

## Peoples' Ancestors

### pp. 4–5

**Note to Mom or Dad:** This section presents an evolutionary view of how people have developed.

Proponents believe that, a long time ago, people used to eat bugs and berries and hunt small animals. With that passing of time, these people learned to make weapons and tools that allowed them to hunt large animals. Finally, people learned how to plant and farm their own food.

**Note to Mom or Dad:** There are people groups today who live in this manner.

People belong to the species group called *homo sapiens*.

## Language and Writing

### pp. 6–7

There are over 4,000 languages spoken in the world.

Some people speak a different version of the same language. These different versions are called dialects.

Every language belongs to a particular language family.

In some languages, words are made from letters of an alphabet. In others, like Chinese, words are made of characters, which stand for words or parts of words.

There are some languages that don't have a written form.

The numbers that we use are called Arabic numerals. They got their name because they were developed from numbers used by the Arabs 1,000 years ago.

## Money

### pp. 8–9

Every country has its own form of currency (money). (Some countries use the same name for their currency. i.e. the US and Australia both use a dollar.)

Most currencies are made of coins and notes (paper bills).

Shopping can be different in different countries. In some countries, stores set the price. While in others, people bargain or barter (a form of trading) for what they want.

## Food and Cooking

### pp. 10–11

Some people belong to a religion that follows a list of foods they can or cannot eat.

For some people, starvation is a severe problem. Floods and droughts, poverty, and war prevent many people from getting enough food.

## Clothes

### pp. 12–13

Some people wear traditional clothing—traditional clothes are made in a style to suit the climate of the country.

Some people wear western-styled clothes. In some countries where traditional clothes are common, western-styled clothing is becoming more popular among young people.

In some countries, what you wear, or how you dress, has a special meaning.

## Hair, Jewelry, and Make-Up

### pp. 14–15

People use hairstyles, jewelry, and body paint to decorate, their bodies.

People of different races have different types of hair.

For some people, the type of jewelry they wear, the way they paint their face, or the way they style their hair has a special meaning.

## Crafts

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### pp. 16–17

There are many kinds of crafts—weaving, pottery, carving, bark painting, and batik.

Different people groups specialize in different crafts. For example, Australian Aboriginals are known for their bark paintings.

## Beliefs

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### pp. 18–19

Many tribes have their own religions that are different from the main world religions.

People from tribes have many traditions they follow to please or frighten away evil spirits.

Some people believe that charms will protect them from bad luck and illness.

## World Religions

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### pp. 20–23

**Note to Mom or Dad:** This section of the book does not necessarily *accurately* represent the beliefs of the major world religions. You may need to “re-word” some statements for your child.

People who follow Judaism are called Jews.

Jews worship God in a synagogue.

Christians believe Jesus Christ is the son of God.

Christians worship God in churches.

People who believe in the religion of Islam are called Muslims. Islam is the main religion of Arab countries.

Muslims believe in Allah (God) and worship in a mosque.

Buddhists visit shrines where they make offerings and meditate on Buddha’s teachings.

Hindus worship many gods. Most Hindus live in India.

Hindus believe that when they die, they will be re-born as another person until they are good enough to go live with their god.

Hindus believe people are born into a certain social class called castes.

Sikhism is another religion that began in India. Sikhs believe the caste system is wrong and that there is only one god.

Sikh leaders are called gurus.

Shinto is an ancient religion practiced in Japan.

Followers of Shinto worship spirits at shrines.

## Celebrations and Festivals

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### pp. 24–25

The United States celebrates New Year’s Day on January 1st. However, because some people use a different system to set their calendar, they celebrate the New Year on a different day.

In most countries, festivals and celebrations are set to celebrate special religious events or special days in history.

Many countries have different traditions and customs for celebrating the same holiday or event.

## Music and Dancing

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### pp. 26–27

In Europe and America, dances that have been passed down from one generation to the next are called folk dances.

Many countries have traditional dances. In many cases, these dances often tell a story.

Most traditional dances are accompanied by music made on traditional instruments from that country. ■

# Charlotte's Web

**Note to Mom or Dad:** Explain that the chapter numbers are Roman numerals and have your child read the numbers.

## Chapter 1

### Unfamiliar Words

**runty:** a small and weak animal that will never amount to anything and will require much extra work, therefore farmers usually kill them.

### Vocabulary to Learn

"He's yours," said Mr. Arable. "Saved from an **untimely** death." (a death that is too early)

### To Discuss After You Read

**Q:** How did the Arables heat their house?

**A:** a wood stove

**Q:** Was Avery "heavily armed"?

**A:** no—the things he carried couldn't do much damage; an air rifle makes noise and looks impressive and a wooden dagger can hardly break the skin

**Q:** What does the father mean when he says, "Fern is ... trying to rid the world of injustice"?

**A:** the injustice is killing babies because they are too small, something that the small pig had no control over

### Timeline and Map Activities

🌐 Harrisburg, Pennsylvania ① (map 1)

Harrisburg is the capital of Pennsylvania

What is the capital of your state?

What is the capital of your country?

## Chapter 2

### To Discuss After You Read

**Q:** What was Wilbur's food?

**A:** warm milk; at five weeks he also ate scraps of food

**Q:** Why did Wilbur have to be sold?

**A:** he was getting too big and needed too much food

**Q:** Describe how Wilbur stayed warm at night in his pen out of doors.

**A:** he would tunnel into the hay with his snout and sleep completely covered

## Chapter 3

### Unfamiliar Words

**onomatopoeic:** a word that sounds like the action or the thing to which it refers; the word "slop" [or "slops"]

sounds sloppy! and the word "buzz" sounds like what it refers to ... . Can you think of some onomatopoeic words?

### Vocabulary to Learn

It was full of all sorts of things that you find in barns: ladders, grindstones, pitch forks, monkey wrenches, **scythes**, and lawn mowers. (a tool with a long curving blade used for cutting grass or grain by hand)

Poor Wilbur was dazed and frightened by this **hullabaloo**. (a loud noise or uproar)

### To Discuss After You Read

**Q:** How and why does Wilbur escape?

**A:** he is bored with his small world and manages to squeeze out through a loose board

**Q:** What are slops?

**A:** inedible human food, left-overs that make great pig food; the word slops is also onomatopoeic

**Q:** Describe Zuckerman's barn.

**A:** large, old, and full of many different smells

## Chapter 4

### Unfamiliar Words

**downspouts:** pipes to drain water from a rooftop to the ground. 🏠

**provender:** dry food for livestock.

**thistle:** prickly, weedy plant with purple flower heads.

### To Discuss After You Read

**Q:** Does Wilbur have a good argument when he challenges the lamb who claims Wilbur is less than nothing?

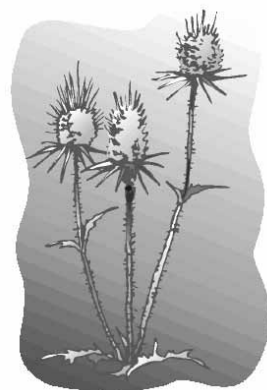
**A:** yes, you can't be less than nothing

**Q:** What does Wilbur want more than food, more than anything?

**A:** a friend

**Q:** What are thistles and pigweed?

**A:** weedy plants having prickly leaves and variously colored flower heads surrounded by prickly bracts; a weed that has small greenish flowers



## Chapter 5

### Vocabulary to Learn

Charlotte is fierce, brutal, **scheming**, bloodthirsty—everything I don't like. (*making sly plans*)

Underneath her rather bold and cruel **exterior**, she had a kind heart, and she was to prove loyal and true to the very end. (*outside*)

### To Discuss After You Read

**Q:** According to the author, when is it hard to sleep?

**A:** *when your stomach is empty and your mind is full*

**Q:** What do spiders eat?

**A:** *flies, bugs, grasshoppers, gnats, midges, daddy longlegs, centipedes, mosquitoes, and crickets*

**Q:** How does Charlotte justify catching bugs to eat?

**A:** *no one feeds her, so she must take care of herself, and if she didn't rid the world of some bugs, the world would be overrun with the creatures*

**Q:** Describe Charlotte and then describe how she catches her food and eats.

**A:** *she catches them in her web, wraps them in silk, then sucks out their insides*

**Q:** How long does it take to hatch a chicken egg?

**A:** *21 days*

**Q:** How long does it take to hatch a goose egg?

**A:** *30 days*

**Q:** How long does it take to hatch an ostrich egg?

**A:** *5-6 weeks*

**Q:** Does the size of the animal being hatched seem to affect the length of time needed to hatch?

**A:** *generally, yes*

## Chapter 6

### Unfamiliar Words

**lilacs:** a fragrant flower that grows on a shrub; usually purple or white.

**trout:** a freshwater game fish.

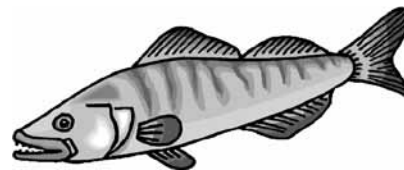
**hoisted:** raised or lifted.

**timothy:** a coarse grass that is used as animal feed—named after Timothy Hanson, an American farmer who cultivated it in the early 18th century.

**interlude:** a short break, pause.



**lilacs**



**trout**



**sparrow**



**phoebe**



**swallow**

### Vocabulary to Learn

"I am sure," she said, "that every one of us here will be **gratified** to learn that after four weeks of **unremitting** effort and patience on the part of our friend the goose, she now has something to show for it." (**gratified:** *pleased*; **unremitting:** *constant, not slackening*)

The rat had no morals, no conscience, no **scruples**, no consideration, no decency, no milk of rodent kindness, no **compunctions**, no higher feeling, no friendliness, no anything. (*both **scruples** and **compunctions** mean feelings of guilt from doing wrong*)

"But, my friends, if that ancient egg ever breaks, this barn will be **untenable**." (*not fit to be lived in*)

He pushed and nudged till he succeeded in rolling it to his **lair** under the trough. (*den of a wild animal*)

### To Discuss After You Read

**Q:** Why don't the geese trust the rat?

**A:** *he had no morals to keep him doing right, he would kill a gosling if he could get away with it*



## Chapter 7

### Vocabulary to Learn

I always give them an **anesthetic** so they won't feel pain.  
(a substance that produces a loss of feeling)

Stop your crying! I can't stand **hysterics**. (a fit of uncontrollable laughter or weeping)

### To Discuss After You Read

**Q:** What conspiracy is everyone on the farm in on?

**A:** to kill the yearly pig for ham and bacon

**Q:** What does Charlotte promise?

**A:** to save Wilbur's life

**Q:** Look up these songbirds: sparrow, phoebe, and swallow.

## Chapter 8

### To Discuss After You Read

**Q:** Why does Mrs. Arable worry about Fern?

**A:** she is convinced that animals can't talk and when she hears of animals conversing, she thinks Fern might be going crazy

**Q:** Is Mr. Arable worried? Why or why not?

**A:** no; he thinks Fern may just have sharper hearing than adults and he knows she has a great imagination

## Chapter 9

### Unfamiliar Words

**spinnerets:** the organs which a spider uses to spin the thread for its web.

**troupe:** a group of traveling performers.

### To Discuss After You Read

**Q:** Is bridge-building a good example of human weaving? Why or why not?

**Q:** Describe a spider's leg.

**A:** a spider's leg is hairy and has seven sections: *coax*, *trochanter*, *femur*, *patella*, *tibia*, *metatarsus*, and *tarsus*.

**Note to Mom or Dad:** Explain to your child that humans have some of the same names for the bones in our legs—

**femur** is the upper leg bone, **tibia** is one of the two lower leg bones, the **patella** is the knee cap, the **metatarsals** are the foot bones, and the **phalanges** are the toe [or finger] bones

**Q:** Describe how a spider makes a web.

**A:** she climbs to the highest place she can get, makes an attachment with her spinnerets, hurls herself into space, and lets out a dragline as she goes down

**Q:** What are beechnuts, truffles, and sweet peas? 📖

**A:** beechnuts are the nuts from a beech tree, truffles are edible mushrooms that grow underground, and sweet peas are fragrant vine-like perennial flowers

### Timeline and Map Assignments

📍 **Queensborough Bridge** : (also known as the 59th Street Bridge in New York City, NY, it was built in 1909 and connects midtown Manhattan with Queens) ② (map 1)

## Chapter 10

### Vocabulary to Learn

"I was just thinking," said the spider, "that people are very **gullible**." (easily deceived or cheated)

"It pays to save things," he said in his **surly** voice. (grouchy)

After a while she **bestirred** herself. (roused, became active)

### To Discuss After You Read

**Q:** Why was Charlotte naturally patient?

**A:** she didn't run around to get her food, she waited for it to come to her; so she figured that if she was patient, an idea would come to her

**Q:** Do you think Charlotte is smart? Why or why not?

**A:** she has an amazing vocabulary, and is very observant—so, yes, I think she is smart

**Q:** Why had no children fallen from the Zuckermans' swing?

**A:** children always hang on tighter than their mothers think they will

**Q:** Describe how Charlotte is saved from Avery.

**A:** when Avery was going to get Charlotte he tripped over Wilbur's trough and smashed the rotten goose egg that was underneath. The smell was so bad that he ran away

## Chapter 11

### Unfamiliar Words

**These cars were in production**

**Studebakers:** early 1900s until 1964.

**Packards:** 1899 until 1950s.

**De Sotos:** 1927 until 1961.

**gyromatic:** a type of automatic transmission.

### To Discuss After You Read

**Q:** What do the Zuckermans figure has happened to put writing in a spider web?

**A:** a miracle to announce what a wonderful pig they have

**Q:** How does the minister apply the words in the spider web? Is this a good application?

**A:** he says that we must always be on the lookout for wonders

## Chapter 12

### Unfamiliar Words

**idiosyncrasy:** an odd or unusual behavior.

**acrobat:** one who is skilled at balancing or gymnastics.

**baser:** inferior, lower class.

**sensational:** spectacular, wonderful.

**gander:** an adult male goose.

### To Discuss After You Read

**Q:** Why does Charlotte think it doesn't matter if what is written in the web is true?

**A:** *people believe what they read in print whether or not it is true*

**Q:** Do you think what Charlotte thinks is correct? Why or why not?

**A:** *some people do seem to believe anything they read; other people have learned to think for themselves and not just accept everything anyone tells them*

**Q:** How is Templeton persuaded to collect advertisements from the dump?

**A:** *he needs Wilbur's food to stay alive; if Wilbur dies, his food source will disappear as well*

**Q:** Does the gander spell *terrific* correctly?

**A:** *no, he put in too many letters—TEERRIIFFIICCCCC*

**Q:** What is St. Vitus's Dance?

**A:** *also known as chorea: a nervous disorder that causes spasmodic movements of limbs and facial muscles and by incoordination*

## Chapter 13

### Unfamiliar Words

**aeronaut:** one that operates or travels in an airship or balloon.

**dung:** manure.

**orb:** something circular.

**radial:** issuing in rays. Thus the orb lines are the circular lines of a web, the radial are the ones extending outward from the center.

**alders:** a type of bush or tree in the birch family.

### To Discuss After You Read

**Q:** What does "with new radiant action" mean?

**A:** *it's an advertising slogan, probably for laundry detergent, that means it contains an ingredient that will make things [clothes] brighter*

**Q:** Do you have any cousins who have done amazing things like Charlotte's cousins have done?

**Q:** Describe how Charlotte forms the word *terrific*.

**A:** *she climbed to the top left of her web. She attached a thread and then dropped down, letting out a thread as she dropped. At the bottom she attached the thread. This formed the upright part of the T. She repeated the action to form a double line. Then she moved over about an inch to the left and carried a line across to the right to make the top of the T. As she formed each letter she talked to herself. When she finished she was hungry so she ate a bug, and then went to sleep*

**Q:** Describe some of the changes that happen in Wilbur's life as a result of being famous. Were all of them good or pleasant?

**A:** *his feedings were increased from three meals a day to four meals a day. He got clean, bright straw every day for his bedding instead of cow manure; on the negative side, many people came to gawk at him*

## Chapter 14

### Vocabulary to Learn

It is a very **sociable** place. Not at all lonely. (*conducive to friendliness or pleasant social relations*)

People are **incessant** talkers—I can give you my word on that. (*continuing or following without interruption: unceasing*)

### To Discuss After You Read

**Q:** Why does the doctor think that a spider making a web is miraculous?

**A:** *no one teaches spiders how to spin; they do it "naturally"*

**Q:** What is the doctor's opinion of Henry Fussy?

**A:** *spiders and pigs are fully as interesting as he is*

**Q:** Do you think the doctor gave good advice?

## Chapter 15

### Unfamiliar Words

**versatile:** able to do many different things.

### Vocabulary to Learn

They sang the song of summer's ending, a sad, **monotonous** song. (*having no variety, repetitious*)

I shall find it **inconvenient** to leave home, even for a few days. (*not easy or comfortable*)

### To Discuss After You Read

**Q:** How does everyone know that summer is over?

**A:** *from the song of the crickets*

**Q:** What are crickets? How do they differ from grass-hoppers?

**A:** *a cricket is a jumping insect; their wings lie flat on their back or are wingless; and their antennae are longer than their bodies; grasshoppers have short antennae, and a*

short ouipositor [egg laying organ], whereas both of these features on a cricket are long; male crickets rub their wings together to make the chirping noise they're known for, and male grasshoppers rub their legs together to make their song

## Chapter 16

### Unfamiliar Words

**sponge bath:** a bath in which a person washes his body with a wet sponge or washcloth instead of getting into a bathtub or shower.

**buttermilk:** milk that remains after cream has been churned into butter. Here's a fun activity to try: Buy a small carton of heavy whipping cream. Put it into a quart jar. Have everyone take turns shaking it. [It always seems like this takes longer than it should!] Continue shaking it until a lump of butter forms in the middle. Pour the contents into a bowl. Lift out the lump of butter. The milk remaining is buttermilk! Taste it! You may not care for it to drink, but it's good as an ingredient in biscuits or pancakes. Rinse the lump of butter under cold running water until the water runs clear. Mash it with a spoon as you're rinsing to get all the buttermilk out. Add a little salt. Spread some on a piece of bread or a cracker. Does it taste like the butter you're used to? It may not, if you usually eat margarine.

**trotters:** a standardbred horse trained for or used in harness racing.

**pacers:** a horse with a lateral gait.

**"appetizing yarn":** a story that is appealing.

**veritable:** true, real.

**tussle:** struggle.

**pumpled:** pounded on.

**lacerated:** cut or torn.

**scarred:** marked, disfigured.

### To Discuss After You Read

**Q:** Why did Fern put on her prettiest dress?

**A:** *she knew she would see boys at the fair*

**Q:** Why does Mrs. Zuckerman give Wilbur a buttermilk bath?

**A:** *to make him clean for the fair*

**Q:** How does the old sheep convince Templeton to go to the fair?

**A:** *she says it's a rat's paradise*

**Q:** Why does Charlotte decide to go to the fair?

**A:** *Wilbur might need her*

**Q:** Why is Charlotte unsure that she can go to the fair?

**A:** *she needs to build an egg sac and fill it with eggs*

**Q:** Why does Wilbur want to go to the fair?

**A:** *if he can win some prize money, he is sure Zuckerman will let him live*

## Chapter 17

### Vocabulary to Learn

He is too **familiar**, too noisy, and he cracks weak jokes. ([in this context] *overly free and unrestrained: presumptuous*)

She looked rather swollen and she seemed **listless**. (*quiet, with little energy*)

### To Discuss After You Read

**Q:** Did Mr. Arable give the children the same amount of money to spend?

**A:** *yes*

**Q:** How much did he give each?

**A:** *70 cents*

**Q:** When Uncle the pig says, "Yes, I'm a spring pig and not a spring chicken," what does he mean?

**A:** *a spring pig is a pig born in the spring and a spring chicken is slang for someone who looks young*

**Q:** Why will Uncle be hard to beat?

**A:** *his weight and his size are impressive*

## Chapter 18

### Unfamiliar Words

**"magnum opus":** Latin for great work.

**schemer:** one who plans a mild mischief.

### To Discuss After You Read

**Q:** Why is humble the perfect word for Wilbur?

**A:** *it means not proud and low to the ground—and it puts him in nice contrast with the big pig next door*

**Q:** What does the rat mean when he says to Charlotte: "fare thee well"?

**A:** *be successful*

## Chapter 19

### Unfamiliar Words

**languishing:** becoming weak, losing strength.

**carousing:** rowdy merrymaking.

**gorge:** time of overeating.

**acute:** severe.

**dopey:** stupid, mentally dull.

### To Discuss After You Read

**Q:** How many eggs did Charlotte lay?

**A:** *514*

# Charlotte's Web - Map 1

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### 17. *The Man in the Wilderness*

The man in the wilderness asked me  
How many strawberries grew in the sea.  
I answered him as I thought good,  
As many as red herrings grew in the wood.

### 18. *March Winds*

March winds and April showers  
Bring forth May flowers.

### 19. *Miss Muffet*

Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey;  
There came a big spider,  
And sat down beside her,  
And frightened Miss Muffet away.

### 20. *Old King Cole*

Old King Cole was a merry old soul,  
And a merry old soul was he;  
He called for his pipe, he called for his bowl,  
And he called for his fiddlers three!  
And every fiddler, he had a fine fiddle,  
And a very fine fiddle had he.  
"Twee tweedle dee, tweedle dee," went the fiddlers.  
Oh, there's none so rare as can compare  
With King Cole and his fiddlers three.

### 21. *Peter Piper*

Peter Piper picked a peck of pickled peppers;  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper  
picked?

### 22. *The Pumpkin-Eater*

Peter, Peter, pumpkin-eater,  
Had a wife and couldn't keep her;  
He put her in a pumpkin shell,  
And there he kept her very well.

### 23. *Rain*

Rain, rain, go away,  
Come again another day;  
Little Johnny wants to play.

### 24. *Simple Simon*

Simple Simon met a pieman,  
Going to the fair;  
Says Simple Simon to the pieman,  
"Let me taste your ware."

Says the pieman to Simple Simon,  
"Show me first your penny,"  
Says Simple Simon to the pieman,  
"Indeed, I have not any."  
Simple Simon went a-fishing  
For to catch a whale;  
All the water he could find  
Was in his mother's pail!  
Simple Simon went to look  
If plums grew on a thistle;  
He pricked his fingers very much,  
Which made poor Simon whistle.  
He went to catch a dicky bird,  
And thought he could not fail,  
Because he had a little salt,  
To put upon its tail.  
He went for water with a sieve,  
But soon it ran all through;  
And now poor Simple Simon  
Bids you all adieu.

### 25. *The Tarts*

The Queen of Hearts,  
She made some tarts,  
All on a summer's day;  
The Knave of Hearts,  
He stole the tarts,  
And took them clean away.  
The King of Hearts  
Called for the tarts,  
And beat the Knave full sore;  
The Knave of Hearts  
Brought back the tarts,  
And vowed he'd steal no more.

### 26. *The Ten O'Clock Scholar*

A diller, a dollar, a ten o'clock scholar!  
What makes you come so soon?  
You used to come at ten o'clock,  
But now you come at noon.

### 27. *Thirty Days Hath September*

Thirty days hath September,  
April, June, and November;  
February has twenty-eight alone,  
All the rest have thirty-one,  
Excepting leap-year, that's the time  
When February's days are twenty-nine.

### 28. *Three Blind Mice*

Three blind mice! See how they run!  
They all ran after the farmer's wife,  
Who cut off their tails with a carving knife.  
Did you ever see such a thing in your life  
As three blind mice?

### **29. *Tommy Tittlemouse***

Little Tommy Tittlemouse  
Lived in a little house;  
He caught fishes  
In other men's ditches.

### **30. *A Week of Birthdays***

Monday's child is fair of face,  
Tuesday's child is full of grace,  
Wednesday's child is full of woe,  
Thursday's child has far to go,  
Friday's child is loving and giving,  
Saturday's child works hard for its living,  
But the child that's born on the Sabbath day  
Is bonny and blithe, and good and gay.

### **31. *What Are Little Boys Made Of?***

What are little boys made of, made of?  
What are little boys made of?  
"Snaps and snails, and puppy-dogs' tails;  
And that's what little boys are made of."  
What are little girls made of, made of?  
What are little girls made of?  
"Sugar and spice, and all that's nice;  
And that's what little girls are made of." ■