

Instructor's Guide Quick Start

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

4 Colored Maps

Colorful maps, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



4-Day and 5-Day Schedule Options

The same schedule pages include both 4-Day and 5-Day options. If you're following the 4-Day schedule, simply skip Day 5 or take a look for some optional activities that appear on Day 5.

To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know your children comprehend the material.

To Discuss After You Read
When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
A suggestions: white and dark meat (chicken); green beans; yellow beans; yellow tomatoes; yellow squash; dark

Vocabulary

orphan: a child whose parents are dead.
children's home: an orphanage

Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plain which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on floods.

Section Three
Instructor's Guide Resources

Section Four
New User Information

Instructor's Guide Resources and New User Information


Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.



CORE D+E & LA D+E		WEEK 1			SCHEDULE
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
Starting Strong	"One of a Kind" pp. 7–11 & chap. 1				
Student Reading	Luke 5:1–11	Matthew 4:18–22	Mark 1:14–20	John 1:35–51	John 6:35–69
Parent Reading	Matthew 1	Matthew 2	Matthew 3	Matthew 4	Matthew 5:1–26
American Indian Prayer Guide—Maya	Day 1 p. 9	Day 2 pp. 9–10	Day 3 pp. 10–11	Day 4 p. 11	Day 5 p. 12
Memorization	Matthew 4:4				
History/Geography					
The Story of the USA, Book 1	chap. 1 Exercises A & E	chap. 2 Exercises A & E 🕒			
Pedro's Journal			Aug. 3–Sept. 10 🕒 ⬆️ 🌐	Sept. 13–Oct. 5	Oct. 7–Oct. 16 🌐
Wee Sing America	"The Stars and Stripes Forever" p. 12.				
Read-Alouds					
Walk the World's Rim	Preface & chap. 1 🕒 🌐	chap. 2	chap. 3	chap. 4	chap. 5
Oxford Illustrated Book of American Children's Poems		p. 8		p. 9	
Readers					
Om-kas-toe	chap. 1 🕒	chap. 2	chap. 3	chap. 4 🌐	chap. 5
Other Subjects (Math, Science, etc)					

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SCHEDULE CONTINUED		WEEK 1			LANGUAGE ARTS D+E	
Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 4	Exercise 1A		Exercise 1B	Exercise 1C		
Creative Expression						
	A: Dictation Passage 	B: Dictation Application	C: In A Nutshell	D: Book Commercial	5-Day: Dictation	
Electives						
Other Notes						
All Optional assignments are not included in the Core Package. Optional books are sold separately.						

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Day 1

Bible

Our goal by scheduling daily student readings in the Bible is to encourage the good discipline of a daily quiet time. We trust that as you, the student, get used to reading daily, you will build this good habit in your life.

Parents Note: When the schedule says “Parent Reading,” our desire is that you will read the scheduled passages together with your children. Read the Bible passage first and then your other Read-Alouds. Enjoy getting to know this great story!

Students: This week you’ll meet Peter, a fisherman called by Jesus, in *Starting Strong: One of a Kind*. You’ll also read about Jesus, calling other disciples, and how Christ is the “bread of life.”

Parents: We schedule Gospel readings each year to help families grow in the knowledge and love of Jesus and his story. As you and your children make your way through the Gospel of Matthew, we’ll offer insights here and there, emphasizing some of its many prophetic insights. Many scholars believe Matthew’s intention is to reach a primarily Jewish audience. Matthew quotes or alludes to the Old Testament more than any other Gospel writer. As a result, Matthew underscores what are known as messianic prophecies. These are passages in the Old Testament that anticipate the coming Messiah (Christ in the Greek).

Messianic prophecies are not always overt. In fact, in reading the Old Testament you won’t find passages that read along the lines of, “Pay attention, here comes an important messianic prophecy!” This doesn’t mean, however, that Old Testament prophecies of the coming Messiah are so vague that we can’t apply them sensibly. Some scholars believe there are some 300 or more Old Testament prophecies about Christ.

If you want to learn more about the messianic prophecies we recommend the book *Answering Jewish Objections to Jesus; Volume 3: Messianic Prophecy Objections* by Michael L. Brown (Baker Books, 2003). In particular, his appendix lists seven important points in reference to messianic prophecies. You may also be interested in material on Bible prophecies in general in *The New Evidence That Demands a Verdict* by Josh McDowell and a chapter in *20 Compelling Evidences That God Exists* by Kenneth Boa and Robert Bowman.

Parents: In Matthew 1 you and your children will read the genealogy of Jesus. To modern readers, this hardly seems like the most exiting way to begin a book! But to a primarily Jewish audience, knowing the lineage of Christ is key to accepting him as the Messiah. Some critics point out that Matthew and Luke have significant differences in their genealogies. A reasonable explanation explains that

Matthew traces the lineage of Jesus through Joseph, while Luke emphasizes on the line of Mary. The important point is that Matthew highlights the Davidic lineage of Christ.

Note Matthew 1:22-23, especially the key words, “All this took place to fulfill ...” Matthew then goes on to reference Isaiah 7:14: “The virgin will be with child and will give birth to a son, and they will call him Immanuel” (NIV). Christians see the Isaiah passage as a clear prophecy of the anticipated virgin birth of Christ, while critics claim that in context the passage has nothing to do with Jesus. Some argue that the word translated “virgin” in the Isaiah passage can actually mean “young woman,” so there’s clearly no prophecy of Christ here. However, in context “virgin” in the passage makes more sense, otherwise there’s nothing really extraordinary about a young woman being pregnant by normal means, right? In context Isaiah is underscoring “a supernatural event of great importance to the house of David, apparently the birth of a royal child” (Brown, 4.3, p. 17). Consequently, it’s not a stretch to apply Isaiah 7:14 to Christ’s miraculous birth.

Parents: In your reading of Matthew 2, look for messianic references in 2:15, 2:17-18, and 2:23. In 2:15 Matthew writes about Joseph and Mary fleeing with Jesus to Egypt: “And so was fulfilled what the Lord had said through the prophet: ‘Out of Egypt I called my son.’” This refers to Hosea 11:1. In context the Hosea passage is about God guiding Israel out of Egypt during the time of Moses. Matthew appears to interpret and apply the history of Israel, broadly, to fulfillment in the life of Christ. Is this a stretch? Critics would say it is. Christians claim that Matthew, under divine inspiration, applied Hosea 11:1 correctly, thus underscoring Israel as a “type” of Christ in the Old Testament, anticipating his arrival.

Matthew 2:17-18 is another passage to pay attention to in reference to messianic prophecy: “Then was fulfilled what was spoken by the prophet Jeremiah: ‘A voice was heard in Ramah, weeping and loud lamentation, Rachel weeping for her children; she refused to be comforted, because they are no more’” (ESV). The passage Matthew cites is Jeremiah 31:15. *The ESV Study Bible* comments: “Jeremiah used personification to describe the mothers of Israel (Rachel) mourning for their children who had been removed from the land and carried off into exile, leaving Israel no longer a nation and considered dead ... Like the exile, the attempt on Jesus’ life was intended to wipe out the chosen one of God.”

Parents: In Matthew 2:23 we read, “And he [Jesus] went and lived in a city called Nazareth, so that what was spoken by the prophets might be fulfilled, that he would be called a Nazarene” (ESV). Here’s a case where Matthew doesn’t appear to have any specific or single Old Testament verse in mind, but “a general theme in the OT [Old Testament] prophets [note the plural] held people of Nazareth in contempt ... Thus Matthew is saying that the

OT prophets foretold that the Messiah would be despised (see Ps. 22:6; Isa. 49:7; 53:3; cf. Dan. 9:26), comparable to the way in which the town of Nazareth was despised in the time of Jesus” (ESV Study Bible). Other interpreters note that “Nazareth” sounds like the Hebrew word for “branch” (neser), which also served as a title or designation for the Messiah (see, for instance, Zechariah 3:8).

Parents: Matthew 4:13-16 offers another prophetic glimpse, this time referencing Isaiah 9:1-2. Most of the public ministry of Jesus took place “in the territory of Zebulun and Naphtali,” while the “light” refers to the Messiah. —*Robert Velarde*

Starting Strong | “One of a Kind” pp. 7–11 & Chapter 1

Read this assignment throughout the entire week.

Student Reading | Luke 5:1–11

Parent Reading | Matthew 1

American Indian Prayer Guide | “Maya” Day 1 p. 9

See the map for the location of each tribe on page v. of the book.

We divide the Prayers for Native Americans into one tribe, civilization, or cluster of tribes per week. Use these at the beginning of your history time or at meal time or bedtime. Check off each day as you read and pray.

Memorization | Matthew 4:4

Jesus answered, “It is written: ‘Man shall not live on bread alone, but on every word that comes from the mouth of God.’”

History/Geography

The Story of the USA, Book 1 | Chapter 1–Exercises A & E

As you work through the *Story of the USA* workbooks, please keep in mind a few things. Coupled with the *Land-mark* book, the two programs often cover different elements of American history. On the days both books cover the same events, compare how historians understand history differently. Use them to develop comprehension skills and to help your children interact with blocks of text. Also, we do schedule all of the reading, but feel free to look over the material before hand and decide which sections to assign your children. Have your children answer the assigned questions only.

A customer, “Just Little Ol’ Me,” gave some really helpful comments about how to approach these workbooks.

The Story of the USA books are published as “reading comprehension” workbooks. Seen in that light, rather than in the “read and learn history” light, maybe you can help your child tolerate them better. Many, if not most, homeschoolers face standardized tests at least every few years, and I’ve never met anybody who loves those Reading Comprehension sections! This series of workbooks can help your student really improve on that part of the test, if you approach them with that goal.

Instead of concentrating on the information in the lesson, focus on improving their responses to the questions at the end of the passages. Have them mark up the book, finding the answers to each question and writing the number of the question in the margin next to the answer. Hand out colored pencils and let them highlight the sentence or phrase where the answer is found. If they can’t find one (because it is not explicitly stated), YOU can circle the appropriate paragraph and then help them see how to come up with the correct answer.

Finally, the material in “Intro to American History, Year 2 of 2” volumes of *Story of the USA* [Volumes 3 & 4] starts to justify some notes, whereas in “Intro to American History, Year 1 of 2” [Volumes 1 & 2] you mostly had the answers in the IG. Don’t forget to refer to them, and it is OK (more than OK) to skip a chapter (or several) for use later on when the topics are better suited to your child’s age and maturity. I saved the chapter on women’s rights and reproduction innovations for the week in “Health, Medicine, and Human Anatomy” Science when those body parts are covered. I just didn’t see the need to take the time in “history” to dwell on that, but it really fits in nicely in the “science” program about six months later.

Answer the questions together orally.

- A. 1.** According to the text, the first Americans were hunters from Asia. Over the years, these peoples came to be called Indians or Native Americans. According to the text, these peoples came from Asia. The text suggests they arrived about 40,000 years ago. The Native Americans settled the entire length of the continent all the way down to the tip of South America.
- 2.** We can learn about the past from studying artifacts.
- 3.** They invented the bow and arrow. They made animal furs into clothes. Native Americans began to raise corn and other crops for food.

B. 1. F 2. F 3. T 4. F 5. T 6. F 7. F

C. 1. b 2. c 3. b 4. a 5. c 6. a

D. 1. artifacts 2. strait 3. native 4. century 5. ancient 6. ancestors

E. Stones are artifacts only if they have been molded by human hands in some way.

We would not expect to find artifacts on other planets since there are no humans living there.

Wee Sing America | “The Stars and Stripes Forever” p. 12

Listen to the track throughout the entire week.

Read-Alouds

Walk the World’s Rim | Preface and Chapter 1

Note: This book is based on a true story. Spanish explorers sailed from Cuba to Florida in 1527.

Vocabulary

How to Teach Vocabulary: Have your children read the words in context within the sentences where they are found. Then ask them to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

Misfortune had read his thoughts, **Chakoh** spat twice over his left shoulder to honor and **appease** the **malicious** god. (**Chakoh**: an Animist or one who worships evil spirit; **appease**: satisfy; **malicious**: marked by intent to do harm or evil) [chap. 1]

* * *

Note: Use the following words as you discuss today's reading to enhance your children's understanding of the story.

Franciscan: member of the Roman Catholic religious order. [preface]

Cheyenne and Avavares: North American tribes. [chap. 1]

teepee: an American Indian conical tent, usually consisting of animal skins spread over a frame. [chap. 1]

caravel: small 15th and 16th century sailing vessel. [chap. 1]

fiestas: the Spanish word that means party, feast or festival. [chap. 1]

bullfight: a Spanish, Portuguese, and Latin American spectacle in which a bull is ceremonially fought and usually killed in an arena by a matador assisted by picadors and banderilleros. [chap. 1]

"three round moons away": three months. [chap. 1]

To Discuss After You Read

Note: Men-from-the-sun: With their fair skin and the fact that the Spaniards came from the East, Indians believed the white men came from the Sun, a god they worshiped.

Q: Why did the Spanish come to the New Land? [preface]

A: *to convert the heathen, to explore, and to find wealth*

Q: Why did the Spaniards choose the role of medicine men? [preface]

A: *through blessings and prayers many Indians were healed and this kept Spaniards alive*

Q: What was the downside of the medicine man role? [preface]

A: *they were held captive for seven years*

Q: What is the color of the man's beard that is described as "the color of grass when there'd been no rain for many hot suns"? [chap. 1]

A: *tan, light brown*

Q: What does Esteban dream of doing when he gets back to Mexico? [chap. 1]

A: *he dreams of having so much food that he can waste the excess by throwing it to the dogs—the ultimate luxury*

Q: What does Esteban mean when he says, "we sit here with our stomachs hugging our backbones"? [chap. 1]

A: *through hunger they had wasted away to the point where their stomachs were shrunken*

Q: Why does Chakoh's father believe the tribe must stay where it is and not go off and learn new ways from other tribes? [chap. 1]

A: *the gods gave us this land, here we can be free*

Q: Were the Indian tribes in that part of the world successful at survival? Defend your answer. [chap. 1]

A: *no, half of the people of a tribe would die of starvation each year—they planted no crops, and had no domesticated animals—there was little game animals available—life was hard*

Timeline and Map Activities

🕒 **The oldest Spanish mission in North America is established in Florida (1566)** [preface]

🕒 **Monks arrive (1500s)** [preface]

📍 *Mississippi River (E7); Galveston, Texas (G5); New Mexico (F3); Florida (G8); Rocky Mountains (E3–A3)* (map 1)

📍 *Pensacola (H3)* (map 2)

📍 *Cuba (D2); Mexico (D1)* (map 3)

Readers

Om-kas-toe | Chapter 1

Setting

Northwest states; early 1700s

Overview

In the early 1700s, Om-kas-toe (whose name means "raven") finds an injured raven that he rescues and brings back to health. This raven saves the Blackfeet repeatedly: it finds a lost baby, locates food when needed, rescues Om from the enemy, and guides Om's family to him when he lies nearby close to death. Om has other adventures as well. Om steals a horse and ends up back in the camp with his family, his raven, and his elkdog.

To Discuss After You Read

Q: What does Om learn from the wolves?

A: *that they work together—each has a job to do, and then each enjoys the food*

Q: Why is Twin Sister almost killed at birth?

A: *Blackfeet think twins are bad because women will not be able to do all their work and a girl will take milk from the boy, who needs it more to become strong*

Q: Why is Twin Sister not killed?

A: *Tall Woman promises to do all her work and Old Man says she should be allowed to try since she is the best woman he has ever seen, and he recommends the tribe allow her to try to raise both*

Q: Why is Om glad to find a young raven?

A: *ravens bring good medicine, and luck to their owner*

Timeline and Map Activities

🕒 Horses come to America (early 1500s)

Language Arts

Spelling

Sequential Spelling

To improve your children's spelling, complete daily spelling exercises. We recommend the *Sequential Spelling* program. For more information about this program, please visit www.sonlight.com/sequential-spelling.html. Use the "Spelling" line on your weekly schedule to record what you have done each week.

Handwriting (Optional)

Consider handwriting instruction at this level optional—use a formal handwriting program only if your children need practice. Otherwise, use your children's dictation work to check their handwriting.

If you choose a handwriting program, then use the line in your weekly sheet to record what your children do.

If you would like help scheduling any of the programs we offer, please go online to <http://www.sonlight.com/handwritingschedules.html> and download and print the appropriate file.

Grammar/Mechanics

Do Sonlight's *Grammar Ace* for one year between 4th–7th grade. Choose the grade that works best for your children. If you want more practice with Grammar, do Sonlight's *Grammar 5* and then *Grammar 6* programs. Use the space on the Schedule page to record what you have done.

Vocabulary Development

Our vocabulary development program is based on and ties in with the Read-Alouds. You will find all the words for Vocabulary Development in this guide in your daily Read-Aloud notes listed as "Vocabulary."

Use the blank "Vocabulary Development" line on your weekly schedule to record the names of the books from which you're taking your vocabulary words, then simply check off each day of the week.

Optional: *Wordly Wise 3000, Book 4* | Exercise 1A

Creative Expression

Our goal is to encourage your children to write daily. We realize, though, that there are some days when they will not feel like writing.

For your convenience, we provide an additional dictation passage each week. The next time you find yourself with a reluctant writer, just use one of these alternative dictation passages as your writing assignment for the day. And encourage your children to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

Preferred Dictation Method

Rationale: This dictation method involves two steps. First, on Day 1 ask your children to read through the dictation passage to familiarize themselves with it. They should note any words, capitalizations, or matters of punctuation that require special attention. This is also their opportunity to ask you to clarify anything they're unsure about. Once your children understand the passage, have them complete the "5-Minute Mechanics" activity on the Activity Sheet.

On Day 5, your children should take no more than five to ten minutes to prepare independently for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc. When their time is up, give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in the cursive style and, as you read the passage to them, you should not emphasize the different sounds in each word.

Before handing their papers to you, your children should check their work for errors. They should mark and correct any errors they find. Discuss with your children what you think they have done particularly well, as well as what they could do better.

If you see consistent spelling, punctuation, or handwriting problems (keep a record on the weekly schedule), review that area using the list of spelling rules included in **Section Three**.

A: Dictation Passage¹

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On Day 5 you will read the dictation as your children write it down.

Faith is being sure of what we hope for. It is being certain of what we do not see. That is what the people of long ago were praised for. We have faith. So we understand that everything was made when God commanded it.

1. Hebrews 11:1–3 (NIV®).

Optional: Dictation²

Note: For your convenience, we provide an additional dictation passage each week. If your children are having an “off” day, just use one of these alternative dictation passages as your writing assignment for the day. Feel free to take a break instead of trying to grind your way through the regular assignment.

At the end of his speech each leader said, “My son, from this day on you have a new name. Take the name Om-kas-toe, meaning raven. By this name all will remember the great thing you have done this day.”

5-Minute Mechanics

Today your children will learn about several types of **nouns**. For more information, see the **Week 1 Activity Sheet**.

Answers:

Note to Mom or Dad: We imagine it will take some serious consideration to decide just how to label “God” in this week’s assignment. It may also stir up an interesting discussion with your children. We chose to label “God” as a collective masculine noun, due to the three persons of the Trinity, and since “God” (theos) is used as a masculine noun in Greek. Feel free to allow your children to label this noun as they see fit, as long as they have sound reasoning behind their choices.

- 1.–2. **Note:** we have simply underlined the true nouns in this passage, and not pronouns that function as subjects or objects, etc.

N

Faith is being sure of what we hope for. It is

being certain of what we do not see. That is what

I

the people of long ago were praised for. We have

N

faith. So we understand that everything was made

M

when God commanded it.

3. *concrete—people; abstract—faith; compound—none; collective—God*

Day 2

Bible

Starting Strong | “One of a Kind” pp. 7–11 & Chapter 1

Student Reading | Matthew 4:18–22

Parent Reading | Matthew 2

American Indian Prayer Guide | “Maya” Day 2 pp. 9–10

Memorization | Matthew 4:4

2. *Om-kas-toe*, p. 44.

History/Geography

The Story of the USA, Book 1 | Chapter 2–Exercises A & E

A. 1. The Eskimos lived the farthest north.

2. The Iroquois were famous for their strength and courage.

3. The Pueblos built high-rise apartment buildings. They grew corn, beans, squash, and cotton.

4. The Aztecs, the Incans, and the Mayans lived in Latin America.

The Mayans learned to tell time and invented the calendar by studying the sky.

The Incans lived in Peru.

5. a. They respected nature. **b.** They believed in sharing and not owning things. **c.** They had no wheel.

B. 1. F 2. F 3. T 4. T 5. F

C. 1. a 2. b 3. a 4. c 5. b 6. c

D. 1. mathematics 2. council 3. Latin America 4. continent 5. sacrifice 6. civilization

E. We wouldn’t be able to travel as quickly, and the pace of life would be slower.

We could walk, use a boat, or ride a horse.

Answers will vary.

Timeline and Map Activities

🕒 **Mayans (ca. AD 250–900)**

🕒 **Incan Civilization begins (ca. 1220)**

🕒 **Aztec Civilization (late 1400s–1521)**

Wee Sing America | “The Stars and Stripes Forever” p. 12

Read-Alouds

Walk the World’s Rim | Chapter 2

To Discuss After You Read

Note: Discuss Cortez and the conquest of the Aztecs. Visit our IG links web page for a link that will help your discussion 🖨.

Note: When Esteban says, “by the beard of the Prophet,” he is referring to Mohammed. This oath demonstrates that Esteban is not Catholic like the Señors, but rather a Muslim.

Q: Is a priest the same as a medicine man?

A: *they have similar roles in their various cultures, but serve very different gods*

- Q: Why does Chakoh reason the Señor's God is so powerless to save his servants?
 A: *he reasons that the Señor's God truly dwells in the church in Mexico and that his power doesn't travel as far as the Señors had come*
- Q: What arguments does Chakoh use to go with the Señors to Mexico?
 A: *he wants to see the place of origin for his people, and seeks to learn of a god to help overcome the spirit of misfortune that plagues his village*
- Q: Why did the Señors decide to go north to get to Mexico which was south?
 A: *they wanted to avoid the cruel coastal tribes, and food promised to be more plentiful in the north*
- Q: What is Esteban's opinion of the Señor's God? Is he correct in this?
 A: *he believes that God, Allah, Earth Maker, and Spirit of Good Things were just different names for the same being; no, Chakoh's understanding of a god of misfortune is not the same as the Christian God*
- Q: At first Esteban thinks Chakoh should stay with his own people; what changes his mind?
 A: *when he looks at the extreme poverty of the village, he figures it is in Chakoh's best interests to leave*

Oxford Illustrated Book of American Children's Poems | p. 8

Readers

Om-kas-toe | Chapter 2

To Discuss After You Read

- Q: Why do the Blackfeet move from site to site?
 A: *for new game, to a warmer climate, for shelter, and to meet up with other tribes*
- Q: When they move, what jobs must different people do?
 A: *dogs, women, and children carry all possessions; men carry weapons only so they can instantly run to kill animals if they see any*
- Q: Why is the baby hard to find?
 A: *he fell off the travois early in the journey so the Blackfeet were looking in the wrong place*
- Q: Why was it important to find the baby quickly?
 A: *he could get too cold at night, or a wild animal could find him; without good lights, he needed to be found before nightfall*

Language Arts

Creative Expression

B: Dictation Application

Today your children will write their own definition of faith. For more information, see "B: Dictation Application" on the **Week 1 Activity Sheet**.

Day 3

Bible

Starting Strong | "One of a Kind" pp. 7–11 & Chapter 1

Student Reading | Matthew 1:14–20

Parent Reading | Matthew 3

American Indian Prayer Guide | "Maya" Day 3 pp. 10–11

Memorization | Matthew 4:4

History/Geography

Pedro's Journal | August 3–September 10

Note: Marco Polo served Kublai Khan in China, not India.

To Discuss After You Read

- Q: What are the three famous ships' names? [Aug. 3]
 A: *the Niña, Pinta and Santa Maria*
- Q: Was everyone excited by this new adventure? [Aug. 3]
 A: *most people thought it wouldn't work*
- Q: How does Columbus encourage the fearful soldiers? [Sept. 10]
 A: *he shames them, promises them riches and fame, declares that the first man to see land will receive a reward or 10,000 maravedis, he records the distances as less than they are, makes strong statements like, "the North Star moved," a falling meteor always portends great blessings*

Timeline and Map Activities

🕒 **Christopher Columbus (1451–1506) sails from Spain (1492) (In 1492, Columbus sailed the ocean blue.)**

- 🌐 Canary Islands (C5); India (D8) (map 3)
- 🌐 Palos, Spain (G1) (map 4)

Wee Sing America | "The Stars and Stripes Forever" p. 12

Read-Alouds

Walk the World's Rim | Chapter 3

Vocabulary

... but when they reached a campfire he would **parch** the leaves and crush them. (*toast; dry to extremity*)

To Discuss After You Read

Q: How does Esteban describe the world?

A: *it is round like a basket, and we are like ants that walk on the rim*

Q: Why does Chakoh despise slaves?

A: *they are men of no honor—rather than dying, they allowed their freedom to be taken—in a tribe where there is little else of worth, freedom must be guarded carefully*

Q: How does Esteban believe a slave can receive honor?

A: *by obeying his master, for that takes courage as well*

Note: In the animist faith, charms and sacrifices help control the spirits. Chakoh constantly seeks “good medicine” to better his life from the god of misfortune.

Q: How did Cabeza de Vaca decide the group could finally head south?

A: *he thought the rivers were flowing to the Pacific and no longer the Gulf of Mexico—they were sure to be away from the coastal tribes—see map in front of book*

Q: Why were the Buffalo People to be feared?

A: *they tortured their own flesh to gain power over the buffalo, and their moods changed with the wind—they were not to be trusted*

Readers**Om-kas-toe** | Chapter 3**To Discuss After You Read**

Q: Why are buffalo dangerous to hunt?

A: *they are very large, with sharp horns that gore and huge hoofs that kick*

Q: How do the Blackfeet hunt buffalo?

A: *they build up V-shaped walls that end in a corral with pointed stakes sticking inward that would stop the buffalo: the warriors make the buffalo run, the women and children frighten the buffalo so they won't escape through the walls, and the warriors kill the buffalo in the corral*

Q: What do the Blackfeet do with the dead buffaloes?

A: *dry the meat, scrape hides for teepees and clothes, cut off and clean the horns, save bones and tendons for needles and sewing*

Language Arts**Vocabulary Development**

Optional: Wordly Wise 3000, Book 4 | Exercise 1B

Creative Expression**C: In a Nutshell**

Tomorrow, your children will write a book commercial for a book they've enjoyed recently. Book commercials seek to encourage others to read a book your children have enjoyed. Feel free to read the book cover of the book

or reviews online for samples. If your children write about a Sonlight book, please post it on our website. Answer the questions on “C: In a Nutshell” on **Week 1 Activity Sheet** to prepare for tomorrow's commercial.

Day 4**Bible**

Starting Strong | “One of a Kind” pp. 7–11 & Chapter 1

Student Reading | John 1:35–51

Parent Reading | Matthew 4

American Indian Prayer Guide | “Maya” Day 4 p. 11

Memorization | Matthew 4:4

History/Geography

Pedro's Journal | September 13–October 5

To Discuss After You Read

Q: How did Columbus stifle mutiny? [Sept. 30]

A: *he threatened some men, bribed others, and boasted that they had been out of sight of land for three weeks—a new record!*

Wee Sing America | “The Stars and Stripes Forever” p. 12

Read-Alouds

Walk the World's Rim | Chapter 4

Vocabulary

Toledo blade: a finely tempered sword or knife blade made in Toledo, Spain.

To Discuss After You Read

Q: What food in plenty did the Buffalo People have?

A: *dried meat, dried berries mixed with fat, and stew made of both, all produced from the buffalo*

Q: Why are the Señors worried about staying with the Buffalo People?

A: *the Buffalo People kept their distance, withheld friendship, and seemed to be waiting for an excuse to declare the strangers enemies*

Q: What does Chakoh believe is the problem with Esteban's plan?

A: *the medicine man of the tribe had so much power and so much to lose, that the Spaniards were in a different sort of danger*

Oxford Illustrated Book of American Children's Poems | p. 9

Readers

Om-kas-toe | Chapter 4

To Discuss After You Read

Q: How do the Blackfeet react when they spot enemy Indians?

A: *the women and children hide, the men prepare for battle and scouts check for additional warriors*

Q: How do the Blackfeet and Snake fight?

A: *they stand in a line—if one side outnumbered the other, they attack immediately, otherwise, they fight at a distance, hold their ground, and go separate ways after dark*

Timeline and Map Activities

📍 *Helena, Montana (C3); Great Falls, Montana (B4); Missouri River (C5) (map 1)*

📍 *Missouri River (D2) (map 2)*

Language Arts

Vocabulary Development

Optional: **Wordly Wise 3000, Book 4** | Exercise 1C

Creative Expression

D: Book Commercial

Today, your children's assignment is to write a short book commercial about a book they've read recently. It doesn't matter which book they choose.

Their book report should contain the title of the book and the author. It should also contain a brief summary of the book's storyline (plot). Finally, the book commercial should end with a brief description of your children's thoughts about the book. Did they enjoy it? Why or why not?

The purpose of the book commercial is to reinforce the skill of summarizing that they practiced yesterday. Work with your children to assemble all of the necessary facts for their report, including the important plot details. Encourage them to make a clear outline on **Week 1 Activity Sheet** before they try to write their book commercial on a separate piece of paper.

When they're done, evaluate their work. Is their commercial focused and concise? Does it contain only relevant information? Are there any unnecessary details they should have left out? Is their book report too short or too long? What about their opinion of the book? Is it stated clearly and reasoned well? Discuss your thoughts with your children and don't forget to tell them how proud you are of the progress they're making in their writing. Here's a brief report on a book I read recently:

If you like historical murder mysteries, you'll love *Thunderstruck* by Erik Larson (Crown, 2006). Weaving together the seemingly-separate stories of a genius (Marconi) and a murderer (Crippen), Larson spins a yarn that will thrill readers of all ages.

Larson's book intertwines Marconi's quest to become the first to achieve wireless transatlantic communication with the tragic story of Crippen, a doctor accused of murdering his wife. As Crippen and his lover seek to escape via ship, it is Marconi's invention that leads to his capture.

Larson tells his story with historical precision, using quotes and original source material from the turn of the century. Those who enjoy the history of inventions or modern murder mysteries will find Larson's book unforgettable.

Day 5

Bible

Starting Strong | "One of a Kind" pp. 7–11 & Chapter 1

Student Reading | John 6:35–69

Parent Reading | Matthew 5:1–26

American Indian Prayer Guide | "Maya" Day 5 p. 12

Memorization | Matthew 4:4

History/Geography

Pedro's Journal | October 7–October 16

To Discuss After You Read

Q: Why do the sailors decide to keep sailing west? [Oct. 7]

A: *they see signs of nearby land all day (flocks of birds, reeds and plants, manmade carvings)*

Q: Describe the New Land. [Oct. 12]

A: *clear water, no animals, gentle people, beautiful birds and fish*

Timeline and Map Activities

📍 *San Salvador (D2) (map 3)*

Wee Sing America | "The Stars and Stripes Forever" p. 12

Read-Alouds

Walk the World's Rim | Chapter 5

Vocabulary

As the **pantomime** continued Chakoh found himself cheering with the Indians each time the "buffalo" **eluded** the deadly swipe of the knife. (**pantomime**: a drama played out primarily with motions of the body; **eluded**: avoided slyly and adroitly)

Castillo had recovered his strength and though Dorantes grumbled and scowled **incessantly**, especially at Esteban, they rationed their food for a week's travel. (*continually*)

* * *

cornmeal: coarse flour made from ground corn.

To Discuss After You Read

Esteban pantomimes a bull fight where a matador fights a bull—since a bull is similar to a buffalo, the Indians enjoyed the show.

Horses came to the Americas in the 16th century. They were brought by Spaniards. (Source: *American Heritage Encyclopedia of American History*)

A cactus that could be described as “weird-armed” is a Saguaro cactus.

Q: What does Esteban have of value to offer as a trade, which requires the exchange of things of value?

A: *the gift of laughter that can make one a companion of kings*

Q: Why are the Spaniards excited by the rattle?

A: *it was fashioned from a gourd—they must be getting close to a farming group of Indians*

Q: Why is “People of the Earth Medicine” a descriptive term for people who planted crops?

A: *if you come from a culture with no seeds, the crops and life that come from a seed is a marvelous mystery*

Readers

Om-kas-toe | Chapter 5

To Discuss After You Read

Q: Why do the Blackfeet move to a new winter site? Does the move go well?

A: *to avoid any enemy on elkdogs; no, the camp seemed okay but when a hard winter struck they could not get any food and were hungry*

Q: Why does Om follow Wise Bird, and what does he find?

A: *Wise Bird acts like he’s found something special, as he did when he found the baby, but he shows only a half-eaten rabbit*

Language Arts

Creative Expression

5-Day: Dictation³

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Work with them to note any words, capitalizations, or matters of punctuation that require special attention.

Faith is being sure of what we hope for. It is being certain of what we do not see. That is what the people of long ago were praised for. We have faith. So we understand that everything was made when God commanded it. ■

3. Hebrews 11:1–3 (NIRV®).



A: Dictation Passage¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention.

Faith is being sure of what we hope for. It is being certain of what we do not see. That is what the people of long ago were praised for. We have faith. So we understand that everything was made when God commanded it.

5-Minute Mechanics

A **noun** is a word that names a person, place, thing or idea. A **proper noun** names a specific person, place, thing or idea, such as Pittsburgh, Mary, or Sonlight, and **common nouns** name something non-specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not.

Did you know that nouns can also denote **gender**? Nouns can be *feminine*, *masculine*, *neuter* or *indefinite*? For example:

	Example:
Feminine: (female)	mother, aunt, hen, waitress
Masculine: (male)	father, uncle, rooster, waiter
Neuter: (neither male nor female)	table, lamp, car
Indefinite: (either male or female)	teacher, children, horse

Nouns may either be **concrete** objects (like a *pool* or a *trampoline*) or an **abstract** idea (like love, sadness, or justice). **Compound nouns** are made up of two or more words (like *firetruck*, *step-sister* or *middle school*), and a **collective noun** names a specific kind of group (like a *gaggle*, *herd*, or *team*).

1. Take a moment to underline all of the nouns in the passage above. When you find a proper noun, underline it twice.
2. Once the nouns are underlined, label the gender of each one. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.
3. List one of each of the following types of nouns—if they exist—that you find in the passage:

concrete: _____

abstract: _____

compound: _____

collective: _____

B: Dictation Application

Yesterday's dictation passage features an eloquent explanation of faith. Reread yesterday's dictation passage and then spend a few minutes contemplating faith. What does the word mean to you? How would you explain faith to a friend? Do you agree with the author of Hebrews?

Using the lines below, write your own definition of faith. How would you sum up the word? What is the essence of faith? What does the word mean to you personally?

C: In a Nutshell

Have you ever listened to someone retell a story and it seems like they just go on and on and on? Sometimes, it's enough to hear just a summary of something that really happened. This week, you will practice your summarization skills by writing a book commercial to encourage others to read a book you've enjoyed recently. Feel free to read the book's cover or reviews online to get some ideas of what your book commercial may look like. Answer the questions below to collect a summary of facts about the book and to prepare for tomorrow's commercial.

1. Hebrews 11:1–3 (NirV®).



LA Week 1 Activity Sheet

1. Who are the main characters?

2. When and where does the story take place?

3. What problem did the characters in the story face?
What steps did they take to solve it?

4. How was the problem resolved? What was the
outcome of the story?

D: Book Commercial

Today, your assignment is to write a short book commercial about a book you've read recently. It doesn't matter which book you choose.

Your book report should contain the title of the book and the author. It should also contain a brief summary of the book's storyline (plot). Finally, the book commercial should end with a brief description of your thoughts about the book. Did you enjoy it? Why or why not?

If it helps, you may want to put together an outline of what you'd like to say in your book commercial before you write the final draft.



CORE D+E & LA D+E		WEEK 2			SCHEDULE
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Bible					
Starting Strong	"One of a Kind" chap. 2				
Student Reading	Matthew 14:22–33	Mark 6:45–56	John 6:16–24	1 Peter 5:1–6	1 Peter 5:7–14
Parent Reading	Matthew 5:27–6:4	Matthew 6:5–34	Matthew 7	Matthew 8	Matthew 9
American Indian Prayer Guide—Taino & Arawak	Day 1 p. 13	Day 2 pp. 13–14	Day 3 pp. 14–15	Day 4 p. 15	Day 5 pp. 15–16
Memorization	Psalm 8:1				
History/Geography					
Pedro's Journal	Oct. 23–Dec. 13	Dec. 16–Jan. 9	Jan. 16–end 🌐		
The Story of the USA, Book 1				chap. 3 Exercises A & E	chap. 4 Exercises A & E
Wee Sing America	"America" p. 14.				
Read-Alouds					
Walk the World's Rim	chap. 6 🌐	chap. 7	chap. 8	chap. 9	chap. 10
Oxford Illustrated Book of American Children's Poems		p. 10		p. 11	
Readers					
Om-kas-toe	chap. 6	chap. 7	chap. 8	chap. 9	chap. 10
Other Subjects (Math, Science, etc)					

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SCHEDULE CONTINUED		WEEK 2			LANGUAGE ARTS D+E	
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 4	Exercise 1D		Exercise 1E	Exercise 2A		
Creative Expression						
	A: Dictation Passage	B: Our Household's Preamble	C: To Form a More Perfect Union	D: The Law of the Land	5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

Students: This week you'll read chapter two of *Starting Strong: One of a Kind*, where you'll encounter the miracle of Jesus walking on water. You'll also read different versions of this story in Matthew, Mark, and John, as well as two selections from 1 Peter. Why are there different Gospels? Each one helps us understand Jesus better—sometimes from different perspectives, but always giving us a true picture of what really happened.

Parents: In Matthew 8:17 another messianic reference is made when Matthew cites Isaiah 53:4: "He took our illnesses and bore our diseases." Much of Isaiah 53 is, in fact, messianic including not only references to Jesus as a healer, but as a suffering servant (Isaiah 53 is scheduled in week 16). Some object that Isaiah 53 is about Israel, not a person, but in context the text is indeed speaking about a person—the coming Messiah. The passage does not mean that healing is guaranteed for all Christians at all times and on all occasions. Rather, it shows that the miraculous healings Jesus performed underscored his role as Messiah. Ultimate healing will indeed come as Christians look forward to eternal life in glorified bodies. —Robert Velarde

Starting Strong | "One of a Kind" Chapter 2

Read this assignment throughout the entire week.

Student Reading | Matthew 14:22–33**Parent Reading** | Matthew 5:27–6:4**American Indian Prayer Guide** | "Taino & Arawak"
Day 1 p. 13**Memorization** | Psalm 8:1

LORD, our Lord,
how majestic is your name in all the earth!
You have set your glory
in the heavens.

History/Geography

Pedro's Journal | October 23–December 13**To Discuss After You Read**

- Q: Do you think Columbus treated the native peoples well? Explain. [Nov. 19]
A: *no, he took some of them captive against their will and mocked their gentle spirits*

Wee Sing America | "America" p. 14

Listen to the track throughout the entire week.

Read-Alouds

Walk the World's Rim | Chapter 6**Vocabulary**

seven golden cities of Antilia or Cibola: one of the myths that propelled Spaniards into New World. For details of this story, visit our IG links web page [📄](#).

To Discuss After You Read

A yucca fiber is a desert plant the Indians used to make rope, sandals, mats, and baskets.

The Viceroy's task is to govern the new territories as the king's representative and to supply the king with the wealth found in the New World.

- Q: Why did Chakoh not want to leave the Pima village?
A: *they were similar to his people but knew so much more*
- Q: Describe how Esteban acquires the new loincloth for Chakoh.
A: *he creates a scarecrow to keep the birds from stealing seeds; it saved the boy's work*
- Q: Why does Esteban want Chakoh to keep his turquoise stones for him?
A: *Esteban doesn't want the Spanish to know there is anything of value in the country, for gold and turquoise will change their hearts to greediness*
- Q: How did the Indians value turquoise? Enough to fight for?
A: *they were a trading item—useful in trading for parrot feathers; no*
- Q: Why are the hair-faces considered evil?
A: *they bring death and slavery, and they take everything they see*

Timeline and Map Activities

- 📍 Culiacan (C1) (map 3)

Readers

Om-kas-toe | Chapter 6**To Discuss After You Read**

- Q: How does Om kill the trapped bull elk?
A: *he cuts off a branch and sharpens it, then plunges the stake into the animal's neck*
- Q: Where does Om stay the night and how does he guard against the cold?
A: *near a hot spring; he uses the elk-skin to make a tent and the warm water and steam to heat the shelter and keep him warm*

The Blackfeet will use the hot spring as a medicinal soak and a sweatbath.

Q: Did Om's family enjoy all the meat?

A: *no, each family of the tribe received an equal portion; it helped them survive*

Language Arts

Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Exercise 1D

Creative Expression

A: Dictation Passage¹

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On Day 5 you will read the dictation as your children write it down.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Optional: Dictation²

Now all the men could talk about was how to get more of these amazing animals. How could they get them? Their enemies would never give them away or even trade for them. The only way the Blackfeet could get more elkdogs would be to take them from the enemy. This would be dangerous.

5-Minute Mechanics

Today your children will learn about the different **types of subjects and predicates**, and will learn how to shorten lengthy sentences. For more information, see the **Week 2 Activity Sheet**.

Answers:

1. *The People of the United States*
2. *compound predicate*

Here's an example of what a revised preamble might look like:

We the People of the United States, in Order to form a more perfect Union, establish Justice and insure domestic Tranquility. We also provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity. We do ordain and establish this Constitution for the United States of America.

1. Preamble to the United States Constitution.

2. *Om-kas-toe*, p. 132.

Day 2

Bible

Starting Strong | "One of a Kind" Chapter 2

Student Reading | Mark 6:45–56

Parent Reading | Matthew 6:5–34

American Indian Prayer Guide | "Taino & Arawak" Day 2 pp. 13–14

Memorization | Psalm 8:1

History/Geography

Pedro's Journal | December 16–January 9

To Discuss After You Read

Q: How does Columbus deal with the sinking of the Santa Maria? [Jan. 2]

A: *he takes many sailors aboard the remaining ship, the Niña and leaves 39 men to found a new settlement called La Navidad*

Wee Sing America | "America" p. 14

Read-Alouds

Walk the World's Rim | Chapter 7

Vocabulary

Mercederian abbey: an abbey founded by members of the Order of Our Lady of Mercy.

Coronado: a Spanish conquistador and explorer [source: Cambridge Biographical Dictionary].

Cortez: a Spanish conquistador and conqueror of the Aztec nation [Mexico] [source: Cambridge Biographical Dictionary].

vespers: evening prayers.

catclaw: prickly shrubs.

To Discuss After You Read

Fray Marcos with Pizarro as a conquistador, conquered, subdued, and lied to the Incan people in Peru; no great medicine as Chakoh thinks.

Q: Why does Brother Solano believe it is important to eat?

A: *he is in charge of the kitchen and firmly believes that an empty stomach can keep one from successfully contemplating God's word*

Q: Why does Chakoh believe the rosary was the key to successful planting of crops?

A: *the crops must have medicine to grow—and Brother Solano said everything in the garden belonged to God*

Q: Who was building the new cathedral and using what materials?

A: *conquered Aztec slaves were using blocks from their old temple to build the new cathedral*

Q: Why did Chakoh not acquire more Catholic teaching than he did?

A: *it was so different than what he was used to, it would drain from his mind soon after he had heard it*

Q: Describe how Chakoh's life changed when he took the ceremony that gave him the name Juan.

A: *he had a room with furniture, regular meals, regular worship services, times of instruction, but no family or friends*

Oxford Illustrated Book of American Children's Poems | p. 10

Readers

Om-kas-toe | Chapter 7

To Discuss After You Read

Q: What necessary task does Om learn?

A: *hunting*

Q: What task excites Om initially, then grows dull quickly?

A: *standing guard*

Language Arts

Creative Expression

B: Our Household's Preamble

This week your children will use the Preamble to the United States Constitution as inspiration to write their own preamble to a set of bylaws for your household. If they want to write the bylaws (rules) as well, feel free to let them. All that's required today, though, is a preamble.

If your children were to write a set of rules for your household, what rules might they create? More importantly, why would they create those rules? These purposes will be the essence of their preamble. Feel free to give them any assistance they need.

For more information, see "B: Our Household's Preamble" on **Week 2 Activity Sheet**.

Here's what a sample preamble might look like:

We the Children of the Bolin Household, in Order to get along together like Good Children should, create Fair Rules, help Mom keep her Sanity, encourage Peace and Quiet, and obtain the Blessings of our Elders to ourselves, do ordain and establish these Bylaws for the Household of Bolin.

Day 3

Bible

Starting Strong | "One of a Kind" Chapter 2

Student Reading | John 6:16–24

Parent Reading | Matthew 7

American Indian Prayer Guide | "Taino & Arawak" Day 3 pp. 14–15

Memorization | Psalm 8:1

History/Geography

Pedro's Journal | January 16–end

To Discuss After You Read

Q: As the Natives become less friendly, how do Columbus and his men react? [Jan. 16]

A: *they drew swords on unfriendly islanders and then hurriedly left for Spain in leaky ships*

Q: Was Columbus content to end with this voyage? [Jan. 28]

A: *no, Columbus planned another voyage while still on his first one*

Q: Trace Columbus' route from Spain to the Caribbean.

Timeline and Map Activities

📍 *Caribbean* (D2) (map 3)

📍 *Spain* (F2) (map 4)

Wee Sing America | "America" p. 14

Read-Alouds

Walk the World's Rim | Chapter 8

Vocabulary

"What have they promised you?" The voice was flat and **menacing**. (*showing intention to harm; threatening*)

Curled in his bed Chakoh wondered at the **placid** man's unusual anger. (*quiet; tranquil*)

* * *

Montezuma: Montezuma II was the Aztec emperor who died during Cortez's conquest of the Aztecs [source: *Cambridge Biographical Dictionary*].

To Discuss After You Read

Q: Is Esteban impressed with what Chakoh has learned?
A: *Esteban believes Chakoh could have learned much more practical things, with life skills from the Buffalo People*

Q: What does Chakoh discover about the beggars in the midst of the riches of Mexico?

A: *there are many of them, and they don't know the secret of hunting in Mexico; or how to acquire what they need*

- Q: Where do the slaves the Spanish acquire come from?
 A: *the conquered Aztecs and surrounding Indian villages*
- Q: Why does Chakoh have a hard time believing Esteban was a slave?
 A: *he has been wise, courageous, and honorable—and no slave held those descriptions*
- Q: Why does the Viceroy send two priests and a boy to find Cíbola?
 A: *he doesn't want to empty the King's treasury chasing mirages—then he will send Coronado and an army*

Readers

Om-kas-toe | Chapter 8

To Discuss After You Read

- Q: How does Twin Girl capture the elkdog?
 A: *she walks toward it without looking at it, sings softly, then holds its rope*
- Q: What happens to the elkdog when the twins bring it to the band?
 A: *men cautiously walk around it, then put a stronger rope around its neck and guard it well*

Language Arts

Vocabulary Development

Optional: Wordly Wise 3000, Book 4 | Exercise 1E

Creative Expression

C: To Form a More Perfect Union

In preparation for tomorrow's writing assignment, we have asked your children to use the questions under "C: To Form a More Perfect Union" section of **Week 2 Activity Sheet** to research how and why the United States Constitution came into existence.

Your children will want to make notes of interesting facts that they might be able to use for a hook to start their paper tomorrow. If they want, they can get a head start on tomorrow's assignment by turning their research notes into a rough outline today. See the Activity Sheet for more information.

Day 4

Bible

Starting Strong | "One of a Kind" Chapter 2

Student Reading | 1 Peter 5:1–6

Parent Reading | Matthew 8

American Indian Prayer Guide | "Taino & Arawak"

Day 4 p. 15

Memorization | Psalm 8:1

History/Geography

The Story of the USA, Book 1 | Chapter 3–Exercises A & E

- A. 1. Columbus' ships arrived in the Americas on October 12th, 1492.

The king and queen of Spain paid for his trip.

2. No.

Columbus was looking for Asia.

He figured the best way to get to Asia was to sail west.

3. Columbus promised to bring precious jewels, gold, and spices to the royalty of Spain.

No.

- B. 1. F 2. T 3. T 4. F 5. T 6. T

- C. 1. c 2. a 3. b 4. c 5. a 6. a 7. c

- D. 1. colony 2. voyage 3. precious 4. stubborn

- E. Columbus may have showed more courage since he traveled with less information. The men who do space travel have to deal with a very hostile environment.

Answers will vary.

Wee Sing America | "America" p. 14

Read-Alouds

Walk the World's Rim | Chapter 9

Vocabulary

The last sentence was a bitter **mimicry** of Dorantes' rasping voice. (*imitation*)

A heavy mist clung to the **causeway** and beaded Chakoh's hair with moisture. (*a raised road across marshland or water*)

To Discuss After You Read

- Q: Why did the Spaniards capture slaves? Do you think these are valid and/or true reasons?
 A: *they revolted against the King's command, some refused to give up their pagan gods and become Christians, and the slave raiders broke the law and collected slaves*
- Q: How did Esteban become a slave?
 A: *his exceedingly poor parents sold him to save the rest of their children*

- Q: How does Esteban view Spanish food?
A: *as bait for a trap, just as all traps use food for bait*
- Q: Do you think the villages Chakoh's sees as poor and rough have changed?
A: *no, he compares them to the finest goods in Mexico*
- Q: What does Esteban miss about his life before he became a slave?
A: *the freedom to pass each day as he pleased*

Oxford Illustrated Book of American Children's Poems | p. 11

Many of the Primer's couplets allude to the Bible.
Adam is the first man created by God, he and his wife chose to sin and set the pattern for all mankind.
Book refers to the Bible, a guide for our life.
Job a Bible man who suffered much and trusted God.
Our King refers to Jesus who died for our sins.
Peter was a disciple who claimed he didn't even know Jesus, his Lord.
Queen Esther refers to a Jewish queen who saved the Jews from annihilation.
Rachel refers to the woman of Bethlehem whose children King Herod killed in an effort to murder the Baby Jesus.
Samuel was an Old Testament prophet who anointed Israel's first king.
Uriah was one of King David's mighty men whom David killed to claim Uriah's wife.
Xerxes was a Persian king who controlled the Jews.
Zaccheus was a tax collector who, because he was short, climbed a tree to see Jesus.

Readers

Om-kas-toe | Chapter 9

To Discuss After You Read

- Q: How can the Blackfeet get more elkdogs?
A: *send warriors to capture some from their enemies*
- Q: At first, what do the Blackfeet need to learn about the elkdogs?
A: *how to ride, how much time the elkdogs need to eat and rest, and how to use them to hunt*

Language Arts

Vocabulary Development

Optional: Wordly Wise 3000, Book 4 | Exercise 2A

Creative Expression

D: The Law of the Land

Today your children will write a brief explanation of how and why the United States Constitution was born. However, we have challenged them to find some way to

creatively relay the information they collected in their research yesterday. Feel free to touch base with them to find out how they're planning to present their report, and possibly redirect them or challenge them further if their plans seem misguided.

To evaluate your children's work, turn the tables on them today! When they're done, ask *them* to evaluate their own work. What do they think they did well? What do they believe they could've done better? Discuss their thoughts with them. Do you agree? What did you like? What do you think they could've done better? As always, praise them for anything they did that showed progress or special creativity. For more information, see "D: The Law of the Land" on the **Week 2 Activity Sheet**.

Day 5

Bible

Starting Strong | "One of a Kind" Chapter 2

Student Reading | 1 Peter 5:7-14

Parent Reading | Matthew 9

American Indian Prayer Guide | "Taino & Arawak"
Day 5 pp. 15-16

Memorization | Psalm 8:1

History/Geography

The Story of the USA, Book 1 | Chapter 4-Exercises A & E

- A. 1.** The Portuguese traded guns with the African rulers for slaves.
2. Slaves were needed to work on the large plantations.
3. Most slave ships landed in the West Indies.
4. The Blacks brought their own art, music, folk tales, and dance to the New World.
- B. 1. T 2. T 3. F 4. F 5. T 6. F 7. F**
- C. 1. a 2. c 3. b 4. a 5. b**
- D. 1. citizen 2. revenge 3. brand 4. plantation 5. prosperous**
- E.** The Portuguese thought that Africa was a backward, uncivilized land.

The blacks were obvious because of their skin color. Each runaway would be under immediate suspicion. The Native Americans were also aware of survival techniques, being native to the land.

Wee Sing America | "America" p. 14

Walk the World's Rim | Chapter 10

Vocabulary

With his ready laugh and a few **bantering** words Esteban had even the idlers hurrying for firewood and filling water gourds. (*playfully teasing*)

To Discuss After You Read

Q: What does Esteban mean when he tells Chakoh, "I have far to go, little one"?

A: *he sees a difficult road ahead of him with difficult choices and danger yet to face*

Q: Did Esteban have trouble with the Indians he met?

A: *never, many followed him in joy*

Q: Why does Esteban stay far from Fray Marcos?

A: *so he can do what he wants; he follows the last commands given him, but doesn't want to receive any more*

Q: Does Chakoh follow the path of his father?

A: *no, he has been mesmerized by the Spanish*

Q: What does Esteban believe the Spanish can teach?

A: *fancy manners, fake behavior done to manipulate, and how to lie or be a traitor to your friends*

Readers

Om-kas-toe | Chapter 10

To Discuss After You Read

Q: Why does the elkdog diet delight the Blackfeet?

A: *they just need grass and water, not meat*

Q: How does Om get trapped?

A: *as he seeks to discover the whereabouts of the enemy, he is surrounded by them and has no where to go*

Q: Why do the enemy warriors leave Om behind?

A: *Wise Bird does such amazing tricks they think Om has powerful medicine and do not want to hurt this great spirit*

Creative Expression

5-Day: Dictation³

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Work with them to note any words, capitalizations, or matters of punctuation that require special attention.

We the People of the United States, in
Order to form a more perfect Union, establish
Justice, insure domestic Tranquility, provide for
the common defense, promote the general
Welfare, and secure the Blessings of Liberty to
ourselves and our Posterity, do ordain and establish
this Constitution for the United States of America. ■

3. Preamble to the United States Constitution.



B: Our Household's Preamble

A preamble is an introduction that briefly explains the purpose of the document it introduces. This week's dictation passage is the Preamble to the United States Constitution. Do you see how it explains the purpose of the Constitution?

Using the Preamble to the United States Constitution as inspiration, this week you will write your own preamble to a set of bylaws for your family on the lines below.

However, before you can write a preamble, think about the set of rules, if you were to write them, you would like your family to follow. What rules might you create? More importantly, why would you create those rules? The reasons for writing these rules will be the essence of your preamble.

C: To Form a More Perfect Union

In preparation for tomorrow's writing assignment, we would like you to research how and why the United States Constitution came into existence. Use the questions below to guide you.

In addition to basic facts (who? what? where? when? why? how?), try to dig deeper and explore the people behind the Constitution. What motivated them? What impact did the drafting and ratification of the Constitution have on their lives?

Make notes of interesting facts that you might be able to use for a hook to start your paper tomorrow. If you want, you can get a head start on tomorrow's assignment by turning your research notes into a rough outline today.

1. Who drafted the United States Constitution? Why did they do it?

2. Why was the Bill of Rights not included in the Constitution?

3. What was the Great Compromise?

4. How was the Constitution ratified?



CORE D+E & LA D+E		WEEK 3			SCHEDULE
Date:	Day 11	Day 212	Day 313	Day 414	Day 515
Bible					
Starting Strong	"One of a Kind" chap. 3				
Student Reading	Luke 22:54–62	Matthew 26:69–75	Mark 14:66–72	John 18:15–27	John 18:28–37
Parent Reading	Matthew 10:1–23	Matthew 10:24–42	Matthew 11	Matthew 12	Matthew 13:1–23
American Indian Prayer Guide—Powhatan	Day 1 p. 17	Day 2 pp. 17–18	Day 3 p. 18	Day 4 p. 19	Day 5 p. 20
Memorization	Matthew 11:28–29				
History/Geography					
The Story of the USA, Book 1	chap. 5 Exercises A & E 🕒↑	chap. 6 Exercises A & E & pp. 36–37	chap. 7 Exercises A & E Optional: chaps. 1–7 Review	chap. 8 Exercises A & E 🕒↑🌐	chap. 9 Exercises A–D 🕒↑🌐
Wee Sing America	"There are Many Flags" p. 13.				
Read-Alouds					
Walk the World's Rim	chap. 11	chaps. 12–13 🕒↑			
The Witch of Blackbird Pond			chap. 1 🕒🌐	chap. 2 🌐	chap. 3
Oxford Illustrated Book of American Children's Poems		pp. 12–13		p. 14	
Readers					
Om-kas-toe	chap. 11	chap. 12	chap. 13	chap. 14 to p. 206 (thru first para)	p. 206–end & Epilogue
Other Subjects (Math, Science, etc)					

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Special Note to Mom or Dad



Map Point



Timeline Figure



Timeline Suggestion



Schedule Continued		Week 3			Language Arts D+E	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 4	Exercise 2B		Exercise 2C	Exercise 2D		
Creative Expression						
	A: Dictation Passage	B: Homophones	C: Grateful	D: Thanks a Million!	5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

Students: This week your reading in *Starting Strong: One of a Kind* is about Jesus in the Garden of Gethsemane and Peter's reaction to what happens. You'll also read accounts of these events from the four Gospels. Pay attention to different details and descriptions of what happened as told in the different Gospels.

Parents: Matthew 12:17-21 cites Isaiah 42:1-4 as another fulfillment of messianic prophecy. Here Matthew references his longest Old Testament quotation. This is another of Isaiah's "servant" writings, which represent Israel as well as the suffering servant (the Messiah). God's Spirit will aid in the Messiah's mission of justice and hope.

Parents: Matthew 13:12-15 is an interesting messianic passage in that Christ personally cites Isaiah 6:9-10 as a prophetic fulfillment. The reference is about parables, as is the prophetic reference encountered in Matthew 13:35 (addressed next week). —Robert Velarde

Starting Strong | "One of a Kind" Chapter 3

Read this assignment throughout the entire week.

Student Reading | Luke 22:54–62

Parent Reading | Matthew 10:1–23

American Indian Prayer Guide | "Powhatan" Day 1 p. 17

Memorization | Matthew 11:28–29

Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls.

History/Geography

The Story of the USA, Book 1 | Chapter 5–Exercises A & E

A. 1. Ponce de Leon landed in Florida.

2. Balboa was wrecked off of Panama.

3. Magellan said (correctly) that Asia was beyond the waters to the west of the Americas.

4. Magellan's voyage proved that the earth is round, showed how large the Earth is, showed where the oceans and continents are, and proved that the Americas are separate from Asia.

B. 1. F 2. F 3. F 4. T 5. T 6. F

C. 1. b 2. a 3. c 4. c 5. a

D. 1. 1513 **2.** 1519, 1522

E. 1. desert **2.** treasure **3.** Central America

F. (Answer may vary.) Our opinion: Yes. They are attempting to appear young.

Both explorers were trying to find Asia. Magellan was the only one who succeeded.

We do know more about the moon, for man had been there and prior to that machines had gone and taken samples to give information. Men in Columbus' day had no concept of how large the world was. They had no idea that so much of the world was covered with water. They did not know that there was another continent, the Americas.

Timeline and Map Activities

🕒 **Juan Ponce de Leon (1460–1521) seeks the Fountain of Youth**

🕒 **Vasco Nuñez de Balboa (1475–1517) discovers the Pacific Ocean**

🕒 **Magellan's leads circumnavigation of the globe (1519–1522)**

Wee Sing America | "There Are Many Flags" p. 13

Listen to the track throughout the entire week.

Read-Alouds

Walk the World's Rim | Chapter 11

To Discuss After You Read

Q: How does Esteban maintain his honor and his freedom?

A: *he leads the priests to Cibola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; but once the trip is done, he plans to take his freedom that was promised to him earlier*

Q: Why does Esteban not want Chakoh in Mexico?

A: *he doesn't believe the Spanish would be right for, or good to, Chakoh and Esteban worries that Chakoh will starve since he has nothing the Spanish want*

Q: Chakoh thinks about honor and realizes that he bent his honor by not telling Fray Marcus the full truth about why he wanted to see Esteban. He decides it is okay to bend honor but not break it as Dorantes did when he broke his promise of freedom to Esteban. what do you think about this idea?

Readers

Om-kas-toe | Chapter 11

To Discuss After You Read

Q: How does Om hide his footprints?

A: *steps on the rocks, pulls off a tree branch and uses the needles to wipe away his footprints; also he walks in water*

Q: Where does Om find his tribe's warriors, and what do they do for him?

A: *by the hot spring; they listen and feed him and make him sit in the hot water until his muscles feel better*

Language Arts

Vocabulary Development

Optional: **Wordly Wise 3000, Book 4** | Exercise 2B

Creative Expression

A: Dictation Passage¹

Read through the dictation passage with your children. Work with them to note any words, capitalizations, or matters of punctuation that require special attention. On Day 5 you will read the dictation as your children write it down.

My heart is steadfast, O God; I will sing and make music. Awake, my soul! Awake, harp and lyre! For great is your love, reaching to the heavens; your faithfulness reaches to the skies. Be exalted, O God, above the heavens; let your glory be over all the earth.

Optional: Dictation²

"This is not a good place," Otterman said quietly.
"The land is too rough. Too much rock. Too many fallen trees. Our escape would be slow. We must follow the enemy to a better place. Then we will attack, take the elkdogs, and make our escape."

5-Minute Mechanics

Later this week, your children will write a thank you note. Take some time today to review the list of state and common address abbreviations under "5-Minute Mechanics" on **Week 3 Activity Sheet** so they're ready to address an envelope if you decide to mail the thank you note later. Ask them to practice writing the state abbreviations for the states in which your extended family lives. If you're lucky enough to have most of your relatives close by, choose 3 or 4 states for your children to write as abbreviations. (*Answers will vary.*)

1. Excerpt from Psalm 57:7–11 (NirV®).

2. *Om-kas-toe*, p. 187.

Day 2

Bible

Starting Strong | "One of a Kind" Chapter 3

Student Reading | John 4:39–54

Parent Reading | Matthew 26:69–75

American Indian Prayer Guide | "Powhatan" Day 2 pp. 17–18

Memorization | Matthew 11:28–29

History/Geography

The Story of the USA, Book 1 | Chapter 6–Exercises A & E and pp. 36–37

A. 1. The Spaniards' two goals were to take the Christian religion to the peoples of the New World and to take from the New World all the treasure they could find.

2. The Aztecs feared the Spanish cannons and horses and were unsure as to whether or not the white men were gods.

3. The Aztec nation was the most powerful.

The capital city was built on an island and had high stone building and temples. There were canals and flower gardens. It was very beautiful.

4. He wondered if they were gods.

5. Cortes became the governor of Mexico.

B. 1. T 2. F 3. T 4. F 5. F

C. 1. c 2. b 3. a 4. b

D. 1. capital 2. violence 3. conquer 4. desperate 5. persuade

E. Greedy people are never satisfied.

Wee Sing America | "There Are Many Flags" p. 13

Read-Alouds

Walk the World's Rim | Chapters 12–13

Vocabulary

pueblo: the communal dwelling of an Indian Village of the southwestern United States.

mesa: an isolated hill or mountain with steeply sloping sides.

cavorted: jump or dance around.

To Discuss After You Read

Q: Why was the reaction of the Cibola Indians so surprising? [chap. 12]

A: *Esteban has been well received by all Indians thus far—to be taken prisoner was a shock*

- Q: Why are the Indians angry? [chap. 13]
 A: *because of the slave traders who steal Indians*
- Q: Why is Mexico a sad place for Chakoh? [chap. 13]
 A: *there are many people but not one of them is a friend; he worries about the soul of Esteban—who will mourn him and light a funeral pyre and chant the death song?*
- Q: Why does Chakoh decide to leave Mexico? [chap. 13]
 A: *there is nothing for him to do there—in his village he can be headman hunter and a warrior, and if he brings seeds, there will be no hunger either*

Timeline and Map Activities

- 🕒 **Esteban's wanderings (1528–1536)** (see map in book)

Oxford Illustrated Book of American Children's Poems | pp. 12–13

Readers

Om-kas-toe | Chapter 12

To Discuss After You Read

- Q: Why does Otterman need to know the location of the enemy's camp?
 A: *to know how many warriors they have, where they are going, and, ultimately, to protect their families*
- Q: What does Om's father tell him to do?
 A: *intercept the warriors and direct them along the river so their trip will take less time*

Language Arts

Creative Expression

B: Homophones

Today your children will use the dictation passage to learn about **homophones**. For more information, see the **Week 3 Activity Sheet**.

Answers:

- soul—sole, lyre—liar, For—four, great—grate, to—two—too, Be—bee*
- Answers will vary: The badger knew the new squirrel was going to be trouble. He ate all eight nuts for breakfast!*

Day 3

Bible

Starting Strong | "One of a Kind" Chapter 3

Student Reading | Mark 14:66–72

Parent Reading | Matthew 11

American Indian Prayer Guide | "Powhatan" Day 3 p. 18

Memorization | Matthew 11:28–29

History/Geography

The Story of the USA, Book 1 | Chapter 7—Exercises A & E

- A.** 1. Esteban was a black slave who was an explorer and a scout.
 2. Esteban was asked to find the seven golden cities of Cibola.
 3. He was killed by the Pueblo Indians.
 4. By exploring the lands of the Southwest and California, he helped Spain claim new lands.

B. 1. F 2. T 3. F 4. T 5. F

C. 1. b 2. c 3. a 4. c

D. 1. fearless 2. suppose 3. ordinary 4. party 5. claim

E. The native people were hoping the Spanish would go elsewhere.

Perhaps Esteban was killed as a warning to explorers coming.

The Spanish assumed they could take the land because they were stronger militarily. They also felt that they were more civilized than the native peoples.

Optional: The Story of the USA, Book 1 | Chapters 1–7 Review

I. 1. strait 2. Latin America 3. conquer 4. violence
 5. citizen 6. ancient 7. council 8. continents
 9. capital 10. civilization

II. 1. a 2. c 3. b 4. a 5. c 6. a 7. c 8. b 9. c

III. Peru—d 1492—g Cortes—h Artifact—e West Indies—i Esteban—f Magellan—a Montezuma—b Pizarro—c

B. 1. F 2. F 3. T 4. F 5. F 6. T 7. F

C. 1. pirate 2. permanent 3. challenge 4. democracy
 5. merchant

D. One theory is that the settlers were absorbed into the nearby Indian tribes.

Ideas include: tools, livestock, fabric, food stores, seeds, and arms. Skilled workers would be a plus.

Wee Sing America | "There Are Many Flags" p. 13

Read-Alouds

The Witch of Blackbird Pond | Chapter 1

Setting

Saybrook, Massachusetts; 1687

Vocabulary

Four new passengers were embarking for the trip up the river, a shabby, **dour**-looking man and wife and their scrawny little girl ... (*harsh and forbidding*)

"You must be **daft**," the woman hissed. (*silly, foolish, crazy*)

She had made them both laugh, but underneath her **nonchalance**, Kit felt uneasy. (*an attitude reflecting a lack of concern*)

* * *

brigantine: light swift seagoing vessel to sail or row.

pinnaces: light sailing ship that is often schooner-rigged but sometimes is propelled by oars.

deadlights: heavy pieces of glass set in a ship's deck or hull to admit light.

capstan bars: a wooden lever used for turning the capstan (a cylinder to wind a rope) by hand.

hawser: large rope for towing or mooring to a dock.

Roundheads: Puritan or member of the Parliamentary party in England at the time of Charles I and Oliver Cromwell. Charles I was executed January 30, 1649. The term 'round-head' originated as a term of disparagement, referring to the Puritans' disapproval of the long hair favored by royalists.

To Discuss After You Read

Since the Pilgrims came to the New World in 1620, this story is set 67 years later in 1687. The colonists have settled in, built communities and set up governments.

Kit comes from a longer settled island, Barbados. As a British colony, it had close ties to England. Kit's grandfather as a wealthy plantation owner, with land granted by the king would feel great loyalty to his majesty. Remember, the colonies were established by people who chose to leave the Church of England and worship in a more modest fashion. Kit's world differed greatly from New England.

Q: How did the New Englanders respond to Kit's swimming adventure?

A: *with shock, horror, and anger, for no one could swim. The water was too cold and people had no time for recreational swimming*

Q: Why would Kit's grandfather teach her to swim as soon as she could walk?

A: *probably to keep her safe—in a place surrounded by water, he wouldn't want her to drown*

Q: How does John Holbrook view Barbados? And Kit?

A: *a heathen island in the West Indies; for Kit it was as civilized as England, with shops, fine streets, a famous town [Bridgetown]*


Timeline and Map Activities

 **Pilgrims arrive in America (1620)**

 **Kit arrives in Saybrook (1687)**

 *Bridgetown, Barbados (D3) (map 3)*

 *Connecticut River (B11) (map 7)*

 *Wethersfield (XX); Saybrook (XX) (map X)*

Readers

Om-kas-toe | Chapter 13

To Discuss After You Read

Q: What is the Blackfeet plan?

A: *the warriors will attack the enemy and drive the elkdogs to Om, Om and the other warriors will each capture an elkdog, then they will drive the extras in front of them and return home several days later*

Q: How does Om escape the enemy?

A: *the black elkdog runs quickly and well, and goes through a buffalo herd (which does nothing to the elkdog but stampedes the enemy)*

Language Arts

Vocabulary Development

Optional: Wordly Wise 3000, Book 4 | Exercise 2C

Creative Expression

C: Grateful

Tomorrow your children will write a short thank-you note to a friend or relative. Spend some time with your children today discussing all the things they have to be thankful for. Encourage them to think beyond mere gifts or special favors. What about all the special people God has put into their lives? Is there someone to whom they'd like to send a note just to say "I'm thankful that God put you in my life"?

Have them use the questions below "C: Grateful" on the **Week 3 Activity Sheet** to help them prepare for their thank-you notes tomorrow. Enjoy this time with your children. Use it to nurture a grateful heart within them.

Day 4

Bible

Starting Strong | “One of a Kind” Chapter 3

Student Reading | John 18:15–27

Parent Reading | Matthew 12

American Indian Prayer Guide | “Powhatan” Day 4 p. 19

Memorization | Matthew 11:28–29

History/Geography

The Story of the USA, Book 1 | Chapter 8–Exercises A & E

A. 1. Coronado and De Soto discovered new land in North America and the Mississippi River.

2. Juan Cabrillo claimed California for Spain.

3. Spanish settlers started the oldest city in the United States in Florida. Its name is St. Augustine.

4. Mexico to Peru, California, and Florida were all lands claimed by Spain.

The Spanish gave a lot of power to the king and little freedom to the ordinary people.

5. Portugal, England, and France sent explorers to the New World.

John Cabot was an explorer for England and Cartier was an explorer for France.

Both explorers explored far north of where Columbus had been; they explored Canada.

B. 1. F 2. T 3. F 4. T 5. T 6. F

C. 1497: Cabot discovers a piece of Canada

1534: Cartier discovers a part of Canada

1541: De Soto discovers the Mississippi River and Coronado explores near Kansas

1542: Cabrillo explores California

1565: Spanish settle in Florida

D. 1. jealous 2. expedition 3. minister 4. strictly

E. The Spanish did not find gold or jewels and thus did not value the land.

The Spanish tore down temples in hopes that the native peoples would come to worship their God.

Some samples: *tortilla, salsa, lasso, siesta, plaza, and fiesta*

Answers will vary.

Timeline and Map Activities

John Cabot “finds” Canada (1497)

Portuguese claim Brazil (1500)

Francisco Vasquez de Coronado (1510–1554) explores the West to Kansas

Hernando De Soto (1496–1542) locates Mississippi River

Juan Cabrillo (d. 1543) claims California for Spain (1542)

St. Augustine (Florida) founded (1565)

Kansas (D5); Mississippi River (E7); California (E1); St. Augustine, Florida (G8) (map 1)

Brazil (E3); Canada (B1) (map 3)

Wee Sing America | “There Are Many Flags” p. 13

Read-Alouds

The Witch of Blackbird Pond | Chapter 2

Vocabulary

And how could she force herself to endure another meal at the same board with Goodwife Cruff and her **cowed** shadow of a husband? (*intimidated*)

And it spoiled her appetite just to watch that miserable little **wraith** of a child Prudence ... (*shadow or insubstantial copy of*)

Captain Eaton treated her with a **punctilious** caution. (*marked by precise exact attention to details*)

He’s the only one on this ship who doesn’t seem to **be-grudge** my existence. (*yield or concede with displeasure*)

“You warned me never to do it again,” Kit replied **incat-tiously**. (*in a careless, rash manner*)

* * *

fumed: in a state of excited irritation or anger; **prow:** the bow of a ship.

daub: touch or lightly pat.

scudded: to sail with little or no sail set.

Accidence: the book, *Accidence: A Short Introduction to the Latin Tongue*, by Ezekiel Cheever [source: www.britannica.com].

Slaves began coming to America: Dutch brought slaves to Jamestown, Virginia in 1619 [source: *The American Heritage Encyclopedia of American History*].

brocaded gown: a gown that is made from richly decorative fabrics, often made from colored silks.

John Dryden: was an influential English poet and playwright.

William Shakespeare: was an English poet and playwright and is regarded as the greatest writer in the English language.

Thomas Otway: was an English playwright.

To Discuss After You Read

Q: Why did John Holbrook want to go to Harvard?

A: *Harvard was built as a school to train pastors*

Q: What surprises John about Kit's reading?

A: *first, that she could read, and second, the books she had read: history, poetry, and plays*

Q: What does John believe people should read?

A: *books that help improve the sinful nature of man, and that help make God's Word clearer*

Timeline and Map Activities

🌐 New Orleans (H2); Boston (B11) (map 2)

🌐 Jamaica (D2); Antigua (D3) (map 3)

Oxford Illustrated Book of American Children's Poems | p. 14

Readers

Om-kas-toe | Chapter 14 to p. 206 (thru first paragraph)

To Discuss After You Read

Q: How does Om keep from freezing?

A: *he dozes off through the night but frequently gets up to walk around*

Language Arts

Vocabulary Development

Optional: Wordly Wise 3000, Book 4 | Exercise 2D

Creative Expression

D: Thanks a Million!

Today your children will write their brief thank-you notes to a friend or relative. For more information about thank-you note rules of structure, see the **Week 3 Activity Sheet**.

We understand your children's thank-you notes will most likely be less exciting than our example, but that's OK. When they're finished, let them mail their note. It's never too early to get your children in the habit and practice of writing and mailing thank-you notes to loved ones.

Here's an example of what a short thank-you note might look like:

Dear Margaret,

Thank you so much for the wonderful present. A pet badger has been at the top of my wish list for so long. I thought I might never actually get one. I named her Karleen, because she looks kind of like someone I know.

Thanks for coming to my party, too. It was so much fun, even though Karleen stole the snacks and cornered Grandma in the bathroom. I hope to see you again soon. Take care and God bless!

Sincerely,

Warren

Day 5

Bible

Starting Strong | "One of a Kind" Chapter 3

Student Reading | John 18:28–37

Parent Reading | Matthew 13:1–23

American Indian Prayer Guide | "Powhatan" Day 5 p. 20

Memorization | Matthew 11:28–29

History/Geography

The Story of the USA, Book 1 | Chapter 9–Exercises A–D

A. 1. The English queen was Queen Elizabeth.

The English wanted colonies to stop Spain from getting all the wealth. The English hoped to acquire fish, lumber, and furs from the colonists.

2. The English started colonies on Roanoke Island off the coast of North Carolina and in Jamestown, Virginia. Both were north of the Spanish settlement.

The first colonists hoped to find gold.

The Roanoke colony simply disappeared.

3. The first permanent colony was called Jamestown in Virginia.

John Smith was a soldier and strong leader who forced the settlers to work to keep from starving.

4. The English loved freedom far more than the Spanish.

The English had their own council in Jamestown.

B. 1. F 2. F 3. T 4. F 5. F 6. T 6. F

C. 1. pirate **2.** permanent **3.** challenge **4.** democracy
5. merchant

D. One theory is that the settlers were absorbed into the nearby Indian tribes

Ideas include: tools, livestock, fabric, food stores, seeds, and arms. Skilled workers would be a plus.

Timeline and Map Activities

🕒 **First English settlement in North America (1585)**

🕒 **Spanish Armada attacks England and loses (1588)**

🕒 **Jamestown, Virginia settled (1607)**

🕒 **First slaves brought to Virginia (1619)**

🕒 **Pilgrims arrive at Plymouth (1620)**

🕒 **First American Thanksgiving (1621)**

🌐 **Roanoke Island, North Carolina (XX); Jamestown (D8)**
(map 2)

Wee Sing America | "There Are Many Flags" p. 13

Read-Alouds

The Witch of Blackbird Pond | Chapter 3

Vocabulary

“How lovely,” breathed Mercy, her voice as **arresting** as her eyes ... (*seizing and holding in the focus of attention*)

The three other women were all wearing some **nonde-script** sort of coarse gray stuff. (*lacking in distinguishing marks or character*)

To Discuss After You Read

Q: Why had Kit’s aunt changed so much?

A: *life in a settlement is hard work and takes a toll on the body*

Q: What had happened to Kit’s grandfather’s wealth?
[chap. 3]

A: *an overseer that he trusted had robbed him of an entire year’s crops—and grandfather had built up a lot of debts as a result*

Q: Why does Kit think the Puritans must be King’s men like her grandfather had been?

A: *just as Barbados was a British colony, started by the sanction of the King, so the Americans must be loyal to King James*

Readers

Om-kas-toe | Chapter 14 (p. 206–end) & Epilogue

To Discuss After You Read

Q: What changes came to the Blackfeet because of the elkdogs?

A: *hunting is easier so more time is available for “art, dancing, music, jewelry making, games, and practicing religion”*

Q: Why does Om fall unconscious?

A: *lack of food and sleep*

Language Arts

Creative Expression

5-Day: Dictation³

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Work with them to note any words, capitalizations, or matters of punctuation that require special attention.

My heart is steadfast, O God; I will sing and make music. Awake, my soul! Awake, harp and lyre! For great is your love, reaching to the heavens; your faithfulness reaches to the skies. Be exalted, O God, above the heavens; let your glory be over all the earth. ■

3. Excerpt from Psalm 57:7–11 (NIRV®).

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A: Dictation Passage¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention.

My heart is steadfast, O God; I will sing and make music.
Awake, my soul! Awake, harp and lyre! For great is your
love, reaching to the heavens; your faithfulness reaches
to the skies. Be exalted, O God, above the heavens; let
your glory be over all the earth.

5-Minute Mechanics

Review the tables of abbreviations below as you prepare to write a thank you note to mail later in the week.

State Abbreviations			
Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

Address Abbreviations					
Avenue	AVE	Heights	HTS	South	S
Boulevard	BLVD	Highway	HWY	Square	SQ
Court	CT	Lane	LN	Station	STA
Drive	DR	North	N	Street	ST
East	E	Road	RD	West	W

Write the names of 5 states and their abbreviations below:

B: Homophones

The dictation passage contains several homophones. A **homophone** is a word that sounds the same as another word but does not mean the same thing. Homophones may be spelled the same, or they may be spelled differently. Here are some examples:

be/bee

piece/peace

deer/dear

What are the homophones in the copywork passage?
What words are pronounced the same as these words but have different meanings?

1. Excerpt from Psalm 57:7–11 (NIRV®).



LA Week 3 Activity Sheet

In the space below, write two sentences, each of which should feature a homophone pair used correctly.

C: Grateful

Tomorrow, your task will be to write a short thank-you note to a friend or relative. Have you had a birthday or received any gifts recently? If so, you should have plenty of people they could thank.

If you are in the midst of a holiday or birthday drought, you can still write a thank-you note. Maybe someone has been especially kind to you recently. Perhaps a friend has done a special favor for you lately?

Spend some time with your Mom or Dad today discussing some of the things you have to be thankful for. Are there things you are thankful for that go beyond gifts or special favors? What about all the special people God has put into your life? Is there someone to whom you'd like to send a note just to say "I'm thankful that God put you in my life"?

Use the questions below to guide you as you prepare for your assignment tomorrow.

1. What's the best gift you've been given recently?

2. What's the nicest thing anyone has done for you lately?

3. Who are you really happy is in your life?

4. Are there people you really thank God for, but you haven't told them so lately?

D: Thanks a Million!

Today you will write a brief thank-you note to a friend or relative. Yesterday, you should've decided who you want to write to and what you want to thank him or her for. Feel free to look back on your notes from yesterday's activity if you need to jog your memory.

An informal thank-you note need only follow a few rules of structure:

1. Begin the note with a personal greeting (called a salutation), such as Dear _____.
2. Include a couple of paragraphs that explain the purpose of the note (to thank the recipient).
3. Finish the note with a closing sentiment, such as Sincerely or Yours truly, and a signature.

When you're ready, draft your thank-you note below.



Core D+E—Scope and Sequence: Schedule for Topics and Skills						
Weeks	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
1	Matthew 4:4	Jesus calls his disciples; Gospel of Matthew: Genealogy of Jesus	Maya	The First Americans; Christopher Columbus	<i>North and South America; Saltes River; Palos, Spain; Canary Islands; India</i>	Christopher Columbus
2	Psalms 8:1	Jesus walks on water; Gospel of Matthew: Jesus' healing miracles	Taino & Arawak	Christopher Columbus; Slavery	<i>San Salvador; Spain; North and South America; Caribbean; Portugal; Africa; West Indies</i>	Christopher Columbus
3	Matthew 11:28-29	Jesus in the Garden of Gethsemane; Gospel of Matthew: the suffering servant	Powhatan	Explorers; Spanish in Mexico; Pizarro; English Colonists	<i>North and South America; Spain; Pacific Ocean; Philippines; Mexico; Roanoke Island; North Carolina; Virginia; Jamestown</i>	Ponce de Leon; Balboa; Magellan; Cortes; Montezuma; Francisco Pizarro; Esteban; John Cabot; Coronado; De Soto; Cabrillo; King James
4	John 20:28-29	Jesus' appearances after Resurrection; Gospel of Matthew: Jesus' parables	Aztec	Pilgrims; Puritans	<i>England; Plymouth, Massachusetts; Virginia</i>	King James; Pocahontas
5	Ephesians 3:20-21	Acts: Early church: spreading the Good News; Gospel of Matthew: Jesus' entry into Jerusalem	Wampanoag	Quakers; Charity Colonies	<i>Pennsylvania; Georgia</i>	William Penn; General Edward Braddock; James Oglethorpe; Pocahontas
6	Matthew 28:19-20	Acts: Early church: John and Peter; Gospel of Matthew	Seminole	Thirteen Colonies; Pirates and Smugglers; New York Colony	<i>New England; Atlantic Ocean; Belgium; France; Manhattan</i>	Lord Baltimore; Thomas Hooker; Roger Williams; William Penn; James Oglethorpe; Captain Kidd; Benjamin Franklin
7	Psalms 103	Gospel of Mark; Gospel of Matthew	Inuit	Virginia; Ties to England	<i>Virginia; New England; Eastern Seaboard/Atlantic Seacoast; England</i>	

Core D+E—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	American Indian	History/ Social Studies	Geography	Biography
8	Psalm 103	Gospel of Mark: Jesus' parables and healing; Gospel of Matthew	Delaware	French and Indian War; Sugar Act and Stamp Act; Declaration of Independence	<i>France; England; Great Lakes; Quebec; Pennsylvania; Eastern United States; Philadelphia</i>	
9	Psalm 103	Gospel of Mark: Jesus' miracles; 1 Chronicles: Kings of Judah	Lumbee	Declaration of Independence; American Revolution	<i>Eastern United States; England</i>	Thomas Jefferson; Benjamin Franklin; George Washington
10	Psalm 103	Gospel of Mark: Jesus' Transfiguration, teachings, and triumphal entry into Jerusalem; 1 Chronicles	Natchez	American Revolution; A New Nation	<i>Philadelphia; United States</i>	Captain Daniel Shay; George Washington; John Adams; Thomas Jefferson; James Madison; Ben Franklin
11	Psalm 103	Gospel of Mark: Jesus' parables: Love God and love others; 1 Chronicles	Choctaw	Constitution	<i>Philadelphia; United States</i>	George Washington; John Adams; Alexander Hamilton; Thomas Jefferson; James Madison; Ben Franklin; Lewis and Clark
12	Psalm 103	Gospel of Mark: The Lord's Supper, Crucifixion, and Resurrection; 1 Chronicles	Ojibwa/ Chippewa	Constitution; Northwest Ordinance	<i>Philadelphia; United States</i>	George Washington; John Adams; Alexander Hamilton; Thomas Jefferson; James Madison; Ben Franklin; Lewis and Clark
13	Famous Speech	Samuel: friendship in the Old Testament; 2 Chronicles	Cree	Westward Expansion; Our First President	<i>New York; Pacific Coast; Western United States</i>	George Washington; Junipero Serra; Robert Gray; Thomas Jefferson
14	Famous Speech	Acts: Early Church: Paul and Barnabas, the church in Antioch; 2 Chronicles	Iroquois	Louisiana Purchase; War of 1812; Monroe Doctrine	<i>Louisiana Territory; Canada; South America</i>	Thomas Jefferson; Napoleon Bonaparte; Bolivar; James Monroe
15	Famous Speech	Daniel; 2 Chronicles	Oneida	Immigration; Instant Cities	<i>Ireland; New York; Erie Canal; Germany; United States</i>	Harriet Tubman

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Core D+E—Scope and Sequence: Schedule for Topics and Skills (cont.)						
Weeks	Memory Work	Bible Reading	American Indian	History/ Social Studies	Geography	Biography
16	Famous Speech	Friendship; 2 Chronicles	Huron & Ottawa	Changes in American Life; Texas	<i>United States; Texas</i>	Harriet Tubman
17	Famous Speech	Job: remaining faithful through suffering; 2 Chronicles	Potawatomini	Moving West; Railroads; New American Politics	<i>Oregon Trail; United States; South Carolina</i>	John Bloomfield Jervis; Andrew Jackson; William Henry Harrison
18	Famous Speech	Samuel; 2 Chronicles	Miami & Shawnee	Slavery; Civil War	<i>United States; East Coast States; Mississippi River; Texas; Kansas; Nebraska</i>	Thomas Jefferson; George III; Eli Whitney; Harriet Beecher Stowe; Eli Parish Lovejoy
19	Lamentations 3:22-23	Ruth: devotion and kindness; Proverbs; 2 Chronicles	Cherokee	Westward Expansion; Gold Rush; Civil War	<i>California; Arizona; New Mexico; Texas; Nevada; Utah; Virginia; Kansas; Nebraska; Ft. Sumter</i>	James Polk; John Sutter; Abraham Lincoln; Stephen Douglas
20	Proverbs 18:10	Proverbs; Hosea: how God views our sin	Chickasaw	Civil War	<i>Eastern United States; Texas; Kansas; New Orleans; Charleston; Gettysburg; Appomattox</i>	Abraham Lincoln; John Brown; Robert E. Lee; Ulysses S. Grant; William Sherman
21	Proverbs 26:18-19	Proverbs; Hosea	Osage	Cowboys; Oil Boom; Sears Catalog	<i>Great American Desert; Cleveland; Chicago</i>	Joseph G. McCoy; John D. Rockefeller; Montgomery Ward; Richard Sears
22	Proverbs 16:32	Proverbs; Amos: God's justice and righteousness	Crow	Department Stores; Mass Production	<i>Philadelphia</i>	A. T. Stewart; Elias Howe; Frederick W. Taylor; Henry Ford; Thomas Edison
23	Hebrews 11:1, 6	Proverbs; Micah	Sioux	Reconstruction; Discrimination; Homestead Act; Railroads	<i>The South; The West; Utah</i>	Thomas Edison; Alexander Graham Bell; John D. Rockefeller; Andrew Carnegie
24	Romans 8:38-39	Proverbs; Ezekiel: God's sovereign power over his creation	Blackfeet	Crowded Cities; Immigration; Labor Unions; Cowboys and Indians	<i>New York; Chicago; Europe; the Great Plains</i>	George Custer
25	John 15:1-8	Proverbs; Ezekiel	Cheyenne	Reformers; Newspapers; Post Office; Railroads; Company Towns and Garden Cities	<i>Chicago; Boston; New York; St. Louis</i>	Jane Addams; Samuel Morse; Andrew Carnegie

Core D+E—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	American Indian	History/ Social Studies	Geography	Biography
26	Psalm 19:1-4	Jonah: God's patience and compassion; Ezekiel	Pawnee	Bridges; Elevators and Skyscrapers; Farmers	<i>New York; Chicago</i>	James Eads; John and Washington Roebling; Bogardus; Elisha Otis; William Jennings Bryan; William McKinley
27	Psalm 19:1-6	God's prophet Samuel; Ezra	Paiute & Ute	Big Businesses; Spanish-American War	<i>Cuba; Spain; United States; Panama</i>	Joseph Pulitzer; Theodore Roosevelt
28	Psalm 19:1-8	Exodus: Moses and God's chosen people; Ezra	Pueblo	World War I; Flu Epidemic	<i>Austria-Hungary; Bosnia; Serbia; Europe</i>	Archduke Franz Ferdinand; Kaiser Wilhelm II; The Wright Brothers
29	Psalm 19:1-10	Luke: Mary's devout faith and the birth of Jesus; Romans: Paul's powerful teachings	Apache	World War I; The Roaring 20's; The Great Depression	<i>United States; Europe</i>	Woodrow Wilson; Herbert Hoover; Franklin Roosevelt; The Wright Brothers
30	Psalm 19:1-12	Daniel; Romans	Navajo	Discrimination; The New Deal; World War II	<i>Germany; Poland; Europe; Russia; United States; Japan; Pearl Harbor</i>	Franklin Roosevelt; Booker T. Washington; W.E.B. DuBois; Billy Mitchell; Charles Lindbergh; Adolf Hitler; Winston Churchill; Joseph Stalin; Thomas Edison; Helen Keller
31	Psalm 19:1-14	Genesis: Joseph; Romans	California Indians	Cold War; Korean War; Civil Rights	<i>United States; Soviet Union; East Germany; West Germany; Poland; Europe; China; Korea; Vietnam; Geneva</i>	Joseph Stalin; Harry Truman; Winston Churchill; Douglas MacArthur; Dwight Eisenhower; Joseph McCarthy
32	Hebrews 12:1-13	2 Kings: Elijah; Romans	Shoshone	Civil Rights; Cuban Missile Crisis	<i>Montgomery, Alabama; Memphis; Cuba</i>	John F. Kennedy; Martin Luther King Jr.; Rosa Parks; Lyndon B. Johnson; Thurgood Marshall
33	Hebrews 12:1-13	Book of Judges: Bible heroes; Galatians	Nez Perce	Cold War; Civil Rights; Space Race	<i>United States; Soviet Union; Vietnam; Mexico; Puerto Rico; California</i>	Khrushchev; Lyndon B. Johnson; Cesar Chavez; Margaret Sanger; Jackie Robinson

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Core D+E—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	American Indian	History/ Social Studies	Geography	Biography
34	Hebrews 12:1–13	Book of Judges; Galatians	Northwest Coastal Indians	Space Age; Vietnam War; Watergate; End of the Cold War	<i>United States; Soviet Union; Vietnam; Nicaragua; Watergate; Persian Gulf; Middle East; Russia</i>	Robert Goddard; Yuri Gagarin; John Glenn; Neil Armstrong; Richard Nixon; Ronald Reagan; Gorbachev; Boris Yeltsin; Dick Rutan; Jeana Yeager; Jackie Robinson
35	Hebrews 12:1–13	Book of Judges; Ephesians	Chipewyan	In Search of the Source	<i>Papua New Guinea</i>	Neil Anderson
36	Hebrews 12:1–13	Book of Judges; Philippians	Hawaiians	In Search of the Source	<i>Papua New Guinea</i>	Neil Anderson

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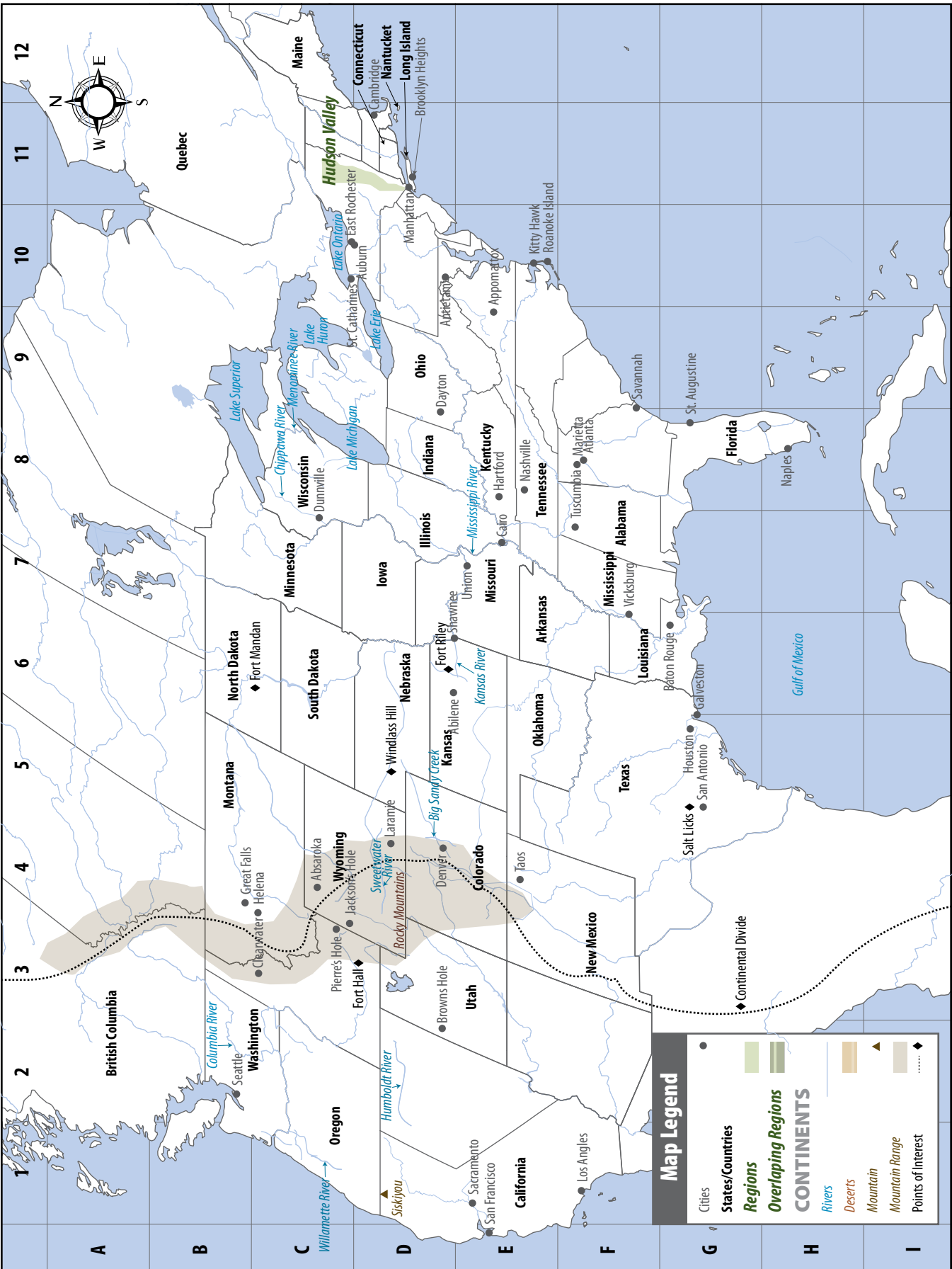
Language Arts D+E—Scope and Sequence: Schedule for Topics and Skills		
Weeks	5-Minute Mechanics	Creative Expression
1	nouns: common/proper; gender of nouns	In a Nutshell (Summarization) Book Comercial (Summarization)
2	subjects & predicates (complete, compound, simple)	Our Household's Peramble (Introduction/Purpose) To Form a More Perfect Union (Research) The Law of the Land (Explanation)
3	abbreviations—states/addresses	Homophones (Mechanics) Grateful (Communication) Thanks a Million (Description)
4	action verbs, linking verbs, helping verbs; singular/plural	An Outline is Like a Map (Organization) Mystery Girl (Character Analysis) Portrait of a Character (Description)
5	elements of a complete sentence; Subject—understood you	The Reverse Outline (Organization) Why Here (Organization) Jamestown (Explanation)
6	types of sentences: declarative, imperative, interrogative, and exclamatory	Research Report---Topic Selection (Brainstorming) Internet Research (Research) Library Visit (Research)
7	singular, plural, possessive, and subject pronouns	Note Cards (Research/Organization) Informational Outline (Organization) Working Outline (Writing Process)
8	use keywords to combine short sentences	Write a Rough Draft, Edit, and Finalize (Writing Process)
9	adjectives and adverbs; definite and indefinite articles	My Favorite Room (Description/Similes/Metaphors) Speechwriter (Imaginative/Public Speaking)
10	Adverbs of time and place	Rhyme Patterns (Word Choice) You May Be a Poet, Don't You Know It (Rhyming Couplets/Poetry) Free As a Bird (Free Verse/Poetry)
11	Person of pronouns: first, second, third	Literary Hooks (Writing Skills) Remember When (Recollection) The Neatest Thing Happened the Other Day (Hooks)
12	run-on and rambling sentences	O Lord, We Thank Thee (Analysis) Devour This Book (Summarization/Imagination) Back Cover Copy (Persuasive Writing)

Language Arts D+E—Scope and Sequence: Schedule for Topics and Skills (cont.)		
Weeks	5-Minute Mechanics	Creative Expression
13	active and passive voice	Personification (Figurative Language) Organization (Writing Process) A Gold Nugget's Tale (Short Story/Narration)
14	clauses & conjunctions: independent clause, coordinating conjunction; correlative conjunctions	Five Parts of the Friendly Letter (Structure) Friendly Letter Notes (Organization) Write the Friendly Letter (Communication)
15	dependent clauses; subordinating conjunctions; relative pronouns	The Outline (Organization) Outline an Experience (Writing Process) Spin Your Tale (Narration)
16	apostrophes	Poetry (Writing Skills) Narrative Poem (Organization) Poetically Speak (Poetry/Narration)
17	commas	Adjectives (Writing Description) Character Description (Description) Character Jack (Description)
18	types of pronouns: relative, interrogative, demonstrative; types of adjectives: demonstrative, indefinite	Rules and Commands (Imperative Sentences) A Bill of Rights (Introduction/Explanation) Create Your Own Bill of Right (Statements)
19	writing numbers	The Topic Sentence (Writing Skills) Write a Formal Business Letter (Communication/Organization) Revisions to My Letter (Writing Process)
20	dialects; intensive, reflexive and indefinite pronouns	Metaphors (Figurative Language) Definition Poem (Poetry) Limerick (Poetry)
21	simple verb tenses: past, present, future	Transition (Structure) Follow Directions (Comprehension) Write Directions (Expository Writing)
22	perfect verb tenses: present, past, and future	Hyperbole (Figurative Language) A Tall Tale (Writing Process) Writing a Tall Tale (Use of Exaggeration)
23	homographs and homonyms	The Venn Diagram (Compare/Contrast) Compare/Contrast (Brainstorming) Compare/Contrast Essay (Expository Writing)

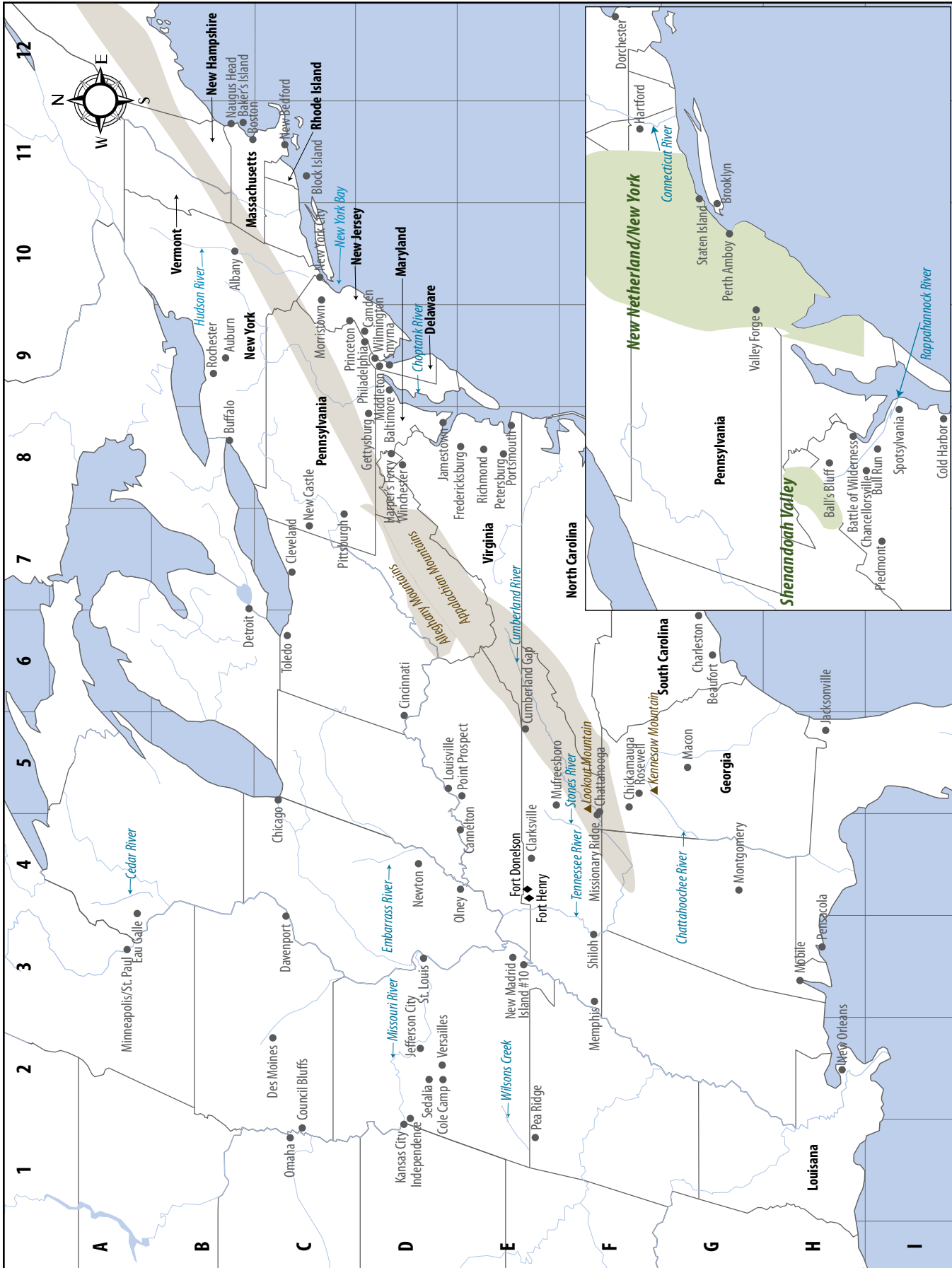
Language Arts D+E—Scope and Sequence: Schedule for Topics and Skills (cont.)		
Weeks	5-Minute Mechanics	Creative Expression
24	phrases: noun phrases, verb phrase; appositives	Advertising Techniques (Critical Thinking) Using Advertising Techniques (Persuasive Writing) The Advertisement (Persuasive Writing)
25	simple and compound sentences; coordinating conjunctions	Retell (Recollection) Imagine (Imaginative)
26	predicate nouns and predicate adjectives	Colorful Descriptions (Description) Hues (Thematic Analysis) Reflections on Color (Thematic Analysis/Essay)
27	prepositions, object of the preposition, and prepositional phrases	Combine Sentences, Part 1 (Sentence Fluency) Family Traditions (Writing Process/Organization) Essay (Expository Writing)
28	writing titles	Combine Sentences, Part 2 (Sentence Fluency) Science Fiction Dialog---Plan (Writing Process) Science Fiction Dialog (Imaginative Writing)
29	subject-verb agreement	The Journal (Personal Response)
30	transitive verbs; direct objects; intransitive verbs	Mind/Concept Mapping (Critical Thinking) Create and Write (Scientific Process) Explain and Describe (Scientific and Expository Writing)
31	similes; articles	Brainstorm the Story (Writing Process/Organization) The Short Story (Imaginative Writing) Edit the Short Story (Writing Process)
32	dashes	Retell (Recollection) Writing Prompts (Personal Response)
33	noun and pronoun agreement	Script for a Puppet Show (Imaginative Narrative)
34	capitalization	Design an invitation (Artistic) Preparing the Puppets and Stage (Artistic) Performing the Puppet Show (Public Speaking)
35	hyphens; dashes	The Book Review (Critical Thinking) Add Details (Description)
36	adjective forms: positive, comparative, and superlative	Organize for a Speech/Speech Preparation (Process) Give a Speech (Public Speaking)

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Core D+E—Map 1



Core D+E—Map 2



Core D+E—Map 3



Core D+E—Map 4

