



CORE F & LA F		WEEK 1			SCHEDULE
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
Student Reading	Psalm 1	Psalm 2	Psalm 3, 4	Psalm 5	Psalm 6
Parent and Student Reading	John 1:1–28	John 1:29–51	John 2	John 3:1–21	John 3:22–36
101 Differences Between Cats and Dogs!			pp. 1–3		
Memorization	Our first Memorization passage is Psalm 91. It will be due on Week 8. Read Psalm 91:1–2 aloud twice each day this week. —Track 11				
All Nations Shall Worship					
History/Geography					
World Book Encyclopedia: CHINA	Overview through Government	Communism up to Communism in the Soviet Union	People	Way of Life up to Religion	5-Day: Mount Everest
Eastern Hemisphere Notebook Pages	“Overview” 🕒👤	“Communism”	“People”	“Way of Life”	5-Day: “Mount Everest”
100 Gateway Cities	pp. 11–14	pp. 15–18	pp. 19–22	pp. 23–26	
Current Events					
Read-Alouds					
Where the Mountain Meets the Moon	chaps. 1–3	chaps. 4–9	chaps. 10–12	chaps. 13–15	
All the Small Poems	“porches”		“cow”	“zinnias”	
5-Day: Best-Loved Folktales of the World					#122–123 📖
Readers					
Li Lun, Lad of Courage	pp. 11–38 👤	pp. 39–66	pp. 67–end		
God’s Adventurer: Hudson Taylor				chaps. 1–3 🕒👤	chaps. 4–5
Other Subjects (Math, Science, etc)					



Schedule Continued		Week 1			Language Arts F	
Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 5	Pretest 1		Lesson 1	Lesson 2		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 5	Exercise 1A		Exercise 1B	Exercise 1C		
Creative Expression						
	A: Dictation Passage	B: The Purpose of Writing	C: Observation	D: Observation Essay	5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

Parents: Core F has a strong global perspective. As you study the Eastern Hemisphere together, your children will be challenged to consider other cultures and their need to hear about Christ. And, indeed, the need is great! This part of the world—specifically the area dubbed “the 10/40 Window”—has the most unreached people groups in the world: People who have never had a chance to even hear about Jesus!

As humans, we tend to stick with people who are like us. This “natural segregation” can be seen in most schools, work places, churches, and neighborhoods. We don’t often seek out those who aren’t like us. But God is very different from us! He came to us and He wants us to reach out to the rest of the world. He will go to extreme lengths to get His will done. Your children will encounter many passages of Scripture this year that will likely seem strange. This isn’t surprising. God is different from us, but He also became a man and dwelt among us—something emphasized in the Gospel of John, which you’ll begin reading this week. And fortunately, we have a Mediator who understands us and God (1 Timothy 2:5). By God’s grace, we can follow as God leads us to bring His good news to the world.

Both you and your children, and on their own, will read Scripture this year. Some of the most perplexing and debated portions of Scripture await, so you won’t want to miss this opportunity to dig into biblical study with your children. On their own, they’ll read through the Psalms and the Gospel of Matthew, but look for notes in your Instructor’s Guide intended at times for parents, but sometimes for children, and sometimes for both.

Throughout the year, you will also get to ponder *101 Differences Between Cats and Dogs!* This deceptively simple cartoon book brings up deep theological questions, so we’ve included brief notes for you as a parent to look over in case your children wish to discuss some issues that come up along the way. As appealing (and easy) as “black and white” presentations like these cartoons can sometimes be, do the ideas they present line up with Scripture?

Student Reading | Psalm 1

Parents: The book of Psalms, which your children will read over the next several weeks, echo many of the same themes brought up in Job and Ecclesiastes: God is righteous, yet the wicked seem to prosper. Why does it feel like God has abandoned me? God is huge, yet He cares for the oppressed. We have no hope but the Lord. The Psalms offer an excellent opportunity to discuss our emotions and thoughts about God, both the cries of pain and the songs of praise.

There are many kinds of psalms, so it will help to have a general background on them. Keep in mind some important points. Some psalms are praises to God, intended as songs set to music for worship purposes. Other psalms are at times prayers against wicked people, while some psalms seek to impart wisdom. Psalms involves poetic literature. Hebrew poetry sometimes uses acrostics, when the first letter in a sentence or passages have some deeper meaning or structure in mind. Hebrew poetry also uses contrasts of ideas, often seeking to balance concepts by repeating information in a different form or way.

How can you go about helping your children to interpret Psalms? One book suggests asking three key questions: “(1) What is happening in the psalm: complaint, praise, thanksgiving, instruction? (2) Who is speaking: an individual or the community? If an individual, is he a spokesperson for a group, such as a king, a priest, or a prophet, or an individual complaining of suffering or giving thanks for deliverance? ... (3) Is the king mentioned? Do words like ‘anointed,’ ‘son,’ or ‘shield’ denote his relationship to God and Israel?” (*Old Testament Survey* by William Lasor, David Hubbard, and Frederic Bush [Eerdmans, 1996], p. 431).

If you have a difficult time interpreting a particular psalm, try looking through the notes of a good study Bible. Two helpful ones include the *NIV Study Bible* and the *ESV Study Bible*.

Parent and Student Reading | John 1:1–28

Parents and Students: This week you’ll begin reading together through the Gospel of John, which likely was the last of the four Gospels written. Matthew, Mark, and Luke are quite similar in many respects, leading scholars to group them together using the term Synoptic Gospels. Synoptic basically means “seeing together,” which generally applies to Matthew, Mark, and Luke. John, however, has some differences. John, for instance, chooses to leave out material that the other Gospels include such as some parables, the establishment of the Lord’s Supper (communion), the Transfiguration, and some short sayings of Jesus. Only John includes the many “I am” sayings of Jesus, too. Keep in mind that there is nothing in John that contradicts the other Gospels, so it seems John, moved by the Holy Spirit, emphasized other areas, which often makes his Gospel more personal and accessible to readers.

Parents and Students: This week you’ll read about how Jesus, the Word, fulfills something Job asked for in the Old Testament: A mediator between human beings and God. Since God is so different, we need someone who can go between us and God, and Jesus does just that. He performs miracles and gives us the words of life, but He still does things that can be difficult. He drives merchants out of the Temple with a whip and says things that confuse His would-be followers.

Memorization | Psalm 91:1–2

As your children memorize Psalm 91 over the next several weeks, don't let the conundrum slip by: How do we trust in God as our refuge when sometimes He allows calamity to befall us? This is a topic you'll read more about when you get to Job.

All Nations Shall Worship | Track 11

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

Listen to Track 11 the entire week.

History/Geography

Eastern Hemisphere Notebook Pages

The *Eastern Hemisphere Notebook Pages* are designed to bring your children to the threshold of the fascinating features and topics that are characteristic of each region they study this year, and will allow them to jump in and explore those places on their own, rather than taking them by the hand and providing them with a guided tour, as many other activity guides do. Your children will read articles in the *World Book* and will write down facts and insights that catch their attention on decorated pages designed to remind them of the country or region they read about.

Over the course of the school year your children will assemble and complete a number of pages into a keepsake binder (the *Eastern Hemisphere Notebook Pages*). This is intended as a fun project, so encourage them to enjoy the process.

Keep in mind, too, that extra *Eastern Hemisphere Notebook Pages* are available for purchase from Sonlight. These are handy if your children require additional sheets.

A Closer Look

In some of your destinations, you'll have special mini-projects where you'll investigate a key attribute of a culture or region. Simply answer the questions you find here to take a closer look at these special features.

Monumental Moments

As you spend time with the people of the lands you visit, you will gather information about important dates and time periods in their history. To keep accurate records of this history, complete the timeline for each place you visit. However, rather than marking dates, you will be asked to dig deeper into each significant event to better understand how and why it helped to shape the region's history.

Choose Your Adventure

In each country you visit, you will get to choose at least one adventure. Adventures will help you become an expert about some aspect of that country and will require you to spend some time with outside resources. Your children may need a little help in the first few days to find

the articles they need. Please model how to search for the scheduled articles.

Multiple Intelligences

Individual students learn in different ways. There is not just one, but many different kinds of intelligence. Each "Choose Your Adventure" project reflects one or more of Howard Gardner's Multiple Intelligences, depicted by the following icons:



- Linguistic Intelligence (word smart)
- Logical-Mathematical Intelligence (number and reasoning smart)



- Spatial Intelligence (picture smart)
- Bodily-Kinesthetic Intelligence (body smart)



- Musical Intelligence (music smart)
- Interpersonal Intelligence (people smart)



- Intrapersonal Intelligence (self smart)
- Naturalist Intelligence (nature smart)

Unique Activities

Besides the sections listed above, you may find a few activities sprinkled in which vary from country to country. Simply follow the directions provided with each new activity.

Reference Instructions

Below are instructions for "Choose Your Adventure" projects that may be found in more than one country. We have collected them here for easy reference:

Nature Fact Cards

On a 5"x 8" index card or a half sheet of lined paper, include the following:

- the name of the plant or animal and its scientific classification.
- a colored picture of the plant or animal from a magazine or draw and color your own.
- location where the plant or animal lives.
- what the animal eats and if it is an "omnivore," "herbivore," or "carnivore."
- the plant's or animal's average life span.
- its natural predators—does anything eat this plant or animal?
- 3-5 fascinating facts about your animal or plant.
- a brief statement about why you chose to research this creature.

Country Card

On a 5"x 8" sized index card, or half sheet of lined paper, include the following:

- the country's official name
- total area
- population
- location in the world: You can include a map,

as long as the map also shows or includes a statement about where in the world this country is found, and does not simply depict the country itself.

- capital city
- type of government
- languages spoken there
- type of money
- name one famous landmark
- briefly describe the geography of this country
- briefly describe the climate of this country
- describe one interesting or unique custom or cultural tradition that is important to the people of this country
- was this country ever controlled by another country? If so, when? By whom?
- three important events in this country's history and why they're important
- three fun or interesting facts about this country

For More Information

See the Core F Instructors Guide Links page under Help and Support at www.sonlight.com/iglinks.html for the most up-to-date website suggestions.

Famous Person Cards

If your children take interest in a particular historical figure, feel free to complete a Famous Person Card for "extra credit". On a 5"x 8" sized index card, or a half sheet of lined paper include the following:

- person's full name
- his or her picture, if available
- date and place of birth
- family: What were the names of this person's parents? Did this person have any siblings? If so, what were their names?
- childhood: Where did this person grow up? Who did he or she live with? Were there any important world events that occurred during this person's childhood, such as wars or famines, etc.? Did these world events affect this person in any way?
- education: Where did this person go to school? Did he or she go to college? If so, where?
- brief life history: This section should include major events in this person's life, as well as information about why this person is famous.
- three fun facts you learned about this person that you didn't know before.

A Final Note

We hope that you enjoy your adventure this year and that it helps you learn more about the world we live in. If we can be of any assistance, please do not hesitate to e-mail us at main@sonlight.com, call us at (303) 730-6292, or

better yet, visit us on the forums at forums.sonlight.com, where you can chat with others who are going through this same program. You can ask questions, learn new ideas, share with others what you have learned, problem-solve, or just talk. Happy exploring!

Core F *World Book* Rationale

This year covers a part of the world that people know very little about. We choose to study it because 1.) It is a part of the world that is often in the news so to be educated people who understand the news, we study it and 2.) Missiologists (or people who study missions) call this region the 10/40 window of unreached peoples. This part of the world encompasses more people than anywhere else in the world, and includes the highest number of people who have never heard the gospel, never met a Christian and have no idea of a God who loves them.

As we study the Eastern Hemisphere, we will use the *World Book Encyclopedia* as our primary text. It allows us to easily scan the key nations and regions of this important, but not often studied part of the world. We will alternate in other books to break up the use of a single text. For each country we "visit", use the search function and enter the country's name. Check the daily schedule to see how much of the article to read.

We include the name of the country or region of study in bold capital letters on your schedule each week (**CHINA**) to help you and your children know an article title that would be a good place to start their search for information.

We'll ask a few questions to help you focus on important information and provide "Notebook Pages" for you to write on. We do this because 1.) Since each *World Book* article is laid out similar in form and in the electronic format always begins in the same place, it is easy to confuse the different countries. We'll ask you to write a few facts daily about each country. At the end of the year, you will be impressed with what you have learned.

The Notebook Pages include: A unique page to write your thoughts on, a map to notate, and a timeline to help you work through each country or region's history.

We couple the *World Book* with the prayer guide *100 Gateway Cities*. Each week we will pray for a city or countries in these strategic regions of the world. The book indicates information about each city, a map and specific prayer points. Feel free to read the prayers aloud. May it be that as we pray God will act.

For nations or regions with multiple cities to pray for, we spend extra time. So, for example, China has 18 gateway cities, so we spend six weeks on this important strategic land. We also spend six weeks in India, the Middle East and Africa. To break up the *World Book* readings, we spend 3 weeks studying a nation or region and three weeks reading a story of ambassadors who visited the lands we study to add life to these key areas.

Each Friday, we include an idea to enrich your times in these regions. Enjoy!

Revisions in *World Book*¹

In recent years, *World Book* has made some very interesting changes to its encyclopedia. For instance, the 2004 *World Book* states:

From 1949 to 1952, the new government firmly established its control over China and promoted the recovery of the nation's economy. It seized farmland from landlords and redistributed the land among peasants. This process of land redistribution was a bloody one. Estimates of the number of landlords killed range from 50,000 to several million.

In this passage, the subject of the first sentence, the Chinese government, does not change in the rest of the paragraph. Therefore, it would be logical to assume that the Communist government killed landlords in order to redistribute land.

World Book changed the passage in 2005 to read:

The new Communist government seized farmland from landlords and redistributed it among the peasants. Angry mobs, resentful of the way landlords had mistreated them, killed many of the landlords.

This new revision has subtle changes that make a big difference. The article now says that the government redistributed the land, but had nothing to do with the killings!

Elsewhere in the article on China, *World Book* changed previously negative comments about Communism to make them less judgmental and changed China's view of religion from "restrictive" to "tolerated."

The 2005 version says a lot of positive things about modern life in China under Moderate Communism, and many of these things are true. But that is not the way it has always been. As a form of government, Communism talks about ideas of caring for the poor and helping people.

But historically, being a member of a Communist society has not been as wonderful as the idealists suggested it would be. In practice, Communism has promoted terror, repression, murder, and horrible living conditions.

One source reports that under the Chinese government, "People were tortured to death ... [and] interrogations were systematically accompanied by torture with red-hot irons. The families of people who were executed were tortured and the tombs of their ancestors robbed and de-

stroyed."² That is a very different story than the one *World Book* is telling in the 2005 encyclopedia!

Unfortunately, we've noticed subtle yet impacting revisions like these in more and more articles as we review the *World Book* each year. When you read, whether it be in *World Book* or any other book, you must evaluate and decide for yourself if the authors present an accurate, objective story. Take time to consider what you are reading and read carefully and critically. Don't just take what you read at face value! Do some research on your own to find out the real story and see which side (if either) is telling it.

***World Book Encyclopedia: CHINA* | Overview through Government**

Have your children read the *Overview*³ article in the China article and skim through to the *Government* section.

***Eastern Hemisphere Notebook Pages* | "Overview"**

On the **Highlights from China** Notebook Page under the "Overview" section, have your children write three facts about China they found interesting. Find our *Eastern Hemisphere Notebook Pages* directly after these notes.

Timeline and Map Activities

Communist regime rules China (1949–present)

***100 Gateway Cities* | pp. 11–14**

Markable Map Suggestions

Each city has a map in the book, showing you the location within the country. For your geography assignment, have your children locate each city on the markable map as you read the description. Use *100 Gateway Cities* as your answer key.

Current Events | Report

We believe that by fifth and sixth grade students need to begin learning about world affairs—matters of social, political, economic, and cultural concern. They should be informed about these matters, and they ought to be forming biblically-appropriate opinions about them. As citizens of God's Kingdom, they are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

Once each week, on the last day of the week, students must report verbally on some matter of significant local, regional, national, or international concern that they have read about during the previous week. They must state who the protagonists are in the case and what makes the matter significant. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side

1. If you ask most librarians, *World Book* is the encyclopedia of choice for children; it is easy to read, thorough, and well-illustrated. For topics likely to be of interest to younger children—"Dogs," let's say, or "Animals"—*World Book* articles begin at the most elementary reading level. After the basics have been covered, the article moves on to more advanced vocabulary and sentence structure, and, eventually, it may move to a very highly advanced (though still quite readable) vocabulary and sentence structure. Subjects likely to be of interest only to more advanced students—the "Theory of Relativity," for instance, or "Genetics"—are written in the language most appropriate to students who will be interested in those subjects.

As an adult, I have never found *World Book* to "talk down" to me or skimp on significant information.

All longer articles are outlined. Many subjects include bibliographies and suggestions for additional study.

Beyond the stylistic value of the *World Book*, there is the general conservative, Christian-friendly, scholarly nature of the encyclopedia we appreciate as well. Unlike others we have seen, it does not tend to participate in the fad "political correctness" of the day.

2. *The Black Book of Communism*, (Cambridge: Harvard, 1999), p. 479.

3. The "Overview" article is not so named—it is the first portion of every article.

issues)?

Please read the same article as your children read and add background information to aid to in your children's understanding. If you come across an uncommon or unfamiliar term explain it. Give her whatever historical, cultural, and other background you can, as well as talk about any parallel situations with which she might be familiar from her studies of history or other cultures.

The best time to hold these discussions about current events is over the dinner table.

A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. Then children are better able in the future to read articles about the same people or the same or related events.

And, we keep up on current events to pray knowledgeably and effectively for our brothers and sisters elsewhere around the world.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It's similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: "We don't have it so bad."

Finally, a study of current events—as a study of history in general—can give us the opportunity to learn from other people's mistakes.

By reading the newspaper we give God the opportunity to lead us in new directions. Imagine. Are you likely to go someplace or serve a people group you've never heard of? Hardly! Nor are you likely to try a new idea if you've never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and open our minds to all manner of options we would otherwise never consider.

Read-Alouds

Where The Mountain Meets the Moon | Chapters 1–3

We open this year with a fairy tale that won the Newbery Medal. It is beautifully crafted and a pleasure to read. Please recognize that as a fairy tale, magical things occur. Compare it to fairy tales that occur in stories from your homeland. As you read this together with your children, highlight differences in family life that you notice.

To Discuss After You Read

Q: The stories Minli's father told kept Minli from dullness.

Why did the stories keep Minli vibrant? [chap. 1]

A: *stories can take us outside our lives, can broaden our horizons, give us hope and pleasure*

Q: Do you agree with Ma when she says, "Our house is bare and our rice hardly fills our bowls, but we have plenty of stories. What poor fortune we have!" [chap. 1]

A: *no, while the family owns a small house and sufficient food, we do not become happier with our possessions. A loving father and a cheerful daughter can more than*

compensate for fewer belongings

Q: Why does Minli buy the goldfish? [chap. 2]

A: *to bring fortune to her family, plus the goldfish acts so unexpectedly and this brought her pleasure, and she liked the looks of the fish; it is her money to spend as she wants*

Q: Why is Ma so unhappy? [chap. 3]

A: *she has no hope, no dreams, only hard work, and she wallows in her discontent*

All the Small Poems | "porches"

To Discuss After You Read

Q: What is the difference in feeling between the front and back porches? Why?

Readers

Li Lun, Lad of Courage | pp. 11–38

Setting

Lao Shan, China

Overview

Although his family and his village are all fishermen, Li Lun hates the sea. Angry, his father sends him to the top of the mountain to grow seven grains of rice. He cannot return home until he grows seven times that number. By himself for four months, Li Lun conquers the mountain, his fears, the gulls and rats, mildew and hunger, the rain and the drought, and returns to his village with ninety-nine grains. The Keeper of the Temple realizes that Li Lun is not a coward but brave, and that to grow a grain of rice is as great a work as the creation of a mountain, and Li Lun goes to the Temple to grow rice and teach others to do the same.

To Discuss After You Read

Q: At what age do boys in Li Lun's village go on their first fishing voyage?

A: *10*

Q: What does Li Lun fear about the sea?

A: *that evil spirits would pull him under the water*

Q: How do the villagers get salt?

A: *the children carry sea water to holes in the mountain's rocks; the water evaporates and leaves the salt*

Q: What is the purpose of the painted eye on the side of the sampan?

A: *to show the fishing boat the way to travel in deep waters*

Q: How did Li Lun show respect to Sun Ling?

A: *he bowed to him, waited for him to speak, spoke respectfully to him*

The hour of short shadows would be noon.

Q: Why does Li Lun prefer the land over the sea?

A: *the rocks are at peace with each other and the waves are not*

Q: Retell the story of Lao Shan.

A: *the mountain was once Mei Shan [Beautiful Mountain], but grew proud of its beauty and height; the wind and the sea decided to put the proud mountain under the sea where all vain things belong, so they lashed the mountain and destroyed everything on it; the mountain remained, renamed as Lao Shan [Sorrow Mountain]*

Timeline and Map Activities

📍 Lao Shan (Laoshan), China (C8) (map 4)

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 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.

Optional: *Keys to Good Language 5* | Pretest 1

Find instructions and answers in the Teacher's Guide.

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 5* | Exercise 1A

Find instructions and answers in the Teacher's Guide.

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

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 "Mechanics Practice" 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), and review those areas.

A: Dictation Passage⁴

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

He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not.

4. Li Lun, *Lad of Courage*, p. 27.

Optional: Dictation⁵

"And you think you are a coward," the priest said kindly. "You have tended the rice, you have watered it faithfully, you have guarded it from the birds... You are no coward! You are brave, Li Lun. Braver than if you had gone fishing."

Mechanics Practice

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

Answers:

1. Underline all of the nouns in the passage. Double underline proper nouns. (See answers below.)
2. Label the gender of each noun. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.

He stood up and shouldered the bundles
again, happy that he was toiling up the mountain
instead of sailing over the sea. The rocks were at
peace among themselves; the waves were not.

3. Answers will vary. Possible: **concrete**—cow; **abstract**—hope; **compound**—fingernail; **collective**—litter of kittens

Day 2

Bible

Student Reading | Psalm 2

Parent and Student Reading | John 1:29–51

Memorization | Psalm 91:1–2

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | Communism up to Communism in the Soviet Union

China is one of five communist nations on the earth (the other four are: Cuba, Laos, North Korea and Vietnam). Have your children read through the *World Book Encyclopedia* article on *Communism* (read up to "Communism in the Soviet Union" section) to determine the key ideas, tenants, or beliefs of Communism.

Eastern Hemisphere Notebook Pages | "Communism"

Have your children write at least three key ideas of Communism on the **Highlights from China** Notebook Page under the "Communism" section.

100 Gateway Cities | pp. 15–18

Take a moment to note where the 10/40 window is—even if you just look at the cover of the book.

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapters 4–9

To Discuss After You Read

- Q: What good came of Minli's kindness to her father? [chap. 4]
A: *she didn't want her weary father to give up his rice to her fish so she released it in the river*
- Q: Why does Minli feel uneasy about leaving home? [chap. 5]
A: *while she is not disobedient, she knows that her parents will worry*
- Q: What would you bring on a trip that differs from what Minli carried? [chap. 5]
Q: What does Minli create with her bowl? [chap. 6]
A: *a compass*
- Q: In Ma's sorrow, she says hurtful words to Ba. She claims that it is his fault that Minli left. Does Ma speak the truth? How does Ba respond? [chap. 7]
A: *no, Minli left to stop Ma's sighs; kindly*
- Q: What descriptive words would you use to describe Minli? [chap. 8]
A: *curious, compassionate, kind, hard-working, aware of the people around her*
- Q: Ba says that it is impossible to change their future with stories but not ridiculous. What does he mean? [chap. 9]
A: *while stories cannot change the family's fortune, they can change hearts and bring joy*

Readers

Li Lun, Lad of Courage | pp. 39–66

To Discuss After You Read

- Q: How does Li Lun plant the rice grains?
A: *he finds sticks and reeds for the bottom of the rock hole he chooses, which must not be too shallow or too exposed and must have sunshine; then he mixes the soil with bird droppings and puts this over the reeds; he puts each grain in the ground and marks the spot with a gull feather, covers the soil with his jacket to ward off gulls, and waters the rice with his gourd*
- Q: What does Li Lun make during the rain?
A: *he builds a rock bench, then makes a girl-who-sweeps-clear-the-weather doll*

5. *Li Lun, Lad of Courage*, p. 60.

Creative Expression

B: The Purpose of Writing

This year your child will compile their writing assignments and other Language Arts work into a Sketchbook. The Activity Sheets included with this Instructor's Guide collected in a separate binder, will provide the 36-week organizational selection for their sketchbooks. Have your children include assignments they complete on a separate sheet of paper by filing them behind the appropriate week's Activity Sheets. Today your children will begin their sketchbook by conducting a self-interview. See "B: The Purpose of Writing" **Week 1 Activity Sheet** for more information.

Day 3

Bible

Student Reading | Psalm 3, 4

Parent and Student Reading | John 2

101 Differences Between Cats and Dogs! | pp. 1–3

101 Differences Between Cats and Dogs! presents a fun way to look at important issues in theology and the Christian life. If you're a cat person, you might feel slighted that cats seem to represent the bad side of issues far too often in the cartoons, while dogs always appear on the good side. Don't take it personally! It's just an amusing way of looking at some important subjects. As the author writes, "no offense is intended." Also keep in mind that we've added notes here and there about some of the cartoons, offering points of clarification or, at times, differing perspectives. On the whole, you'll find your children will really want to spend time flipping through these colorful cartoons. Note that the author warns at the beginning of the book about being careful not to turn the cartoons into some sort of legalistic guilt trip. Make sure your children understand this point. Finally, most of our notes on this book are directed to parents to help you discuss any potential issues with your children.

Parents: This first cartoon sets the theme for many of the rest of the comics. It's the difference between being self-centered or God-centered. The cat sees everyone as serving his needs, including God, while the dog views God as his rightful master. [p. 1]

Parents: The cat is so tired from spending time watching television that he has little or no energy left for quiet time with God. Again we see a trend here. The suggestion is that the cat has spent time on himself (self-centered) and, as a result, has no time for God. The dog, on the other hand, has made a point of being rested enough to be

ready and alert to what God may wish to show him during study time. [p. 2]

Parents: Sometimes the topic of hell is useful in helping others see the truth. Our goal shouldn't be to scare people into becoming Christians, but the fact of the matter is that the issue of hell may catch some people's attention more than others. Jesus actually spoke more about hell than he did about heaven. It's far better, though, to seek God and embrace his truths than to merely turn to God just to avoid hell. [p. 3]

Memorization | Psalm 91:1–2

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | People

Have your children read the *People* section of the article.

Eastern Hemisphere Notebook Pages | "People"

Have your children write three facts that caught their attention on the **Highlights from China** Notebook Page under the "People" section.

100 Gateway Cities | pp. 19–22

As you begin this daunting task of praying for cultures steeped in unbelief, take heart! Change really does occur. God loves these people and desires for their freedom. As a word of encouragement, in Sonlight's Core A, we have a book called *From Akebu to Zapotec*, a book of prayer for people without Bibles. This is their second version because most of the 26 people groups listed in the first book now have at least parts of the Word in their language. God is moving. As we pray, He answers.

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapters 10–12

Vocabulary

Lychee nuts: lychee is a tropical fruit native to southern China. Lychee nuts is a name that usually refers to dried lychee fruits but is not really a nut. [chap. 10]

To Discuss After You Read

Q: Why isn't Minli frightened by the dragon? [chap. 10]

A: *he was tied up and crying; plus dragons bring good fortune in Chinese folklore*

Q: Why is the dragon unable to fly? [chap. 11]

A: *the painter made him unable to fly to humble the magistrate who bought the picture he came from*

Q: What advice does the goldfish man give Ma and Ba? [chap. 12]

A: *go home and trust Minli to come home to you; if the Book of Fortune can be changed, nothing is impossible*

All the Small Poems | “cow”

To Discuss After You Read

- Q: Why is the author relieved that the cow stops? Explain using the same imagery the author uses.

Readers

Li Lun, Lad of Courage | pp. 67–end

To Discuss After You Read

- Q: Why are the rats brave enough to come into the open to gnaw the stems?
- A: *Li Lun covered the stalks with a mat and so the sun doesn't frighten the rodents away*
- Q: What does Li Lun do for the final stalk?
- A: *he watches it all day and checks on it by night; when harvest comes, he takes the whole stalk*
- Q: What does Li Lun say to the boys that tease him as a coward?
- A: *I am not a coward. I have done what I was sent to do*
- Q: How many grains of rice did Li Lun collect?
- A: 99
- Q: The Good One tells Li Lun “the production of a grain of rice is as great a work as the creation of a mountain.” Do you agree with this proverb?
- Q: What happens to each of the seven grains with which Li Lun began?
- A: *two are killed by gulls; three [probably four] are gnawed by rats; the remaining one produces ninety-nine grains of rice*
- Q: How does the story end for Li Lun?
- A: *he will grow rice on the temple grounds and teach others to do the same; his mother is very proud of him, and his father is still angry and distant, but is proud, too, a bit*
- Q: Read Matthew 13: 1–9 How is Li Lun's story like this parable? How does it differ?

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 1

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 1B

Creative Expression

C: Observation

This week your children will write an Observation Essay. Today they will simply observe something that interests them and take notes on it, jotting down sensory details they can use as they write the essay tomorrow.

See “C: Observation” on **Week 1 Activity Sheet** for more information.

Day 4

Bible

Student Reading | Psalm 5

Parent and Student Reading | John 3:1–21

Memorization | Psalm 91:1–2

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | Way of Life up to Religion

Have your children read the *Way of Life* section up to *Religion* of the *World Book Encyclopedia* article.

Eastern Hemisphere Notebook Pages | “Way of Life”

Have your children write on their **Highlights from China** Notebook Page under the “Way of Life” section, two differences in Chinese culture from their own. **Note:** Save additional Notebook Pages for following weeks.

100 Gateway Cities | pp. 23–26

Read-Alouds

Where The Mountain Meets the Moon | Chapters 13–15

To Discuss After You Read

- Q: Do the monkeys own the peach trees? [chap. 13]
- A: *no, the trees grew from a fallen peach pit; the monkeys are merely greedy*
- Q: How does Minli get past the monkeys? [chap. 14]
- A: *she uses their greedy nature to catch them in a fishnet; if the monkeys would drop the rice they would be free but since they are unwilling, they are captives*
- Q: Why do Ma and Ba decide to wait at home for Minli? [chap. 15]
- A: *they were not meant to find Minli, the secret word or the paper of happiness*

All the Small Poems | “zinnias”

To Discuss After You Read

- Q: Why do you think the author would like to be like zinnias?

Readers

God's Adventurer: Hudson Taylor | Chapters 1–3

Setting

England to China; late 1800s to early 1900s

Overview

Hudson Taylor, an Englishman, is called by God to go to China. He first travels to London to gain medical training and to learn to depend on God for all things.

In 1853, Taylor traveled to Shanghai, China. He studied the culture and the language of the people in order to more effectively share the Gospel. He chose to wear Chinese clothing, eat Chinese food, and live in Chinese neighborhoods to make the Gospel as accessible as possible. Hudson left the missionary compound to bring the Gospel to the inland areas that had not heard. He translated the New Testament into Chinese. Taylor refused to ask for funds and God always provided. Taylor founded the Overseas Missionary Fellowship to enable many more people to go to China.

Vocabulary

quinine: a drug used to treat Malaria.

To Discuss After You Read

Q: Why did Hudson Taylor want to test his faith, and how did he go about doing it? [chap. 1]

A: *he resolved to ask for money from no one but God alone; this was to strengthen his faith and improve his ability to endure hardships*

Q: What training did Taylor undergo in order to prepare for China? [chap. 2]

A: *medical school, doing without luxuries, meeting with the poor, sharing his faith, praying that God would change the hearts of men here*

Timeline and Map Activities

🕒 **J. Hudson Taylor (1832–1905)**

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 2

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 1C

Creative Expression

D: Observation Essay

Today your children will use the notes from their observation to write a simple essay. See “D: Observation Essay” on **Week 1 Activity Sheet**.

We provide an example to help guide your children's writing, as well as your efforts to evaluate their work. Use our examples as a rough guide to help your children generate ideas and as an approximation of what we expect the end product of a particular assignment to look like.

I think the neighbor's cat lost at least one of its nine lives today. Fluffy is her name. Stalking birds is her game.

As I sat by my window typing merrily away, I caught sight of Fluffy walking slowly across the back yard. She crouched low to the ground and stared straight ahead with an eerie intensity. Her nose twitched as it searched for the scent of her prey.

I glanced over to see her likely quarry a few yards away. A large woodpecker with a bright scarlet head sat peacefully poking at a nut it had found in the woods. As Fluffy got closer, it must have picked up on the sound of Fluffy's paws crunching dry leaves on the ground.

As Fluffy sprang into attack mode, the woodpecker flew in a quick circle and bopped Fluffy repeatedly on the head with its sharp beak. Fluffy screamed in pain and ran home with her tail between her legs.

It pays to be observant. If I hadn't noticed the scene unfolding in front of me, I never would've been able to help my neighbors figure out why Fluffy needed stitches!

Day 5

Bible

Student Reading | Psalm 6

Parent and Student Reading | John 3:22–36

Memorization | Psalm 91:1–2

All Nations Shall Worship | Track 11

History/Geography

5-Day: World Book Encyclopedia: CHINA | Mount Everest

Have your children search the *World Book Encyclopedia* for *Mount Everest*, a famous mountain located within territory China controls.

5-Day: Eastern Hemisphere Notebook Pages | “Mount Everest”

Have your children write several comments about this peak on their Notebook Page under the “Mount Everest” section. Make sure they comment on why it is famous!

Current Events | Report

Read-Alouds

5-Day: Best-Loved Folktales of the World | #122–123

Note to Mom or Dad: We will not read this entire book this year. Before you begin, please scan the Table of Contents and notice how many stories are familiar—from “Cin-

derella," to "Sleeping Beauty," to "Jack and the Beanstalk," the stories from the West are part of our cultural heritage. Feel free to enjoy the remaining stories at your leisure.

As we study the less well known countries of the Eastern hemisphere, we will read stories from the lands we visit. Compare them to the stories you know and enjoy learning the perspectives of peoples on the opposite side of the world.

Vocabulary

Taoist: one who practices the philosophy and religious tradition that emphasizes living in harmony with the Tao which originally means "way," "path" or "principle".

alms bowl: a bowl to collect alms (either money or food).

flageolet: a woodwind musical instrument.

To Discuss After You Read

Q: What is the moral of this story? [#122]

A: *possible: to be hospitable even to rude guests*

Q: Was it good that the mirror was broken? [#123]

Readers

God's Adventurer: Hudson Taylor | Chapters 4–5

To Discuss After You Read

Q: After Hudson's remarkable recovery, did he keep the good news to himself? [chap. 4]

A: *no, he gave testimony of what God had done to the doctor who had worked with him*

Q: List some of Hudson's family rules, and give some rules your family has. Compare the two. [chap. 5]

A: *Hudson's rules: don't ask for anything at the table; don't be late [minutes can never be found again]; learn to dress quickly*

Q: How did Hudson's parents feel about his going to China? [chap. 5]

A: *his father wanted to support him since fourteen years earlier he had exclaimed that someone should go*

Q: What did Taylor like about being saved? [chap. 5]

A: *God answers prayers, God would lead him in unexpected pathways; his guilt was gone*

Language Arts

Creative Expression

5-Day: Dictation⁶

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation.

He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not. ■

6. Li Lun, *Lad of Courage*, p. 27.



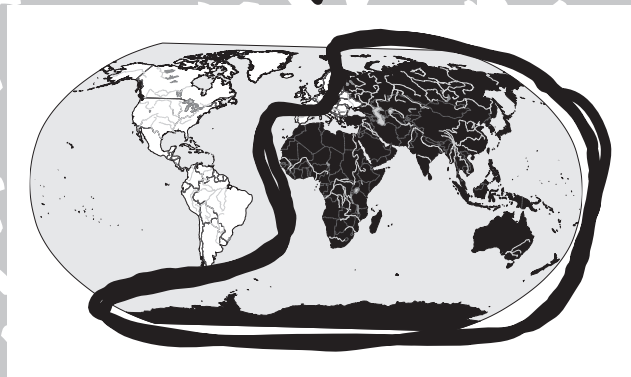
N

W

Eastern Hemisphere Notebook Pages

E

S



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Eastern Hemisphere Notebook Pages

Welcome. Or should we say “Sia Nora”!?

Cause you’re about to go
experience the far east, like
you never have.

The *Eastern Hemisphere Notebook Pages* is a fun project you’ll do on your own, but feel free to ask your parents for help if you need it. You’ll explore a lot of countries and regions as you put the Notebook together, adding pages to a binder as you go. How does this work? It’s easy! You’ll collect different pages over the year and put them together in a binder. After you complete a page, make sure to put your name on the back of the page and include the date so you and your parents will always remember when you worked on the Notebook.

We encourage you to have fun with this project and “make it your own.” Feel free to express yourself by adding more thoughts and images that relate to the topic. For example, you might want to jot down a few notes in the margin about something that really caught your attention.

Table of Contents

CHINA

p. 3

Preview list of countries and regions:

NORTH AND south korea

JAPAN

RUSSIA

Southeast Asia

india

Middle East

AFRICA

Pacific ISLANDS

New Zealand

Australia

ANTARCTICA

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OVERVIEW

Three facts I learned about China:

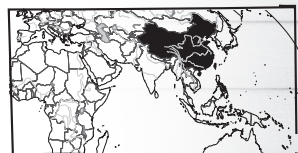
- 1.
- 2.
- 3.



COMMUNISM

Key ideas, tenants, or beliefs of Communism:

- 1.
- 2.
- 3.



PEOPLE

Three facts that caught my attention:

- 1.
- 2.
- 3.



Did you know that China is one of five communist nations on earth? Can you list the four other nations?

- 1.
- 2.
- 3.
- 4.

Answers: 1. Cuba 2. Laos 3. North Korea 4. Vietnam

FUN FACT #1

WAY OF LIFE

Two ways Chinese culture differs from my own:

1.

2.

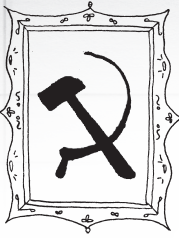


MOUNT EVEREST

a famous mountain located within China's territory

Write several comments about this interesting peak:

Why is this mountain so famous?



RELIGION

Explain the communist government's position on religion:

CONFUCIANISM

Describe Confucianism.

What does it teach?

Describe where it came from.

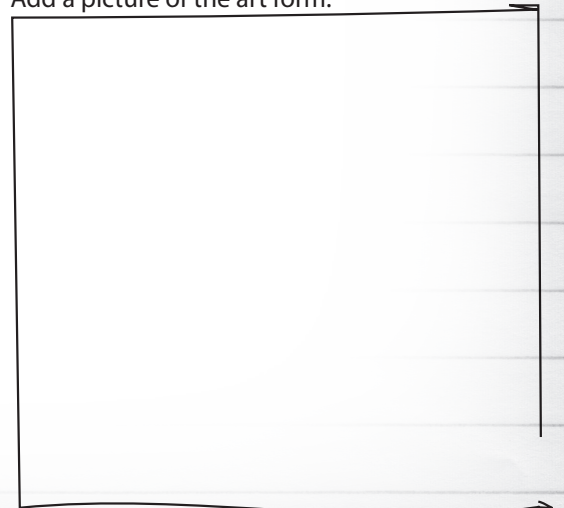
How did it impact Chinese society?



THE ARTS

Describe an art form you found interesting:

Add a picture of the art form.



THE LAND, THE CLIMATE, THE ECONOMY

Write one fact from each section in the Land, Climate, and Economy.

MAP IT

Label the following locations on your China map on the following page. Use the coordinates we provided to easily locate the city, body of water, or points of interest. To correctly label your map, remember to use the key in the bottom left corner of the page!

Bodies of Water

Pacific Ocean; South China Sea (F8–F9)

The Capital of China

Beijing

Regions

Shade the following regions, each with their own color or pattern: Manchuria (B8–B9); Tibet (D5–D6); Gobi Desert (C6–C7); Xinjiang (C5); Inner Mongolia (C7–C8)

Mountain/Mountain Range

Mount Everest (E5); Himalayan Mountains (D5–E6)

Rivers

Huang He (D8); Yangtze (E7)

Points of Interest

The Great Wall of China (D5–C8)

Fertile Triangle

Draw the Fertile Triangle in green on your map using these three cities: Shanghai (D9); Nanjing (D8); Hangzhou (E9)

Cities

Suzhou (D9); Wuhan (E8); Xi'an (D7); Hong Kong (E9)

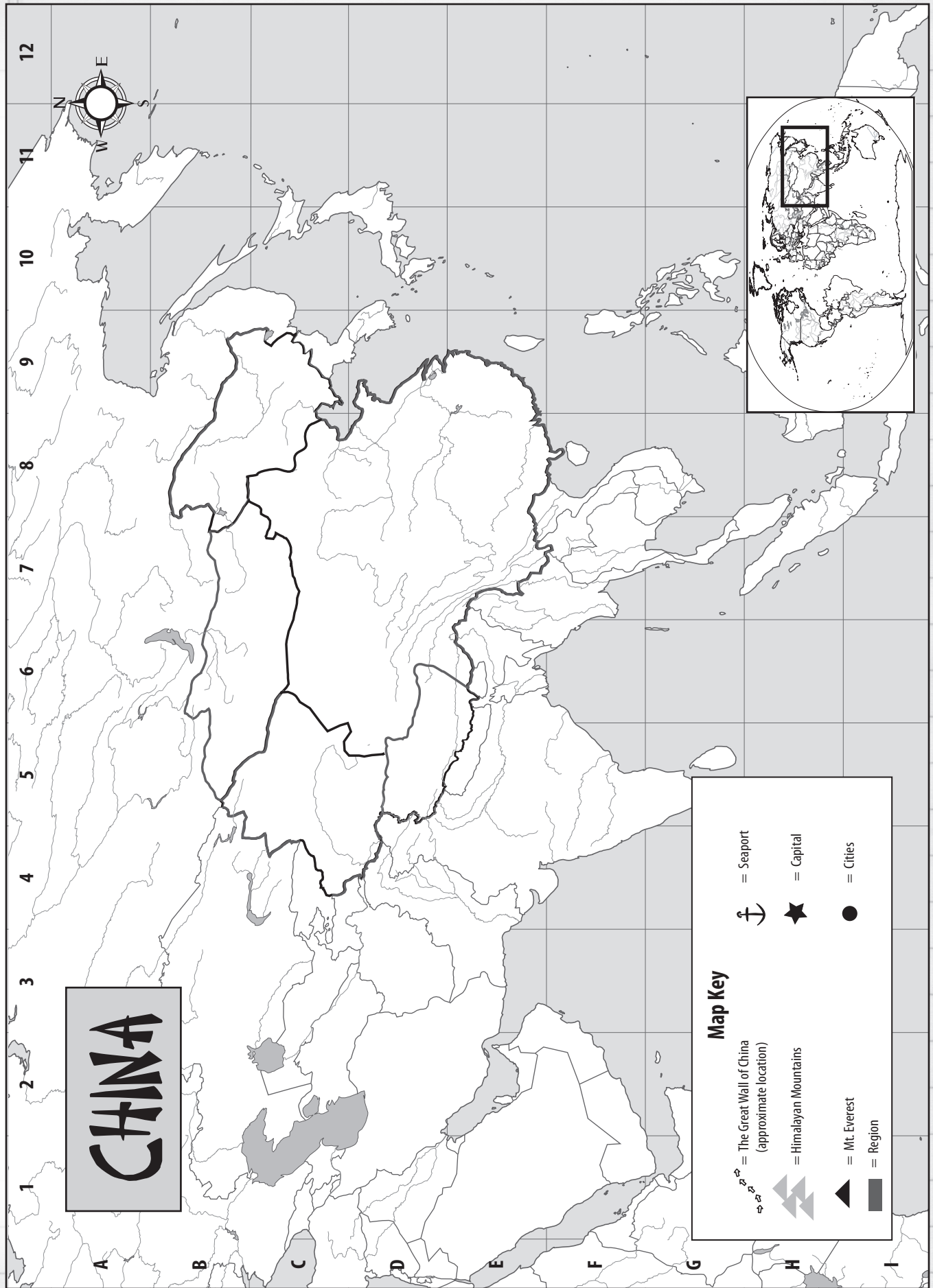
Foreign trade Sea Port (prior to 1800)

Gaungzhou (E8)

Countries that surround China:

North Korea; Afghanistan; Nepal; Vietnam; Bhutan; India; Myanmar (Burma); Kazakhstan; Pakistan; Laos; Tajikistan; Mongolia; Kyrgyzstan; Russia; Taiwan

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CHINA TIMELINE

Shang Dynasty

Years ruled: _____
Accomplishments:

1

1766–
1045 BC

1

Zhou Dynasty

Years ruled: _____
Known for:

2

2

1045–
221 BC

Confucius lived ca 500 BC

3

Qin Dynasty

Years ruled: _____
Accomplishments:

221–206
BC

3

4

206 BC–
220 AD

Han Dynasty

Years ruled: _____
Influence to neighbors included:

4

5

581–
618 AD

Sui Dynasty

Years ruled: _____
Known for:

5

6

Tang Dynasty

Years ruled: _____
Accomplishments:

618–
907 AD

6

7

960–
1127 AD

Song Dynasty

Years ruled: _____
Accomplishments:

7

CONTINUE ON NEXT PAGE

CHINA TIMELINE CONTINUED

<p>8</p> <p>Mongol Rule Years ruled: _____ Known for:</p>	<p>1279–1368</p> <p>8</p>	<p>9</p> <p>Ming Dynasty Years ruled: _____ Accomplishments:</p>
<p>10</p> <p>Manchus (Qing) Years ruled: _____ Accomplishments:</p> <p>What was the Treaty of Nanjing of 1842 and why did the Chinese call it an unequal treaty?</p>	<p>1368–1644</p> <p>9</p> <p>1644–1912</p> <p>10</p>	<p>11</p> <p>Taiping Rebellion What was it?</p> <p>Why was it significant?</p>
<p>12</p> <p>Boxer Rebellion What was it and why was it significant?</p>	<p>1850</p> <p>11</p> <p>1890's</p> <p>12</p>	<p>13</p> <p>Open Door Policy Why was it significant?</p>
<p>14</p> <p>Dynasties End Why did Chinese Dynasties end?</p>	<p>1899</p> <p>13</p> <p>1911</p> <p>14</p> <p>1912</p> <p>15</p>	<p>15</p> <p>China as a Republic Why did China fail as a republic?</p>

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CONTINUE ON NEXT PAGE

CHINA TIMELINE CONTINUED

16 Communists Win Control

Who was Mao Zedong?

What did he do?

16 1949

1958 17

1966 18

17 The Great Leap Forward

Why did it fail?

18 The Cultural Revolution

What was it and how did it impact China?

18

19 1989

19 Tianenmen Square Massacre

Why did it occur?

19

Hong Kong becomes part of China 1997

20 Present

China Today


Has a more relaxed form of Communism.
Why is that?

Why has it been necessary?

20

CONFUCIANISM WRITINGS

Confucius is considered the most influential philosopher in Chinese history. Complete one of the projects below to get to know him better.

 Choose 3-5 Confucian sayings, either from the list to the right or from another site. Quote each one and then briefly explain what you think it means. **Note:** Some sites may have a link to an annotation of the saying. Your job is to execute as much self control as possible not to click on these links and write what YOU think your choices mean!

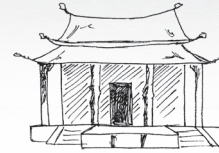
 Compare the following Confucian saying to James 1:19-27.

"The gentleman is said to be slow in speech and brisk in action."

Ch. 2 Vs. 24



What similarities are there? How are they different? What is the difference in the type of action each suggests we are to take? Do you think one contains more truth? Which one? Why? Do you think a "gentleman" according to Confucianism would be similar to a "righteous" or "Godly person" according to the Christian faith? Why or why not? How are they similar or different?



All sayings below were taken from www.confucius.org (6/12).

"Without steadfastness, the gentleman would not command respect, and his learning would not be sound. Advocating loyalty and trustworthiness, he has no friend who is not his equal. He would not hesitate to correct his faults."

Ch. 1 Vs. 8

"Do not be concerned about others not appreciating you. Be concerned about your not appreciating others."

Ch. 1 Vs. 16

"To learn and to practice what is learned time and again is pleasure, is it not? To have friends come from afar is happiness, is it not? To be unperturbed when not appreciated by others is gentlemanly, is it not?"

Ch. 1 Vs. 1

"Clever talk and a pretentious manner are seldom compatible with the benevolent."

Ch. 1 Vs. 3

"In the home, the young should behave with filial piety, and out in the world, with brotherly love. They should be prudent and trustworthy. They should love all people and be close to the benevolent. Having so done, their remaining strength should be used to learn literature."



Ch. 1 Vs. 6



"Nowadays, to provide for parents is considered filial piety. But dogs and horses are so provided. Without respect, what is the difference?"



Ch. 2 Vs. 7


CHOOSE YOUR ADVENTURE


For a list of possible internet resources, see www.sonlight.com/iglinks-5.html. Specific keywords are listed after each project option.




  Make egg rolls with Mom or Dad's help. You should be a part of this project from start to finish—that includes shopping and clean-up!

  Do you think the American ideal of “freedom of religion” exists in China? Give reasons to support your answer.

  Learn calligraphy! Borrow an instruction book from the library, or purchase one from your local craft store (many come with pens and/or practice pages). Practice forming strokes and letters for an agreed-upon amount of time. A final project may be to copy a passage in your best calligraphy (perhaps a favorite Bible passage?) to accompany a small Fact Card on the history of calligraphy. (Focus on the Chinese history of calligraphy...) (keyword “Calligraphy”)

 Write a Nature Fact Card (or two!) for one of the endangered plants or animals native to China. In addition to the usual Nature Fact Card requirements, be sure to include how this plant or animal became endangered and what (if anything) is being done to preserve this species. (Are there any left in the wild? How many?) For more detailed instructions on Nature Fact Cards, see the Reference Instructions in the introduction to this guide.

 Compose a song that uses only five notes. (Similar to the scale consisting of five notes used in Chinese music!) If you have access to a piano, try using only the black keys in your song. Other possible musical instruments: five rubber bands of different sizes stretched over a shoebox, five glasses of water filled to different levels—tap gently with a spoon.

   Organize a 3-D Chinese Fashion Timeline. Research the attire for at least three periods of Chinese history. Keep in mind that people at different stations in life probably wore different attire, even in the same time period! Create 3-dimensional representations of at least three outfits. (“3-dimensional” means no drawings, paintings, or magazine cut-outs this time! Use clay, papier-mâché, Legos®, etc.) Then present your timeline to an audience. Your presentation should include:

- Names and approximate dates of the time periods you selected
- Brief explanation of the outfits you constructed, including names of specific pieces
- Explanation of the type of person who might have worn each outfit (male? female? peasant? scholar? upper class?)

GREAT WALL OF CHINA

Years built: _____

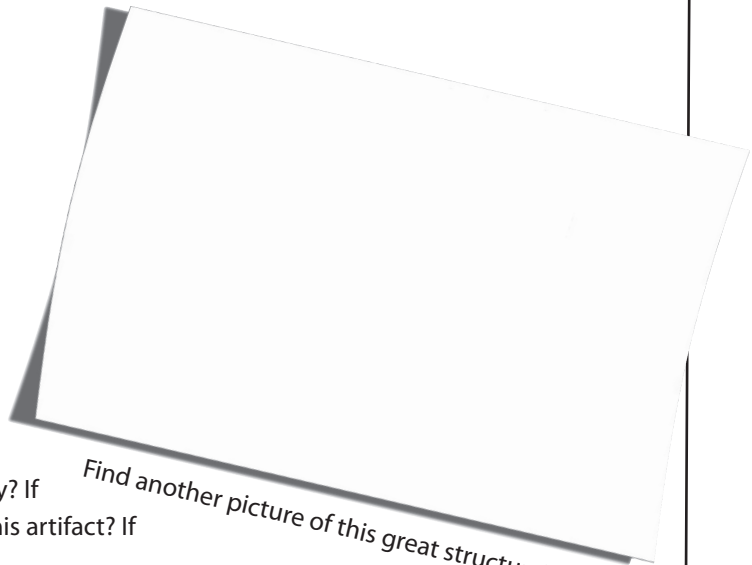
For whom was it made? Who was responsible for its construction?

Where was this structure discovered?

Where was it made?

Describe how this structure was made and why.
What does it look like? How big is it?

Did this structure play any significant role in history? If so, how? Is there a legend or story that relates to this artifact? If so, include a summary here.



Find another picture of this great structure!

TERRACOTTA WARRIORS

Years built: _____

For whom was it made? Who was responsible for its construction?



Where and how was this wonder discovered?

Describe why they were made.
What does it look like? How many warriors are there?

Did this discovery play any significant role | in history?

Find another picture of this great artifact!

If so, how? Is there a legend or story that relates to this collection? If so, include a summary here.

FORBIDDEN CITY

Years built: _____

Where is it located?

Who was responsible for its construction?

What was the purpose of this building?

List three interesting facts about this place.

1.

2.

3.



Find another picture of this great structure!

Did this structure play any significant role in history?

If so, how? Is there a legend or story that relates to this building complex? If so, include a summary here.



A: Dictation Passage¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

He stood up and shouldered the bundles again, happy that he was toiling up the mountain instead of sailing over the sea. The rocks were at peace among themselves; the waves were not.

Mechanics Practice

By now we imagine that you know 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** do not name something 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 Dictation passage above. If 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. Think of your own example for each of the following type of nouns:
 concrete: _____
 abstract: _____

compound: _____

collective: _____

Did you know ... that writers use **personification**, a form of figurative language, to help them describe and create images for their readers? In literature, personification means that an animal or an object has human characteristics. Read this week's passage again. What does it mean that the rocks were at peace among themselves and the waves were not? How can rocks have peace? How does this help describe the setting and Li Lun's emotion? If you close your eyes, you may be able to imagine the calm rocks stacked against each other and the waves crashing and fighting. Li Lun feels calm with the rocks because they are still, and the land is solid. He doesn't like the water because the waves are always moving, so he can't trust the water because he doesn't know what to expect.

B: The Purpose of Writing

Why do people write? Why should you write? Writing is an important form of communication that you use to connect to other people and yourself. Because of the recent advancements in electronic communication, you will probably find more reasons to write as an adult than your mom or dad do now.

Many businesses communicate electronically and advertise through web sites. If you get involved in business as you grow older, you will need to write clearly and precisely when delivering vital information. You may write for entertainment and enjoyment. You may write to spread the word of Jesus.

Your job this year is to learn new writing strategies and will work to apply them to your writing. You will write fiction, non-fiction, and poetry. But where will you get your ideas? How will you know what to write?

The Sketchbook: Many artists keep a sketchbook and record their ideas in order to remember what they have seen and observed. They write their ideas down, so that they do not forget them. Sculptors, jewelry makers, fashion designers, and architects keep some type of file or notebook to help them develop new and original ideas. Writers are artists, too. As an artist, you will keep a sketchbook to help you develop your ideas. Not everything you collect will be developed into formal writing, but your collection will inspire your writing.

1. *Li Lun, Lad of Courage*, p. 27.



1. These Activity Sheets will serve as the basic skeleton for this year's sketchbook. We recommend you put these Activity Sheets in a separate binder. That way you can insert additional pages of completed assignments after each week's Activity Sheet, and compile your sketchbook as you work throughout the year. Continue to add to your sketchbook anytime you find something that you like. Strive to observe and be aware of the world around you. Cut out articles, pictures, photos, headlines, or phrases. If you hear song lyrics or if someone says something unusual, write it in your sketchbook. If you learn something interesting in math, history, science, or foreign language, write it down. Entries for your sketchbook can come from anywhere. Language Arts is not your only source for ideas.

2. For your sketchbooks inaugural activity, conduct an interview with yourself to record who you are today. When you look back at your sketchbook in weeks and years to come, this self-interview will provide context to the rest of the writing assignments in your sketchbook. The interview will help you remember why you wrote and thought in a certain way.

To conduct the interview, answer the questions below on a separate sheet of paper. Include any other facts you find important or interesting about who you are today.

- I. How is God present in my life?
- II. How do I get along with members of my family?
- III. If I could take three people with me on a trip to the moon, I would take:
- IV. What do I want to do with my life?
- V. What is my favorite school subject? Why?
- VI. What things do I enjoy doing the most?
- VII. If I could make one change in the world I would:
- VIII. What special talents or skills do I use well?
- IX. What special talents or skills would I like to have?
- X. Other people say that I am good at:

C: Observation

This week your task is to write an Observation Essay in which you describe something you've observed. Try to include sensory details and things you've observed with each of your five senses. Today, select something that interests you. Observe and take notes as you observe it. Don't worry about writing complete sentences yet—you will turn your notes into sentences tomorrow. Simply jot down a few words that will help you remember what you observed. Be sure to pay attention to what your senses tell you as you observe and make notes that will help you tomorrow.

D: Observation Essay

Today you will use the notes you took yesterday to write your Observation Essay. Write the observation as it played out like a short story and be sure to include the sensory details you made note of yesterday. To give your essay a little structure, include an introduction and a conclusion. In your introductory paragraph, define the essay's focus. Present the main idea of the story you're about to tell in the rest of the essay. In the last paragraph—the conclusion—tell what you learned from your observation. Is there something you can accomplish with this observation? Decide on your audience. Who will be interested in reading your observation? Write as though you are talking to them.



CORE F & LA F		WEEK 2			SCHEDULE
Date:	Day 16	Day 27	Day 38	Day 49	Day 510
Bible					
Student Reading	Psalm 7	Psalm 8	Psalm 9	Psalm 10	Psalm 11
Parent and Student Reading	John 4:1–26	John 4:27–54	John 5:1–30	John 5:31–47	John 6:1–24
101 Differences Between Cats and Dogs!			pp. 4–6		
Memorization	Psalm 91:1–4 Read ten more times this week <u>out loud</u> —twice each day. See notes after Week 1 for helpful suggestions.				
All Nations Shall Worship	—Track 11				
History/Geography					
World Book Encyclopedia: CHINA	Religion through Education	The Arts	The Land; Climate; Economy	China Map	
Eastern Hemisphere Notebook Pages	“Religion” & “Confucianism”🕒📌	“The Arts”	“The Land; The Climate; The Economy”	“Map It!”	
5-Day: China Kit					Calligraphy
100 Gateway Cities	“Changchun”p. 107🌐	“Urumqi”p. 108🌐	“Lhasa”p. 109🌐		
Current Events					
Read-Alouds					
Where the Mountain Meets the Moon	chaps. 16–19	chaps. 20–23	chaps. 24–28	chaps. 29–34	
All the Small Poems	“chairs”	“sun”		“coins”	
5-Day: Best-Loved Folktales of the World					#124
Readers					
God’s Adventurer: Hudson Taylor	chaps. 6–8	chaps. 9–10	chaps. 11–13	chaps. 14–end	
Silkworms					Entire Book
Other Subjects (Math, Science, etc)					



Schedule Continued		Week 2			Language Arts F	
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 5	Lesson 3		Lesson 4	Lesson 5		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 5	Exercise 1D		Exercise 1E	Exercise 2A		
Creative Expression						
	A: Dictation Passage	B: Outline for the Definition Essay	C: The Definition Essay	D: Revise	5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

Student Reading | Psalm 7

Parent and Student Reading | John 4:1–26

Parents: John 4 presents an interesting discussion Jesus has with a Samaritan woman. Samaritans were viewed as being less than “real” Jews and were considered unclean. Jesus, though, breaks through these cultural differences and engages the woman in conversion—something the men of this time generally avoided, especially with Samaritans. Note in verse 27 that the disciples “were surprised to find him talking with a woman.” This whole episode of Jesus talking with the Samaritan woman has interesting applications for us today. Christ doesn’t care about how the world may view us and he cares deeply about us as individuals. Even though he knows us and everything about our lives, he wants to have a meaningful relationship with us and draw us closer to himself.

Memorization | Psalm 91:1–4

Read Psalm 91:1–4 ten more times this week out loud—twice each day. See notes after Week 1 for helpful suggestions.

All Nations Shall Worship | Track 11

Listen to Track 11 the entire week.

History/Geography

World Book Encyclopedia: CHINA | Religion through Education

Under the *Way of Life* section of the article, have your children read from *Religion through Education*. Then, have them pull up the article on *Confucianism* and read it.

Eastern Hemisphere Notebook Pages | “Religion” and “Confucianism”

On the Notebook Page (found behind the Notes in Week 1), under “Religion” explain the Communist government’s position on religion. Under the “Confucianism” section, have your children write a description of Confucianism and what it teaches. They should describe where it came from and explain how it impacted Chinese society. We will study Buddhism later in the year.

Timeline and Map Activities

🕒 **Confucius (ca. 551–479 BC)**

🗺️ **Civil service examinations begin based on Confucius’ work**

100 Gateway Cities | “Changchun” p. 107

Timeline and Map Activities

🌐 *Changchun* (see p. 107 in your book)

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapters 16–19

To Discuss After You Read

Q: Do you think Minli’s fish was Aunt Jin? Why or why not? [chap. 16]

A: *probably, since she had searched all the rivers, and it seems that she searched for the Dragon’s Gate*

Q: Based on Minli’s experience in the city, do you think the king is the guardian Minli seeks? [chap. 17]

A: *while he might be since his symbol is a golden dragon and dragons run throughout the story; he might not be since he is so unapproachable*

Q: Why does the author not give a name to the buffalo boy? He would have had one since his parents died four years earlier. [chap. 18]

A: *maybe to demonstrate how poor he is, or to add mystery to him?*

Q: Why is the boy unconcerned with who his friend really is? [chap. 19]

A: *he is just glad to have a friend*

All the Small Poems | “chairs”

Readers

God’s Adventurer: Hudson Taylor | Chapters 6–8

To Discuss After You Read

Q: What route did Taylor take to China and how long did it take?

A: *from England around the tip of Africa over to China—a five to six month voyage*

Q: What troubles did Taylor encounter when he arrived in China?

A: *he didn’t know anyone, he had no friends, he had very little money, a war was going on, what money he had was losing value, and he didn’t know exactly what he has to do.*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 3

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Exercise 1D

Creative Expression

A: Dictation Passage¹

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

Tears welled slowly up in the older man's eyes as he looked at the strangely radiant expression of the open-faced boy before him, and he said in a voice deepened by emotion:

"I'd give all the world for a faith like yours."

"You can have it, you know, sir," answered Hudson quietly. "It's free to all—without money and without price."

Optional: Dictation²

Mr. Nee rose to his feet. All eyes were turned to him as he said, with quiet, oriental gravity:

"I have long sought the truth, as my father did before me, without finding it. I travelled far and near, searching for the Way, but never found it. In the teachings of Confucius, the doctrines of Buddhism and Taoism, I have found no rest. But I have found rest in what we have heard tonight. From now on I am a believer in Jesus."

Mechanics Practice

Today your children will learn about **hyphens** and **dashes**. For more information, see the **Week 2 Activity Sheet**.

Answers:

straw | ber | ry con | trary
am | big | u | ous hon | or | lary

2. The author included the dash after "all" to emphasize what Hudson meant by the word "free."

Day 2

Bible

Student Reading | Psalm 8

Parent and Student Reading | John 4:27–54

Memorization | Psalm 91:1–4

All Nations Shall Worship | Track 11

1. *God's Adventurer*, p. 31.

2. *God's Adventurer*, p. 89.

History/Geography

World Book Encyclopedia: CHINA | The Arts

Today, have your children read *The Arts* section.

Eastern Hemisphere Notebook Pages | "The Arts"

Have your children describe a form of the arts that caught their attention on their Notebook Page under "The Arts" section. Don't forget to add a drawing!

100 Gateway Cities | "Urumqi" p. 108

Timeline and Map Activities

🌐 *Urumqi* (see p. 108 in your book)

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapters 20–23

To Discuss After You Read

- Q: How does Ma begin to change in this chapter? [chap. 20]
- A: *she helps her husband carry the goldfish, she isn't so sharp with her words and she feeds the goldfish some of her precious rice*
- Q: Why does Minli share her last coin with the begger and what is the result? [chap. 21]
- A: *he reminds her of Ba, and she discovers that he is the king in disguise*
- Q: Describe the King. [chap. 22]
- A: *decisive, punishes mean-spirited people, interested in the world around him, a keen judge of character, ...*
- Q: Why does the King wrestle with giving Minli the borrowed line? [chap. 23]
- A: *the precious paper came from the Book of Fortune, and had been in his family for generations; it provided guidance in times of need; he decides to give it away as his family acquired it improperly*

All the Small Poems | "sun"

To Discuss After You Read

- Q: What does the sun do that we enjoy?

Readers

God's Adventurer: Hudson Taylor | Chapters 9–10

To Discuss After You Read

- Q: In Buddhism, what makes you holy? Is this what holiness consists of in Christianity? Why or why not? [chap. 9]
- A: *withdrawing from the world and stifling your natural desires*

Language Arts

Creative Expression

B: Outline for the Definition Essay

After a brief discussion with you about connotation and denotation (see the Activity Sheet), today your children will complete the **outline** on **Week 2 Activity Sheet** to compile their thoughts for the Definition Essay on courage they will write this week. They will probably need to use the internet for some light research. See “B: Outline for the Definition Essay” **Week 2 Activity Sheet** for more information.

Day 3

Bible

Student Reading | Psalm 9

Parent and Student Reading | John 5:1–30

101 Differences Between Cats and Dogs! | pp. 4–6

Parents: Again the self-centered cat is more concerned about himself than in worshiping God. He is critical of other Christians, the music, and has a self-pitying perspective. The dog is just happy to be there! If anything, this cartoon should help us be more aware of our attitudes toward church and worship. [p. 4]

Parents: If we’re not careful, this can happen to anyone. We decide we’d like to pick and choose selected parts of the Bible based on our personal preferences rather than God’s authoritative Word. If we begin to do this, then the Bible becomes watered down to the point that it really isn’t binding or relevant in our lives. It just becomes a book of advice that we can take or leave. That’s not at all what God intends (see Hebrews 4:12). [p. 5]

Parents: Many of the cartoons are about attitude, as is this one. The cat wants possessions—the pursuit of material objects that he thinks will make him truly happy. The dog is completely centered on God and pleasing him. [p. 6]

Memorization | Psalm 91:1–4

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | The Land; Climate; Economy

Have your children skim *The Land, Climate and Economy* sections. This is the longest and least interesting section you will read therefore, skim it!—A useful skill to learn.

Eastern Hemisphere Notebook Pages | “The Land; The Climate; The Economy”

Have your children write one fact from each section that caught their attention on the Notebook Page under “The Land; The Climate; The Economy.”

100 Gateway Cities | “Lhasa” p. 109

Timeline and Map Activities

📍 *Lhasa* (see p. 109 in your book)

Read-Alouds

Where The Mountain Meets the Moon | Chapters 24–28

To Discuss After You Read

- Q: How does the dragon acquire the borrowed line Minli needs? [chap. 24]
A: *from the guardians of the city who received it from the Man in the Moon*
- Q: What words do you think have been on the paper of happiness? [chap. 25]
Q: How did the King provide for Minli? [chap. 26]
A: *he provided her with provisions, a bed, and breakfast*
- Q: Is Minli’s journey easy? [chap. 27]
A: *no, she has to unravel clues and travel through cold, desolate and dangerous territory*
- Q: Who do Ma and Ba pray to? [chap. 28]
A: *the moon!*

Readers

God’s Adventurer: Hudson Taylor | Chapters 11–13

To Discuss After You Read

- Q: Why did Hudson put on Chinese dress? [chap. 11]
A: *he found he could mingle more freely among the Chinese; it also kept him from being mobbed*
- Q: Why didn’t Hudson want to punish his thieving servant? [chap. 11]
A: *he believed that would go against his testimony concerning the forgiveness of Jesus*
- Q: The Taylors were not interested in clothes or carpets. What were they interested in? [chap. 13]
A: *the Chinese must hear about God*
- Q: Did Taylor plan on starting a missionary society? [chap. 13]
A: *no; as other missionaries came to China, they persuaded him; plus, the interior of China haunted him*
- Q: What finally pushed Taylor to begin a society? [chap. 13]
A: *his realization that when missionaries died while in China, they went to heaven, while millions of Chinese were dying and were going to hell. Plus, since God was urging him to*

do this task, then it was God's responsibility and He would work things out

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 4

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 1E

Creative Expression

C: The Definition Essay

Today your children will use the outline they completed yesterday to write their Definition Essay. Help them see how each section of the outline will translate into a paragraph into their essay—they simply have to turn the thoughts they recorded into complete sentences. For more information, see “C: The Definition Essay” **Week 2 Activity Sheet**.

Day 4

Bible

Student Reading | Psalm 10

Parent and Student Reading | John 5:31–47

Memorization | Psalm 91:1–4

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | China Map

Find the map of China within the article. Use it for the information your children will need.

Eastern Hemisphere Notebook Pages | “Map It”

Please find the blank map of China after the Notes in Week 1. Have your children use this map and the coordinates found on their “Map It” Notebook Page to locate and plot the cities or points of interest listed.

Note: Some of the locations listed may be difficult to find. Please feel free to use the separate *Eastern Hemisphere Notebook Pages* answer key maps (located directly after your laminated Core and LA Maps) to assist your children with these difficult points.

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapters 29–34

To Discuss After You Read

Q: What was the tiger? [chap. 29]

A: *evil—it was larger than a real tiger, and different color and his claws contained poison*

Q: Who was the green tiger? [chap. 30]

A: *a powerful spirit of an angry magistrate*

Q: How do the twins destroy the green tiger? [chap. 31]

A: *they pretend the tiger's son took the boy. This enraged the tiger, who in revenge jumped into a well to fight his enemy*

Q: What did the children use as a weapon against the tiger? [chap. 32]

A: *they encouraged his great anger toward his son*

Q: How is the dragon saved? [chap. 33]

A: *the children's grandfather uses a tonic that counters the poison on his wound*

Q: Where did the only plants that grew in the land come from? [chap. 34]

A: *during moonlit nights seeds fell from the sky and grew into unique trees*

All the Small Poems | “coins”

Readers

God's Adventurer: Hudson Taylor | Chapters 14–end

To Discuss After You Read

Q: How many Chinese did Taylor say would die and go to Hell? [chap. 14]

A: *a thousand every hour*

Q: How many missionaries went out during Taylor's lifetime as a result of his work? [chap. 15]

A: *800; and they went to every province in China*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 5

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 2A

Creative Expression

D: Revise

Today your children will call on you to help them revise their Definition Essay. After they read their paper to you, help them see where they should add information to

make their message more clear. Finally, they can use the Revision Checklist on the Activity Sheet to finish polishing their work. For more information, see “D: Revise” **Week 2 Activity Sheet**.

Here’s what a brief sample of a definition essay about courage might look like:

“No temptation has overtaken you except such as is common to man; but God [is] faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear [it].” 1 Corinthians 10:13 (NKJV)

I always think of this verse when I hear the word “courage.” Sometimes I think courage is nothing more than our own self-image catching up to what God already knows about us.

Recently, a friend learned that he has inoperable cancer. He quickly experienced the various stages of depression and settled into a comfortable role of “getting on with life and dealing with it.” He stopped asking why God would allow this to happen to him.

Day 5

Bible

Student Reading | Psalm 11

Parent and Student Reading | John 6:1–24

Memorization | Psalm 91:1–4

All Nations Shall Worship | Track 11

History/Geography

5-Day: China Kit | Calligraphy

Find the calligraphy set with ink and brushes in the decorated box that comes with the 5-Day package. Have your children follow the instructions in it.

Current Events | Report

Read-Alouds

5-Day: Best-Loved Folktales of the World | #124

To Discuss After You Read

- Q: Is there some way Yingt'ai could have let Hsienpo know she was a girl other than sing a song?
- A: *she could have worn female clothing, or handed him a letter (rather than let him find the letters)*
- Q: While faithfulness is a good character quality, was the rainbow that came as a result of their deaths the best use of these young lives?

Readers

Silkworms | Entire Book

Overview

A lavishly illustrated book that describes silkworms and the production of silk cloth.

Vocabulary

caterpillar: the larval stage of moths and butterflies.

molt: to grow new skin and shed the old.

instar: the period between molts when silkworms [or any moth or butterfly larva] is eating and growing.

spinneret: the tube through which silk [in the case of silkworms; or spider web material in the case of spiders] is spun.

To Discuss After You Read

- Q: What are pheromones?
- A: *chemicals that enable animals to communicate with other members of their species*
- Q: How does a male moth find a female?
- A: *he senses her pheromones with his antennae*
- Q: Describe the metamorphic development of the silkworm moth.
- A: *they start as yellow eggs; at the larval stage they become wormlike creatures; they wrap themselves in cocoons to become pupae; it is in this stage that they become moths; finally, they are adult moths*
- Q: What do silkworms eat?
- A: *mulberry leaves*
- Q: What do silkworms use silk for?
- A: *it helps them cling to leaves and other slippery surfaces; they also use it to hold old skin in place so they can wriggle their way out while molting*
- Q: What is the silkworm cocoon made from?
- A: *silk*
- Q: How long is the silk thread in a single cocoon?
- A: *one mile!*
- Q: Do farmers use a single thread to produce cloth?
- A: *no; they put together 10 single threads to form a single usable thread for making cloth*
- Q: Why is the silkworm moth unable to survive in the wild?
- A: *because it can neither walk nor fly*

5-Day: Dictation³

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation.

Tears welled slowly up in the older man's eyes as he looked at the strangely radiant expression of the open-faced boy before him, and he said in a voice deepened by emotion:

"I'd give all the world for a faith like yours."

"You can have it, you know, sir," answered Hudson quietly. "It's free to all—without money and without price." ■

3. *God's Adventurer*, p. 31.



A: Dictation Passage¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

Tears welled slowly up in the older man's eyes as he looked at the strangely radiant expression of the open-faced boy before him, and he said in a voice deepened by emotion:

"I'd give all the world for a faith like yours."

"You can have it, you know, sir," answered Hudson quietly. "It's free to all—without money and without price."

Mechanics Practice

Do you remember the difference between a hyphen and a dash? A **hyphen** is a short little line (like this: -) that writers use to divide a word between two lines of text. Often, word processing software will automatically insert hyphens for you as you type, but how does it know where to split a word? We insert hyphens between syllables, which makes the word easier to read when it is printed on two lines. Therefore, you will never see the word "that" or "you" hyphenated. If you need help knowing where the syllable breaks like, check a dictionary. A great place to insert a hyphen is often between the double letters. For example:

Pep-per

col-lege

A **dash** (or **em dash**) is a longer line (like this: —) that is somewhat of a cross between a comma, a colon, and an ellipsis. Here are a few of the ways it can be used:

☆ **To indicate a sudden break or change in the sentence.** Notice how the dashes are like parentheses here:

At the same time—and this was totally unplanned—Amy and I opened our sodas.

☆ **For emphasis:**

She was sunburned—and I mean crispy—from head to toe.

☆ **To show interrupted speech:**

"Well, I—ah—you see," stammered Duane.

1. Draw lines (|) to show where you could insert hyphens to split the words below. Generally speaking, it's best not to hyphenate a word to leave a single letter alone on a line.

s t r a w b e r r y

c o n t r a r y

a m b i g u o u s

h o n o r a r y

2. Find the dash in this week's dictation passage. Why did the author include a dash?

B: Outline for the Definition Essay

Words can have the same meaning, but express different feelings. The same thing is true with concepts. Ideas like *security*, *happiness*, or *luxury* may have precise denotations, but they can transfer different connotations to different people. One person may think that *security* means to have police protection, while another person may feel that *security* means to have enough money to pay the bills.

Look at the groups of words below. Each group has the same denotation or dictionary meaning. Discuss the feelings or connotations that each word has with Mom or Dad. Are some more positive than others? If so, why?

1. clever, smart, brilliant, cunning
2. fancy, elegant, frilly, showy
3. different, unusual, bizarre, weird
4. special, distinguished, particular, unique
5. command, invitation, order, plea
6. lean, slant, tilt, recline
7. copy, imitate, mimic, shadow
8. banquet, cookout, feast, potluck
9. car, vehicle, limousine, wagon
10. song, hymn, melody, tune

Courage is a major theme in your Readers this year. What does courage mean to you? This week you will write a definition essay for the word *courage*. In a definition essay, you explain what a term means to you. Use the outline below to outline your essay. Use a separate piece of paper.

1. *God's Adventurer*, p. 31.



I. Introduction

- A. Denotation (definition of the word *courage*):
- B. Interesting “attention-grabber” about courage (story, article summary, quote, etc):
- C. How I feel about *courage*:

II. Body Paragraph #1:

My definition of *courage*:

III. Body Paragraph #2:

A description of someone I know who is courageous according to my definition:

IV. Body Paragraph #3:

Why my example person is courageous:

V. Conclusion:

Compare and contrast your personal definition of courage to the dictionary definition. How are they alike? How do they differ?

C: The Definition Essay

Use the outline you completed yesterday to help you write the first draft of your definition essay. Who is your audience? Are you writing for your friends, your teacher, a general audience?

Write an introduction, body paragraphs, and a conclusion. In your introduction, catch your readers’ attention with a quotation, part of a song lyric, or any other interesting fact about courage. Then, include the dictionary meaning and tell your readers how you feel about courage.

For the body paragraphs, describe what courage means to you. Follow the outline to include not only your personal definition, but also a description of someone you know who is courageous (or you have read about). The final body paragraph should explain why the person you chose for your example fits your definition of courage.

Finally, compare your personal definition of courage to the denotative meaning of the term in your conclusion. What did you learn about courage?

D: Revise

Why revise? Let’s say that a friend asks you to draw a picture of him or her. So, the two of you sit down and you draw the picture without erasing anything or starting over. Will the picture be a perfect copy of your friend? You would probably need to erase and revise a few times to create a good likeness of your friend.

Revision applies to writing, too, because even professional writers do not write a perfect composition on the first attempt. You may not always have time to revise every paper that you write this year, but you will need to polish some compositions. Complete the following steps today to revise your Definition Essay.

1. Read your first draft aloud to your mom or dad. Listen to the flow of the words. How does it sound? Stop and make notes on your paper of any errors that you heard during your reading.
2. Next, have your mom or dad ask you questions about your paper. Are those questions answered in your paper? Do you need to add details? Stop and make notes on your paper to add details. What feeling do you get from the overall paper? How would you like your readers to feel after reading your paper? Does your paper contain that emotion? Replace words with synonyms that provide the correct connotations.
3. Finally, use the revision checklist below to check the rest of your work. Make corrections and write a final draft.

Revision Checklist

- _____ Ideas are interesting
- _____ Organization includes a beginning, middle, and end
- _____ Used correct spelling
- _____ Words are descriptive
- _____ Used complete sentences
- _____ Used capitals correctly




CORE F & LA F		WEEK 3			SCHEDULE
Date:	Day 11	Day 212	Day 313	Day 414	Day 515
Bible					
Student Reading	Psalm 12, 13	Psalm 14	Psalm 15	Psalm 16	Psalm 17
Parent and Student Reading	John 6:25–71	John 7:1–24	John 7:25–52	John 8:1–30	John 8:31–59
101 Differences Between Cats and Dogs!			pp. 7–9		
Memorization	Psalm 91:1–6. Read it ten more times out loud—two times every day. Any more insights into how the passage should be read and/or understood? Continue to note your insights.				
All Nations Shall Worship	—Track 11				
History/Geography					
World Book Encyclopedia: CHINA	Earliest History–Song Dynasty	Mongol Dynasty–end of dynasties	Republic of China–Civil War	The Beginning of Communists Rule🕒↑	
Eastern Hemisphere Notebook Pages	“China Timeline” 🕒↑				5-Day: “Confucianism Writings”
100 Gateway Cities	“Lanzhou” p. 110🌐	“Beijing” p. 111🌐	“Hohhot” p. 112🌐		
Current Events					
Read-Alouds					
Where the Mountain Meets the Moon	chaps. 35–37	chaps. 38–40	chaps. 41–44	chap. 45–end	
All the Small Poems	“aquarium”	“pig”		“jewels”	
5-Day: Best-Loved Folktales of the World					#125–126
Readers					
The House of Sixty Fathers	chap. 1🌐	chap. 2	chap. 3	chap. 4	chap. 5
Other Subjects (Math, Science, etc)					



SCHEDULE CONTINUED

WEEK 3

LANGUAGE ARTS F

Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Spelling					
<i>Sequential Spelling</i>					
Handwriting					
Optional: Handwriting					
Grammar/Mechanics					
Optional: <i>Keys to Good Language 5</i>	Lesson 6		Lesson 7	Lesson 8	
Vocabulary Development					
Optional: <i>Wordly Wise 3000, Book 5</i>	Exercise 2B		Exercise 2C	Exercise 2D	
Creative Expression					
	A: Dictation Passage 	B: Tone	C: Create Tone	D: Tone in a Scary Story	5-Day: Dictation
Electives					
Other Notes					

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Day 1

Bible

Parents: There's a lot happening this week in John including the feeding of the five thousand, Jesus walking on water, and an interesting encounter beginning in John 8:12. Jesus makes some astonishing claims that are not missed by his critics. He says he is "the light of the world." The discussion becomes heated and in verse 48 the critics accuse Jesus of being "a Samaritan and demon-possessed" (it seems they have forgotten their manners!). Matters escalate when Jesus suggests he has seen Abraham (verses 56-57). His critics are doubtful, but Jesus replies in verse 58, "I tell you the truth ... before Abraham was born, I am!" His critics are less than impressed and in verse 59 they gather stones to stone Jesus for his remark. Why would they do this? Because Jesus equated himself with the eternal God—something the Jews of the day considered blasphemous. We might miss this in the English translation, but in the Greek it's pretty clear. Jesus uses the same Greek words that are found in a Greek translation of the Old Testament known as the Septuagint. In Exodus 3:14, God says to Moses to tell people that "I am" has sent Moses, recalling the name of God. The phrase "I am" in the Greek is *ego eimi* and Jesus uses this exact phrasing in John 8:58. In other words, Jesus equated himself with God.

Student Reading | Psalm 12, 13

Parent and Student Reading | John 6:25–71

Memorization | Psalm 91:1–6

Read Psalm 91:1–6 ten more times out loud—two times every day. Any more insights into how the passage should be read and/or understood?

All Nations Shall Worship | Track 11

Listen to Track 11 the entire week.

History/Geography

World Book Encyclopedia: CHINA | Earliest History—Song Dynasty

This week we focus on China's 3500 years of recorded history, the most of any nation. Today, your children will focus on China's earliest history through the *Song Dynasty*. China's history is best divided into dynasties—when one family ruled.

Eastern Hemisphere Notebook Pages | "China Timeline"

Have your children use the "China Timeline" pages provided in their Notebook Page (located behind Week 1 notes) and answer the questions to help them focus on the highlights of China's history. For each dynasty on the

timeline have them: 1.) Figure out how long it lasted, and 2.) Write what it is known for.

Timeline and Map Activities

🕒 **Shang Dynasty (ca. 1600–1066 BC)**

🕒 **Chang Ch'ien founder of silk route (138 BC–126 BC)**

🕒 **Hsuan-tsang (AD 602–664)**

100 Gateway Cities | "Lanzhou" p. 110

Introductory Comments

Kristie in British Columbia wrote:

My daughter is finding this book pretty tedious. I am wondering if anyone has suggestions for using it? Or have others just shelved it?

Judy in Texas had a different response:

We used it as part of our family devotions. We read at dinner time about three times a week and discussed then prayed as a family. We each picked an item to pray about which we found interesting. We sometimes prayed around the table and other times one person led in prayer. It has been very meaningful!!! We don't use any one method for family devotions for very long so *100 Gateway Cities* is on the shelf just now. It will come out again later. Hope this helps.

Kathy A wrote:

We did [Eastern Hemisphere] last year and found this book difficult to use as well; I either skipped it or read it myself and summarized for the kids. We also signed up for a student publication from Voice of the Martyrs called *LINK* that covers many of the countries in the 10/40 window. You can contact Voice of the Martyrs at (918) 337-8015 or thevoice@vom-usa.org.

One note. When you sign up for *LINK* for students you also get a newsletter for parents called *The Voice of the Martyrs* which I found very challenging for my own understanding of the persecuted church. It is rather graphic, not in a sensational way, but I wouldn't want my kids to read most of it; that's why they have a publication for kids! Both publications are free.

Finally, Sarita commented:

We have to be aware that Satan really does *not* want us to pray, so I wonder if some of the struggles people have with this book is the fact that it has to do with true spiritual warfare!

Timeline and Map Activities

🌐 **Lanzhou** (see p. 110 in your book)

Read-Alouds

Where The Mountain Meets the Moon | Chapters 35–37

To Discuss After You Read

Q: What results from the storm? [chap. 35]

- A: *while no house in the village was destroyed or people injured, the fish of Ba stops talking*
- Q: How did the magistrate become the green tiger?
[chap. 36]
- A: *he had filled his spirit with so much rage that when his body left, his spirit could not rest and turned into the tiger*
- Q: Why was it ineffective to fight the tiger with anger?
- A: *it added to his power*
- Q: How did the villagers make Minli's new coat so quickly?
[chap. 37]
- A: *they formed it of patches cut from their own coats*

All the Small Poems | "aquarium"

Readers

The House of Sixty Fathers | Chapter 1

Setting

China; World War II when the Americans came with air-planes to help the Chinese fight against the Japanese.

Overview

Tien Pao and his family fled cruel Japanese invaders by boat. However, as he naps, the sampan works loose from its moorings and he redrifts into enemy held territory. Together with his pet pig, he battles his way back toward his family. He fights hunger, aids an American airman, gets adopted by soldiers and struggles to find his family.

Vocabulary

sampan: a small boat used chiefly in rivers and harbors in China, Japan, and nearby islands; it usually has a cabin with a roof made of mats; many people use these boats for homes; they are rowed with one or more oars, and some have a sail.

piteous: of a kind to move to pity or compassion.

To Discuss After You Read

- Q: Why was Tien Pao tied up in a new place on the river?
- A: *his family had rowed upriver to reach the inland of China to escape the Japanese invaders who entered the country by the sea*
- Q: What had the Tien family managed to save as they fled the village?
- A: *their lives, a pig, three ducklings, and a little stone mill*
- Q: Why did Tien Pao disobey his father and ferry the airman across the river?
- A: *his family could use the money, and Tien Pao didn't know how to tell the airman he couldn't leave the bank*
- Q: Why do the Chinese have to protect the airmen?
- A: *the Japanese would torture them for their information*
- Q: Describe how the Tien family managed to escape the attack on their village.

Timeline and Map Activities

🌐 China (D7); Japan (B12); Hengyang (E8) (map 4)

Language Arts

Grammar/Mechanics

Optional: **Keys to Good Language 5** | Lesson 6

Vocabulary Development

Optional: **Wordly Wise 3000, Book 5** | Exercise 2B

Creative Expression

A: Dictation Passage¹

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

The mats parted. The golden-haired, blue-eyed god stepped into the sampan. Tien Pao's knees quaked under him, but somehow he managed to take a few steps forward. He almost shoved the little pig into the white one's arms. Then he backed away to the altar again, bowing deeply to the god as he backed toward the god's own altar.

Optional: Dictation²

Tien Pao brought up mud from the bottom of the paddy and plastered his face with the oozy, syrupy, reeking stuff. He rolled himself in it. With bluish, vile mud dripping from him Tien Pao stood up and studied the little pig critically. He was encouraged. The thick mud must fool the spirits! Why, Glory-of-the-Republic looked like nothing but a mud ball with four mud legs. If his own plaster of mud was as good, the mountain spirits wouldn't think he was human; they'd never recognize him as the same scared, weak, hungry boy.

Mechanics Practice

Today your children will learn about different types of **adjectives**. They will also briefly review nouns, pronouns and adverbs, which we will discuss more depth later. For more information, see the **Week 3 Activity Sheet**.

Note to Mom or Dad: This year, your children will delve more deeply into the mechanics of the English language, and we'll begin to serve up some rather meaty grammatical topics. To help both of you in your study this year, we have included a *Grammar Guide Appendix* in **Section Three** of this guide that succinctly explains topics we'll discuss for Mechanics Practice. Please keep this appendix handy for reference as you work this year. We hope you make great use of it whenever you need a refresher on any topic.

1. *House of Sixty Fathers*, p. 10.

2. *House of Sixty Fathers*, p. 53.

Answers:

- Which sentence is better? *Hopefully your children selected the second sentence as the additional adjectives help to paint a clearer picture in the reader's mind.*
- Adjectives in the dictation passage:

Common Adjectives	Proper Adjectives	Compound Adjectives
few	Tien-Pao's	golden-haired
little		blue-eyed
white		
own		

Use tally marks to record the articles you find:

the	a	an
8	1	

Day 2

Bible

Student Reading | Psalm 14

Parent and Student Reading | John 7:1–24

Memorization | Psalm 91:1–6

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | Mongol Dynasty–end of dynasties

Have your children continue working through China's dynasties. They will read and note the accomplishments for the *Mongol* or *Yuan* Dynasty through the end of the dynasties, *The Fall of the Manchus*.

Timeline and Map Activities

- 🕒 **Sino-Japanese War (1894–1895)**
- 🕒 **Boxer Rebellion (1900)**
- 🕒 **Cheng Ho, seven voyages from Indonesia to Africa (1405–1433)**
- 🕒 **Qing Dynasty (1644–1912)**

Eastern Hemisphere Notebook Pages | “China Timeline”

Have your children continue to answer the questions on the “China Timeline” to help them focus on the highlights of China's history.

100 Gateway Cities | “Beijing” p. 111

Timeline and Map Activities

- 🌐 *Beijing* (see page 111 in your book)

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapters 38–40

To Discuss After You Read

- Q: How was the family that was known for happiness saved from the evil magistrate? [chap. 38]
- A: *rather than attempting to flee, they spent their last day together celebrating; the Man in the Moon moved them out of danger*
- Q: How does Minli use the red string of destiny and the page from the *Book of Fortune* to reach the Man in the Moon? [chap. 39]
- A: *she creates a kite to reach him*
- Q: How did the story of “The Dragon's Pearl” impact Ma? [chap. 40]
- A: *she felt less desirous of the wealth of others when she realized that the dragon gave up his work to create the moon*

All the Small Poems | “pig”

To Discuss After You Read

- Q: According to the author, why do “we” like pigs?

Readers

The House of Sixty Fathers | Chapter 2

Vocabulary

torrents: a tumultuous outpouring.

To Discuss After You Read

- Q: How did the sampan get loose?
- A: *a water buffalo knocked the stake that was in the wet bank and dislodged it*
- Q: Do you think the water buffalo were wild or tame?
- Q: How far does Tien Pao travel with the current?
- A: *beyond his old village almost to the sea*
- Q: Describe how Tien Pao managed to get the sampan to the shore and why couldn't he have done that earlier?
- A: *the current was too strong to use the dishpan as a rudder*

Language Arts

Creative Expression

B: Tone

Today you will work with your children to identify tone in various writing samples.

Discuss the quoted passages on the Activity Sheet with your children. After you have discussed a passage, have your children read it aloud; placing emphasis on the appropriate words and phrases.

When you have finished your discussion, have your children complete the “B: Tone” activity on **Week 3 Activity Sheet**.

Possible answers:

1. Desperate
2. Scared
3. Frantic
4. Sad
5. Excited

Day 3

Bible

Student Reading | Psalm 15

Parent and Student Reading | John 7:25–52

101 Differences Between Cats and Dogs! | pp. 7–9

Parents: More attitude again (read: self-centeredness). [p. 7]

Parents: This one is similar to the page 6 cartoon. The cat wants stuff and thinks it will make him happy, while the dog merely wants to serve the Master. Where is our “delight”? Psalm 37:4 is appropriate here: “Delight yourself in the LORD and he will give you the desires of your heart.” God isn’t a cosmic slot machine or genie, but if we do truly seek him first, above all things, then he will see we have what we need. [p. 8]

Parents: Tithing is a sticky subject, even for grown up Christians. How much of our hard-earned cash should we give away? Is there a specific percentage or amount we need to give? We won’t write an essay here on tithing, but remember the author’s warning not to get legalistic about the cartoons. They are made to help us think through some issues. Don’t forget your attitude in giving, either. 2 Corinthians 9:7 reads, “Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver” (NIV11). [p. 9]

Memorization | Psalm 91:1–6

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | Republic of China–Civil War

After reading about China’s long history of dynasties, today, have your children read about China’s attempt at a Republic. Read through *Civil War*.

Timeline and Map Activities

 **Opium War (1839–1842)**

Eastern Hemisphere Notebook Pages | “China Timeline”

Have your children answer the questions on the “China Timeline” to help them focus on the highlights from this reading.

100 Gateway Cities | “Hohhot” p. 112

Timeline and Map Activities

 *Hohhot* (see page 112 in your book)

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapters 41–44

To Discuss After You Read

Q: What does Minli promise the dragon? [chap. 41]

A: *that she will ask his question of why he can’t fly*

Q: Where do the moon seeds in the Village of Happiness come from? [chap. 42]

A: *the tree chopped by the discontented man*

Q: What one word causes the village to be happy? [chap. 43]

A: *thankfulness*

Q: When Ma tells the story of herself, does she see accurately why Minli left? [chap. 44]

A: *while she recognizes that Minli left due to her unhappiness, she thinks Minli also left due to her own discontent—that was not true*

Readers

The House of Sixty Fathers | Chapter 3

Vocabulary

Coolies: unskilled laborers or porters usually in or from the Far East hired for low or subsistence wages.

debris: an accumulation of fragments of rock.

Leering: casting a sidelong glance.

gall: bile obtained from an animal and used in the arts or medicine.

ponderous: of very great weight.

To Discuss After You Read

Q: Why is the travel so difficult for Tien Pao?

A: *he was traveling in a mountainous region, and he didn’t dare use the paths*

Q: What happens when Tien Pao is starving?

A: *he starts imagining things and he cannot see clearly*

Q: Why would the children he met be starving?

A: *the Japanese burned villages and destroyed food stores, leaving families with no reserves*

Q: Why hasn't Tien Pao seen any animals?
A: *hungry people will eat anything for nourishment*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 7

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 2C

Creative Expression

C: Create Tone

Today your children will write three paragraphs to portray the tone for their choice of three tone words listed on the Activity Sheet. See "C: Create Tone" **Week 3 Activity Sheet** for more information.

Day 4

Bible

Student Reading | Psalm 16

Parent and Student Reading | John 8:1–30

Memorization | Psalm 91:1–6

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia: CHINA | The Beginning of Communists Rule to the article's end.

Today your children will discover how China's current communist government came into power. Read from *The Beginning of Communists Rule* to the end of the article.

Timeline and Map Activities

 **Eric Liddell (1902–1945)**

Eastern Hemisphere Notebook Pages | "China Timeline"

Have your children answer the remaining questions on the "China Timeline" to help them focus on the highlights during this time in China's history.

Current Events | Report

Read-Alouds

Where The Mountain Meets the Moon | Chapter 45–end

To Discuss After You Read

Q: Why does Minli not need to ask the Man in the Moon her question? [chap. 45]

A: *she recognized that she doesn't need to change her fortune*

Q: Why did the dragon stop at Fruitless Mountain? [chap. 46]

A: *he thought he had come home*

Q: What good fortune comes to the family on Minli's return? [chap. 47]

A: *the family is reunited, the stone from the dragon is a precious dragon pearl, and the barren mountain sprouted life*

Q: Where did the orange dragon come from? [chap. 48]

A: *the goldfish Minli released must have found the Dragon's Gate, gone through and been transformed*

All the Small Poems | "jewels"

To Discuss After You Read

Q: What does this poem tell us about words and books and what does it tell us about real life?

Readers

The House of Sixty Fathers | Chapter 4

Vocabulary

caromed: rebounded especially at an angle.

shock: a dangerous condition that can occur if the blood fails to circulate properly in the body; usually related to a serious illness or injury; or emotional stress. In most cases, a person in shock should be positioned onto the back with the legs raised slightly; an individual in shock caused by heart trouble or difficult breathing should have the head and shoulders elevated, try to maintain body temperature and get professional help.

To Discuss After You Read

Q: What does it mean that the airman's burn already looked poisonous?

A: *it was infected; it was not healing properly*

Q: What does the airman's fever come from?

A: *his infection*

Q: Describe how Tien Pao met his airman.

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 8

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 2D

Creative Expression

D: Tone in a Scary Story

Today your children will use what they have learned about connotation and tone to write a short, scary story. See “D: Tone in a Scary Story” **Week 3 Activity Sheet** for more information. Here’s an example of a brief story about a scary time in my life:

I woke up with a start. Although I usually sleep through the night with no interruptions, something had jarred me from my slumber. What could it have been?

I listened intently. Thunder cracked outside and sheets of rain pounded the window next to my bed. Another May thunderstorm raged outside. But I can sleep through the worst of storms. Something else must be going on, I thought.

As my feet hit the cold floor, a chill ran up my spine. Why was it so cold in my room? I crept downstairs slowly, suddenly very wary of what I might find there.

When I reached the bottom of the landing, I immediately noticed the front door standing ajar. My heart raced as my eyes darted about the room, looking for any sign of a possible intruder.

And there it was! In the corner, a strange creature sat up on its haunches with a piece of leftover pizza clutched in its grubby paws. When I flicked on the lightswitch, I discovered the mess the raccoon had made. The overturned trash can explained what must have caused a sound loud enough to wake me from a deep sleep.

Relief flowed through me, as the raccoon made its way to the front door and back outside. I cleaned up his mess and then hit the hay again. I barely remembered the evening’s excitement when I awoke the following morning.

Day 5

Bible

Student Reading | Psalm 17

Parent and Student Reading | John 8:31–59

Memorization | Psalm 91:1–6

All Nations Shall Worship | Track 11

History/Geography

5-Day: Eastern Hemisphere Notebook Pages | “Confucianism Writings”

Have your children use the instructions provided on their Notebook Pages to complete the “Confucianism Writings” assignment.

Current Events | Report

Read-Alouds

5-Day: Best-Loved Folktales of the World | #125–126

To Discuss After You Read

Q: How did fortune come to the family and why? [#125]

A: *the youngest son married a girl who made wise decisions and as the Head of the house the family prospered*

Q: Although the two families are lauded as frugal, how would you describe them? [#126]

A: *cheap, foolish, not charitable, unhelpful*

Readers

The House of Sixty Fathers | Chapter 5

Vocabulary

pinioned: disabled or restrained by binding the arms.

crone: a withered old woman.

To Discuss After You Read

Q: What was the role of the Chinese guerrillas?

A: *to fight and destroy the Japanese and then hide*

Q: Why are the guerrilla soldiers in a hurry to get Tien Pao out of Japanese territory?

A: *they know what happens to people who help the Americans*

Q: How did the airman travel to safety?

A: *as an old graybeard pitiful Chinese carried on the back of another man*

Q: What is the Chinese attitude toward children?

A: *they all love and protect them—the children must live*

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. Note any words, capitalizations, or matters of punctuation.

The mats parted. The golden-haired, blue-eyed god stepped into the sampan. Tien Pao’s knees quaked under him, but somehow he managed to take a few steps forward. He almost shoved the little pig into the white one’s arms. Then he backed away to the altar again, bowing deeply to the god as he backed toward the god’s own altar. ■

3. *House of Sixty Fathers*, p. 10.



A: Dictation Passage¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

The mats parted. The golden-haired, blue-eyed god stepped into the sampan. Tien Pao's knees quaked under him, but somehow he managed to take a few steps forward. He almost shoved the little pig into the white one's arms. Then he backed away to the altar again, bowing deeply to the god as he backed toward the god's own altar.

Mechanics Practice

A **noun**, as you probably remember, is a person, place, thing or idea, and pronouns are words that rename nouns. For example, *he* is a pronoun we can use to refer to someone named *Jason*. To make nouns and pronouns more interesting, writers use descriptive words called **adjectives** to describe them. For example:

The car raced around the track.

The shiny new Indy car raced around the cold, wet track.

1. Which sentence is better? Why?

Did you know that there are several different types of adjectives? The following sentences show examples of the different types:

My grandma's spare room is my most favorite place to sleep. A downy soft pillow, sheets made from Egyptian cotton and the sweet-smelling breeze that drifts through the open window lull me to sleep in an instant, and I always wake up to delectable smells wafting up the stairs from the kitchen.

Just as nouns have both common and proper designations, adjectives may be proper as well. Can you find proper adjective in our example? The word *Egyptian* is a **proper adjective** that describes the noun *cotton*. Conversely, *spare* is a **common adjective** that describes *room*. *sweet-smelling* is a **compound adjective**—two words joined together that act as an adjective. Even the words *a*, *an* and *the*, which are called **articles**, act as adjectives in the structure of a sentence.

2. Look at the dictation passage. What adjectives do you see? Remember, adjectives are words that describe nouns. If you see a word that describes a verb (an action), it is an **adverb**, which we'll discuss later.

Record the adjectives you find in the chart below:

Common Adjectives

Proper Adjectives

Compound Adjectives

Use tally marks to record the articles you find:

the	a	an

1. *House of Sixty Fathers*, p. 10.



B: Tone

Have you ever heard someone say, "Don't speak to me in that tone of voice?" What does tone of voice mean? In literature, **tone is the attitude that a writer has for a written passage.** As a writer, the words you use create the tone.

The best time to set the tone is when you are describing the setting or events in a story. For example, this week you will write about a scary moment you experienced in your life. You want to relate to your readers the feelings as you experienced them, so you will choose words that express how frightened you were.

Tone in Literature

Read the passages below with Mom or Dad and discuss the feelings that you get as you read them. Underline the specific words that contribute most significantly to the overall tone. Write a word to describe the tone at the beginning of the paragraph. Then, write a new sentence that matches the tone of the rest of the paragraph.

1. _____ "Buck had accepted the rope with quiet dignity. To be sure, it was an unwonted performance, but he had learned to trust in men he knew, and to give them credit for a wisdom that outreached his own. But when the ends of the rope were placed in the stranger's hands, he growled menacingly. He had merely intimated his displeasure, in his pride believing that to intimate was to command. But to his surprise the rope tightened around his neck, shutting off his breath. In quick rage he sprang at the man, who met him halfway, grappled him close by the throat, and with a deft twist threw him over on his back. Then the rope tightened mercilessly, while Buck struggled in a fury, his tongue lolling out of his mouth and his great chest panting futilely. Never in all his life had he been so vilely treated, and never in all his life had he been so angry. But his strength ebbed, his eyes glazed, and he knew nothing when the train was flagged and the two men threw him into the baggage car."

Adapted from *Call of the Wild* by Jack London

2. _____ "At first, when he found himself in the grip of what he was sure must be the Robber Fly, Buster Bumblebee was so alarmed that he could not even scream. But in a moment or two he found his voice. And he shrieked 'Help! Help!' in a most frantic tone, hoping that some one would come and save him."

Adapted from *The Tale of Buster Bumblebee*
by Arthur Scott Bailey

3. _____ "'That was a narrow escape!' said Alice, a good deal frightened at the sudden change, but very glad to find herself still in existence; 'and now for the garden!' She ran with all speed back to the little door, but the little door was shut again, and the little golden key was lying on the glass table as before, 'and things are worse than ever,' thought the poor child, 'for I never was so small as this before, never! And I declare it's too bad, that it is!'"

Adapted from *Alice in Wonderland*
by Lewis Carroll



4. _____ "She threw herself back on her pillow and buried her face. She did not cry, but she lay and hated the sound of the heavily beating rain, she hated the wind and its 'wuthering.' She could not go to sleep again. The mournful sound kept her awake because she felt mournful herself. If she had felt happy it would probably have lulled her to sleep. How it 'wuthered' and how the big raindrops poured down and beat against the pane!"

Adapted from *The Secret Garden*
by Frances Hodgson Burnett

5. _____ "Bunny! Bunny! Wake up! It's time!"
'Wha--what's matter?' sleepily mumbled little Bunny Brown, making his words all run together, like molasses candy that has been out in the hot sun. 'What's the matter, Sue?' Bunny asked, now that he had his eyes open. He looked over the side of his small bed to see his sister standing beside it. She had left her own little room and had run into her brother's.
'What's the matter, Sue?' Bunny asked again.
'Why, it's time to get up, Bunny,' and Sue opened her brown eyes more widely, as she tried to get the 'sleepy feeling' out of them. 'It's time to get up!'"

Adapted from *Bunny Brown and His Sister Sue*
by Laura Lee Hope

C: Create Tone

Write three paragraphs in your sketchbook to create a tone for your choice of three of the following tone words:

1. happy
2. sad
3. annoyed
4. nervous
5. frightened

Choose words for your paragraphs with connotations that transfer or relay the specific tone. In the example below, notice that the words "slammed," "stomped," and "ruined" communicate the anger that Sally feels. Only one rule: you cannot use the tone word in your paragraph. For example, if the tone word is anger, you cannot write the word anger. Instead show the reader the anger with examples and details:

Incorrect: Sally was angry because her sister made her mad.

Correct: Sally slammed the door to her bedroom and stomped across the room. Her sister had borrowed her clothes again without her permission. To make matters worse, her sister ruined the shirt when she spilled spaghetti sauce on it. Her sister wasn't even in trouble. Sally was grounded because she yelled at her sister. It wasn't fair.

Have someone read your paragraphs and identify your tone. They do not have to state the exact tone; as long as they get the sense, you'll have succeeded. If your tone is joyful and your reader says that the tone is happiness, then you have still portrayed the tone in your writing.

How well did you do? How many tones did your reader recognize correctly? Add your tone paragraphs to your sketch book as ideas for future compositions.

D: Tone in a Scary Story

Tien Pao and other characters in your Readers and Read-Alouds this year have to conquer their fears. Tien Pao has some scary moments as the Japanese attack and also as he realize his sampan has been swept away downstream. Today, write a story about a time when you were scared.

Set the story in a scary tone that illustrates how you felt at the time. If you can't think of a time when you were scared, write about a scary time one of your friends or family members has experienced. Focus on your word choice; use examples and details to show the tone.

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CORE F & LA F		WEEK 4			SCHEDULE
Date:	Day 116	Day 217	Day 318	Day 419	Day 520
Bible					
Student Reading	Psalm 18	Psalm 19	Psalm 20	Psalm 21	Psalm 22
Parent and Student Reading	John 9:1–19	John 9:20–41	John 10:1–21	John 10:22–42	John 11:1–37
101 Differences Between Cats and Dogs!			pp. 10–12		
Memorization & All Nations Shall Worship	Psalm 91:1–8 Read out loud another ten times. See notes after Week 1 for helpful suggestions. —Track 11				
History/Geography					
World Book Encyclopedia: CHINA					5-Day: The Great Wall of China
Eastern Hemisphere Notebook Pages	“Choose Your Adventure”				5-Day: “The Great Wall of China” 🕒↑
100 Gateway Cities	“Tianjin” p. 113 🌐	“Taiyuan” p. 114 🌐	“Jinan” p. 115 🌐		
Mission to Cathay	chap. 1 🕒↑🌐	chap. 2	chap. 3	chap. 4	
Current Events					
Read-Alouds					
Young Fu of the Upper Yangtze	Introduction & chap. 1	chap. 2	chap. 3	chap. 4	
All the Small Poems	“tractor”	“grass”		“dog”	
5-Day: Best-Loved Folktales of the World					#127–128
Readers					
The House of Sixty Fathers	chap. 6	chap. 7	chap. 8	chap. 9 pp. 162–176	chap. 9 p. 176–end
Other Subjects (Math, Science, etc)					



SCHEDULE CONTINUED		WEEK 4			LANGUAGE ARTS F	
Date:	Day 116	Day 217	Day 318	Day 419	Day 520	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 5	Lesson 9		Lesson 10	Lesson 11		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 5	Exercise 2E		Exercise 3A	Exercise 3B		
Creative Expression						
	A: Dictation Passage	B: Character Sketch Warm-Up	C: Character Sketch First Draft	D: Revision of a Character Sketch	5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

Parents and Students: Echoing the questions raised in Job, which you'll read about later, Jesus is asked what sin caused a particular man to be blind. Jesus answers that the cause isn't sin, but rather so God can be glorified. The same answer applies to the death of His friend Lazarus. God, it seems, is more concerned with properly glorifying Himself than with our comfort. Even Jesus gets behind this plan when He reveals that He will die to further God's plan.

Student Reading | Psalm 18

Parent and Student Reading | John 9:1–19

Memorization | Psalm 91:1–8

Psalm 91:1–8 Read out loud another ten times daily.

All Nations Shall Worship | Track 11

Listen to Track 11 the entire week.

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Note: While you and your children enjoy the missionary story together, please have your children choose an adventure from the list on their “Choose Your Adventure” Notebook Page. Their adventure will be due in three weeks.

100 Gateway Cities | “Tianjin” p. 113

Timeline and Map Activities

📍 *Tianjin* (see p. 113 in your book)

Mission to Cathay | Chapter 1

Setting

China; 1583

Overview

In 1583, Jesuit Father Matteo Ricci arrived in mainland China. He wisely piqued the Chinese interest with his mathematical ability and the clocks and other mechanical gadgets he brought from Europe. He dressed as a Chinese, and learned to speak both Cantonese, the language of the coolies, and Mandarin, the language of the ruling class. Initially he dealt with many hardships, such as poverty, antagonistic neighbors, angry townsfolk, and loneliness, but God cares for Ricci and he eventually begins to make converts.

Vocabulary

turgid: swollen; puffy.

carrack: a ship developed in the 15th century.

soutane: also known as a cassock, it is an elongated robe worn by clergymen.

Jesuits: members of a religious order that follow the teachings of the Roman Catholic Church.

To Discuss After You Read

Q: Why is Father Ricci a wise choice to enter China?

A: *he has both mechanical devices to appeal and the necessary good manners*

Q: Are the Jesuits wealthy?

A: *no—they live in poverty*

Timeline and Map Activities

📍 **Jesuit Father Matteo Ricci (1552–1610) arrives in mainland China (1583)**

📍 *Macao (F8) (map 4)*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Introduction & Chapter 1

Setting

China, as the Empress died (1909)

Vocabulary

Note: for Chinese words, see the glossary at back of the book.

Young Fu stood on the narrow curbing before Dai's two-storied **tenement** in Chair-Makers' Way, Chungking, and stared about him. (*apartment building*)

Furious with **chagrin**, the victim lifted his carrying pole to strike. (*vexation, disquietude, or distress of mind brought on by humiliation, hurt pride, disappointment, or consciousness of failure or error*)

Besides the **meager** furnishings of the farmhouse, she possessed only a few dollars and her wedding ornaments, silver hairpins and bracelets—a **feeble** barrier between themselves and hunger. (**meager:** *deficient in quantity or poor in quality*; **feeble:** *inadequate*)

The **disgruntled** coolies moved on down the street, and Young Fu turned with a sigh from the excitement of the curb. (*in bad humor*)

But Young Fu, working from his sixth year beside his father in the fields, had watched him change from a young good-humored man who was never too tired to laugh at the **antics** of his small assistant, to a bent, aging stranger with an unsmiling expression and lips that opened to scold or

cough. (instances of grotesquely ludicrous or other unusual or unpredictable behavior)

It flickered **grotesque** shadows over the cracked walls, cast a glow on the brass hot-water kettle which was Fu Be's special pride, and reddened the highly colored **countenance** of the **genial** kitchen god whose portrait had been placed in a choice location on the chimney. (**grotesque**: distortion or exaggeration of the natural or the expected to the point of comic absurdity, ridiculous ugliness, or ludicrous caricature; **countenance**: calm expression; **genial**: marked by or diffusing good cheer, warmth, sympathy, or friendliness)

He was smiling **whimsically** as he repeated, "Truly, thou dost think thy fortune great because thou hast come to live in this place?" (characterized by an eccentric idea or impulsiveness)

Young Fu, lost in interest, agreed **soberly**, then becoming aware of the old gentleman's amusement, his usual **impudence** rose above all other emotions. (**soberly**: seriously or thoughtfully; **impudence**: contemptuous or cocky boldness or disregard of others)

* * *

Yangtze River: Yangtze River (pronounced yahng dzuh) also called Yangtze Kiang, is the world's third longest river. Only the Nile and Amazon rivers are longer. It is China's longest and most important river (source: 2003 *World Book Encyclopedia*).

pigskin trunk: a chest covered with leather made from the skin of a swine.

queue: a tail-like braid of natural or artificial hair usually worn hanging at the back of the head.

sedan-chair: a portable chair or covered vehicle for carrying a single person usually borne on poles by two men.

liveried: wearing a servant's uniform.

Note: Bound feet were outlawed in 1911 📄.

To Discuss After You Read

Q: In Chinese families, who was responsible for widows?

A: *the husband's family*

Q: How many inches long is your foot? Compare that to Fu Be's four inch foot.

Q: Why did most city folk purchase hot water for tea?

A: *it was cheaper than heating your own hot water for then one had to buy both the water and the coal to heat it*

Q: What distinguished a scholar from others?

A: *a serene expression and three inch long nails*

Q: Why did Young Fu move to the city?

A: *his father had died and he had an apprenticeship*

Chung-King contained a hundred times ten thousand people—write that number out in numeral form.

Timeline and Map Activities

Chung-King is described as a port city West and North of the Himalayas and Tibet with Indo-China Burma and India to the South, and to the East the Yangtze would travel 1500 miles to Shanghai and the Pacific (this city is now called Chongqing, located 28 latitude, 107 longitude). What body of water makes Chung King a port city? Locate all the places mentioned.

All the Small Poems | "tractor"

Readers

The House of Sixty Fathers | Chapter 6

Vocabulary

rickshaws: a small covered 2-wheeled vehicle usually for one passenger that is pulled by one man and that was used originally in Japan.

To Discuss After You Read

Q: What is a forced march?

A: *when soldiers are required to march farther than they prefer—to take an enemy by surprise*

Q: Why are the Chinese soldiers with bayonets at the train station rather than fighting the Japanese?

Q: Why is there such confusion at the train station?

A: *the Japanese are coming, and everyone wants to leave town—the people in authority are not giving direction*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 9

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 2E

Creative Expression

A: Dictation Passage¹

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

At last Tien Pao could carry his burden no longer. He stopped and spilled the litter out of the one bucket, pulled out the false bottom, and lifted out the trussed-up little pig. He fumblingly undid the ropes that bound Glory-of-the-Republic, and knotted them together to make a short leash. The little pig, weary of his cramped quarters, trotted eagerly ahead. He tugged Tien Pao along by the rope.

1. *House of Sixty Fathers*, p. 108.

Optional: Dictation²

"It is Tien Pao," she said again. "And tomorrow and tomorrow and tomorrow—and all the days to come—there will still be my little son. And the house won't be too empty and the anxious heart too full.... Ah, tomorrow, and tomorrow, and then will come a day when there will be no more shooting, and no more running from the shooting and no more war. There will come a day when the little family of Tien will go back to their little village, and live in peace. Ah, tomorrow and tomorrow. Ah, ah, ah."

Mechanics Practice

Today your children will learn about **verbs: action verbs, helping verbs**, and **singular and plural verbs**. See the **Week 4 Activity Sheet** for more information.

Answers:

1. *carry; stopped; spilled; pulled; lifted*
2. *could carry*
3. *s—was; p—were; s—thinks; p—think; p—sigh; s—sighs*

Day 2

Bible

Student Reading | Psalm 19

Parent and Student Reading | John 9:20–41

Memorization | Psalm 91:1–8

All Nations Shall Worship | Track 11


History/Geography

Eastern Hemisphere Notebook Pages | "Choose Your Adventure"

Your children will continue to work on their "Choose Your Adventure" project.

100 Gateway Cities | "Taiyuan" p. 114

Timeline and Map Activities

 **Taiyuan** (see p. 114 in your book)

Mission to Cathay | Chapter 2

To Discuss After You Read

Q: Why is Father Ricci angry with Philip?

A: *he taught Cantonese, not Mandarin, and did not tell the Father there were two languages*

Q: Why is it important to speak Mandarin?

A: *it is the language of the people in power*

Q: Why does Father Ricci get to go to the mainland?

A: *he has clocks!*

2. *House of Sixty Fathers*, p. 189.

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 2

Vocabulary

As he did so, he eyed the two callers with a glance of **derision**. (*the use of ridicule, mockery, or scorn to belittle or to show contempt*)

The flagstone pavings were loose and slippery with **mire**, and everywhere thoroughfares were separated by flights of steps, for Chungking climbed high on its rocky **promontory** above the swirling currents of the Lin and the still more treacherous Yangtze. (**mire**: *heavy often deep mud, slush, or dirt*; **promontory**: *a high point of land or rock projecting into a body of water beyond the line of coast*)

In this city living costs were **exorbitant**. (*grossly exceeding normal, customary, fair, and just limits*)

But there was no underestimating the importance of this pair; that Tang counted on them was very evident, and the whole shop **deferred** to them in most matters. (*referred or submitted for determination or decision*)

On one of his errands to the furnace room, this boy, whom the workmen called by every **epithet** possible except his real name, Small Den, watched the new stoker critically. (*a disparaging or abusive word or phrase*)

Old Tsu's **quips**, though few in number, were more to the point than the rest, and Den, **aping** his elders, wagged his tongue **incessantly**. (**quips**: *clever usually taunting remarks*; **aping**: *following as a pattern or example*; **incessantly**: *in an unceasing manner or course*)

Under his **suave** influence, customers whom the clerk was unable to interest would invariably buy. (*smoothly affable and polite though often without deep interest or sincerity*)

The **apparition** sauntered into the store and Young Fu stopped his work and gazed open mouthed. (*someone or something unusual or unexpected that appears*)

* * *

guild: an association of men belonging to the same class, engaged in kindred pursuits, or having common interests or aims.

Tuchun: a Chinese provincial military governor.

Hour of the Tiger: 3:01 a.m. to 5:00 a.m. In Chinese astrology, there are twelve hours in a day, each hour corresponding to 120 minutes. Each of the twelve hours is placed under the sign of a symbolic animal of the Chinese zodiac.

abacus: can be used to add, subtract, multiply, and divide, and to calculate square roots and cube roots. The abacus consists of a frame containing columns of beads. The beads, which represent numbers, are strung on wires or narrow wooden rods attached to the frame. A typi-

cal Chinese abacus has columns of beads separated by a crossbar. Each column has two beads above the crossbar and five below it. Each upper bead represents five units, and each lower bead equals one unit. The first column on the right is the ones column. The second column is the tens column. The third column is the hundreds, and so on. The ones column represents numbers from one to nine. Each bead below the crossbar has a value of one, and each bead above the crossbar has a value of 5 ones. The tens column represents numbers from 10 to 90. Each lower bead in the tens column represents 1 ten, and each upper bead represents 5 tens. A number is represented on the abacus by moving the appropriate beads to the crossbar.

brass worker's apprenticeship: lasted 5 years normally and 3 years during times of war.

To Discuss After You Read

Q: Fu's mother would buy clothes on Thief Street for the stolen goods were more affordable. What does this say about Chinese society at this time?

A: *stolen goods were an acceptable form of life—everyone did it—it was to be expected*

Q: Why could Tang allow Fu to sleep at home when the guild normally didn't allow that?

A: *Tang paid so much to the Guild that he could arrange things his own way*

Q: Describe a foreigner as seen through Chinese eyes.

All the Small Poems | "grass"

Readers

The House of Sixty Fathers | Chapter 7

Vocabulary

squadron: a military flight formation.

bomber planes: bombers dropped explosives on enemy targets; they were equipped to find the target and direct bombs to it; the navigator guided the pilot over the target, then released the bomb; bombers also launched missiles.

fighter planes: fighters shot down enemy aircrafts and attacked ground targets; they were smaller and generally faster than bombers; however, many fighters performed bombing missions.

Sergeant: a noncommissioned officer ranking in the army and marine corps above a corporal and below a staff sergeant and in the air force above an airman first class or senior airman and below a staff sergeant.

To Discuss After You Read

Q: Why does Tien Pao decide to watch for his mother and father beside the train tracks?

A: *where in all of China would he go and what would become of him—lost, homeless, starving*

Q: Why do you think the airmen acted as they did toward Tien Pao?

A: *they felt sorry for the Chinese people, but couldn't help them all; here was one that they could help, and were glad to do so*

Language Arts

Creative Expression

B: Character Sketch Warm-Up

This week, your children will write a character sketch. See "B: Character Sketch Warm-Up" **Week 4 Activity Sheet** for more information.

Day 3

Bible

Student Reading | Psalm 20

Parent and Student Reading | John 10:1–21

101 Differences Between Cats and Dogs! | pp. 10–12

Parents: Is our knee-jerk reaction to budget shortfalls to cut things or to look for more creative solutions? The cat wants to cut back on missions giving. Why? We don't really know. Maybe it's because missionaries live "over there"—far away in some place that the cat doesn't think is as important as home. The dog is looking to see if there are other options so they can continue to give to missions. You'll find other missions-oriented cartoons later in the book. The author obviously takes missionary service seriously (as does God!). [p. 10]

Parents: Is this a false dichotomy? Are happiness and holiness mutually exclusive in marriage? It seems as though a true, God-centered Christian marriage can include happiness and holiness. Granted, if we're fixated more on just being happy, we can veer away from God and look to other things and possessions to make us happy. [p. 11]

Parents: There are multiple insights in this cartoon. Do we go to a church where we feel "comfortable" and fit in with peers when it comes to social status and class, or are we willing to get our hands dirty in the world, so to speak, and share our faith as God moves us? If we look to the example of Christ, he often went and spent time with those who were considered the "lowly" of his society—tax collectors, sinners, prostitutes, etc. Jesus had no qualms about visiting people desperately in need of God's salvation. After all, "it is not the healthy who need a doctor, but the sick" (Matthew 9:12). [p. 12]

Memorization | Psalm 91:1–8

All Nations Shall Worship | Track 11

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children continue to work on their “Choose Your Adventure” project.

100 Gateway Cities | “Jinan” p. 115

Timeline and Map Activities

📍 Jinan (see p. 115 in your book)

Mission to Cathay | Chapter 3

To Discuss After You Read

Q: What gift does Father Ricci choose to bring to Wang P’an, and why?

A: *a prism because it is both beautiful and unlike anything in China, which has no glass*

Q: How do the Jesuits dress? Why?

A: *as Buddhist priests; to help the Chinese see them as holy men with something to share*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 3

Vocabulary

And then one morning there was a **rift** of blue in the sodden sky, and beyond the Yangtze the hills stood out in unexpected beauty of detail. (*an open space, a clear interval*)

Ebony tables and chairs, porcelain jars from which flowering trees lifted **gnarled** branches, tall vases a thousand years in age, **vied** with one another in attraction. (**gnarled**: *warped or twisted*; **vied**: *strove for superiority*)

Small, ill-lighted rooms set between shops on busy thoroughfares and presided over by one **venerable** scholar, they offered much the same subject matter and methods that they had used two thousand years before. (*worthy of honor and respect usually by reason of prolonged testing*)

Everyone knows that devils are stupid and that simple **expedients** like these often save a whole family from disaster. (*means devised or used in an exigency*)

To Discuss After You Read

Q: Why was it important in the culture to have bound feet?

A: *a woman couldn’t get a good husband if she had large feet—small feet were a sign of beauty, and proved that a woman could afford to be lazy—it was low class to have big feet*

Q: A coolie was described as “an eating bitterness man.” What did that mean?

A: *he nourished himself by thinking bad thoughts; angry, bitter*

Q: Why did no one control the military?

A: *it would give one person too much power*

Readers

The House of Sixty Fathers | Chapter 8

Vocabulary

hordes: teeming crowds or throngs.

surreptitiously: acting or doing something with stealth.

dithering: shivering, trembling.

To Discuss After You Read

Q: How does Tien Pao care for the old man?

A: *he runs after him to give him money for food*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 10

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 3A

Creative Expression

C: Character Sketch First Draft

Today your children will use the chart they completed on the Activity Sheet yesterday to write the first draft of their character sketch. See “C: Character Sketch First Draft” **Week 4 Activity Sheet** for more information.

Day 4

Bible

Student Reading | Psalm 21

Parents: A fascinating and potentially troubling passage is Christ’s reference to Psalm 82:6, which he quotes in his defense against charges of blasphemy (John 10:33 and following). The passage in Psalm 82:6 which Jesus quotes is referring to the God-appointed judges of the Old Testament, who, as verse 7 observes, are still merely men despite their positions of authority. In the John passage, Jesus probably refers to Psalm 82:6 as an argumentation strategy, essentially suggesting that if the Psalmist is so bold as to refer to human judges figuratively (and perhaps ironically) as “gods,” then why would it be questionable for the Messiah to call himself God’s Son? After all, the Messiah (God the Son) is indeed greater than the Old Testament judges! In short, Jesus uses Psalm 82:6 to confound and silence his critics by referencing their own Scriptures.

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Your children will continue to work on their “Choose Your Adventure” project.

Mission to Cathay | Chapter 4

To Discuss After You Read

Q: What sign does Wang P’an give that he approves of the missionaries?

A: *he offers them tea instead of kicking them out*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 4

Vocabulary

Small Li, on one of their ceaseless errands, noticed his friend’s **aversion** to a gray uniform, and questioned him. (*a feeling of revulsion and repugnance towards something usually coupled with an intense desire to avoid or turn from it*)

Together we shall study what the **sages** have taught. (*mature or venerable men rich in experience and sound in judgment*)

In some **inexplicable** way the accountant was connected with his feelings against Small Den, perhaps because the older man wore constantly the **supercilious** air that Den strove so hard to copy. (**inexplicable**: *incapable of being explained, interpreted, or accounted for*; **supercilious**: *expressive of contempt*)

Sedan chairs and more-prosperous-looking travelers were their natural prey and each, in turn, was forced to run the awful **gauntlet** of their demands for charity. (*a cross fire of any kind*)

The leper drew his wasted limbs together and huddled protectingly over his sudden stroke of good fortune, as his hideous companions, flapping bundles of filth and tatters, screamed **imprecations** on his head and turned their crutches into weapons with which to pry him loose from the coins. (*curses*)

The soldier was attempting to quiet the **thwarted** group; some had already resumed business. (*successfully opposed*)

Three moons went by before the youth had cause to remember the beggar’s warning—three months of a growing friendship for Small Li, an increasing **antipathy** for Den, an ever greater respect for Tang. (*settled aversion or dislike*)

He hugged the object to him, and, waiting for an **auspicious** moment when heavy traffic was bound for Chungking, he slipped again into the city. (*affording a favorable sign*)

Toward the coppersmith’s shop Young Fu pursued a **circuitous** path, delaying as long as possible the inevitable confession. (*being a circular or winding course*)

To Discuss After You Read

Q: Why did many beg for a living?

A: *they could earn more than a coolie*

Q: Why was the military so corrupt?

A: *it drew the dregs of society*

Q: Why did Fu want to learn to read and write?

A: *to gain fortune, to not be cheated, and for the knowledge alone*

Q: What does the phrase mean: “If a man’s affairs are to prosper, it is simply a matter of purpose.”

All the Small Poems | “dog”

Readers

The House of Sixty Fathers | Chapter 9 pp. 162–176

Vocabulary

banking: inclining an airplane laterally.

To Discuss After You Read

Q: What is the point of buzzing the barracks and what idea does it give Tien Pao?

A: *to give greetings to fellow soldiers; Tien Pao figures he can fly to find his parents*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 11

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 3B

Creative Expression

D: Revision of a Character Sketch

Today, you and your children will discuss the differences between the character sketch of Mr. Grins you read earlier this week and a revised edition you will read today. See the discussion questions on “D: Revision of a Character Sketch” **Week 4 Activity Sheet** for more information. Your children will then use the revision checklist to help them revise their own character sketches.

Day 5

Bible

Student Reading | Psalm 22

Parent and Student Reading | John 11:1–37

Memorization | Psalm 91:1–8

All Nations Shall Worship | Track 11

History/Geography

5-Day: World Book Encyclopedia: CHINA | The Great Wall of China

Have your children search for the article *The Great Wall of China* and read it.

5-Day: Eastern Hemisphere Notebook Pages | “The Great Wall of China”

Centuries of carefully recorded history and meticulously preserved art and culture have gradually sculpted China into the land of vast antiquity we know today. Today your children will study one of the Chinese most well known landmarks: *The Great Wall of China*. To help them better understand this part piece of Chinese history, they will work through the questions found on the Notebook Page titled “The Great Wall of China”.

Remind them to continue to work on their “Choose Your Adventure” project. It is due in two weeks.

Timeline and Map Activities

 **The Great Wall of China (221+ BC)**

Current Events | Report

Read-Alouds

5-Day: Best-Loved Folktales of the World | #127–128

To Discuss After You Read

Q: How does good fortune come to the family? [#127]

A: *the mother works hard and with great sacrifice, and the youngest son fulfills his mother's desire at great sacrifice to himself, through magic, and kindness*

Q: How does the Taoist priest punish the pear owner? Does this story seem fair? [#128]

A: *probably through an illusion--he pretends a pear tree grows and passes around the owner's fruit*

Readers

The House of Sixty Fathers | Chapter 9 p. 176–end

Vocabulary

revetments: barricades to provide shelter.

To Discuss After You Read

Q: Describe how the Chinese workers made the airfield.

A: *all manual labor—they used pick axes, shovels, and baskets to cart away the debris*

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. Note any words, capitalizations, or matters of punctuation.

At last Tien Pao could carry his burden no longer. He stopped and spilled the litter out of the one bucket, pulled out the false bottom, and lifted out the trussed-up little pig. He fumblingly undid the ropes that bound Glory-of-the-Republic, and knotted them together to make a short leash. The little pig, weary of his cramped quarters, trotted eagerly ahead. He tugged Tien Pao along by the rope. ■

3. *House of Sixty Fathers*, p. 108.



A: Dictation Passage¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

At last Tien Pao could carry his burden no longer. He stopped and spilled the litter out of the one bucket, pulled out the false bottom, and lifted out the trussed-up little pig. He fumblingly undid the ropes that bound Glory-of-the-Republic, and knotted them together to make a short leash. The little pig, weary of his cramped quarters, trotted eagerly ahead. He tugged Tien Pao along by the rope.

Mechanics Practice

Do you remember the purpose verbs serve in a sentence? Verbs express actions or states of being. While nouns are the people, places, and things in a sentence, verbs tell what those people, places, and things *do* or *are*. **Action verbs** describe just that—the action.

Helping (or **auxiliary**) **verbs** when paired with another verb help control verb tenses, and they express a sense of necessity, certainty, probability, or possibility. For example:

The doctor *will* leave.

There *might* be trouble next door.

You children *were* to go to her sister.

Here is a list of common helping verbs:

Helping Verbs				
has	have	had	do	did
should	would	could	is	are
	was	were	been	

Have you ever noticed that verbs change slightly when the subject of the sentence is either singular or plural? Read the following sentence pairs. Do you notice a pattern in how the **verb form** changes?

He <i>walks</i> .	We <i>walk</i> .
She <i>skips</i> .	They <i>skip</i> .
Jeanette <i>talks</i> .	Jeanette and Amber <i>talk</i> .

When the subject is singular, we use a singular verb, and when the subject is plural, we use a plural verb. However, the rule for singular and plural verbs is just opposite from singular and plural nouns: while most nouns that end in *-s* are plural, but most verbs ending in *-s* are singular (or pair with a singular subject). So:

Singular Verbs	Plural Verbs
walks	walk
skips	skip
talks	talk

- Look at this week's dictation passage and write all of the action verbs you find in the first two sentences:

- This week's passage contains only one helping verb. Write it and the verb it modifies below.

- Use **s** to identify each verb as singular, **p** for plural.

_____ was
 _____ were
 _____ thinks
 _____ think
 _____ sigh
 _____ sighs

B: Character Sketch Warm-Up

Writers develop characters not only through a physical description, but also through their behavior and interaction with others. This makes the character three-dimensional and more life-like for the reader.

A character sketch gives the reader insight to a person, either real or imagined. It is a written portrait of a person. Think of it like a video clip rather than a snapshot because the writer portrays the character's personality as well as physical description. Read the character sketch of Mr. Grins on the next page. Listen carefully. Do you have a clear mental picture of him?

Discuss the details of the description. Could the author add anything to help you visualize Mr. Grins better? If so, what?

Mr. Grins, our neighbor, is a short, thin man. He has a gray beard. His eyes are creased and brown. They twinkle when he smiles. His sunglasses hang down around his neck because he says the sun doesn't bother him much. He always wears a baseball cap. He wears blue jeans and T-shirts with the names of baseball teams.

1. *House of Sixty Fathers*, p. 108.



LA Week 4 Activity Sheet

I can see him from our front window. He is always working in his yard. He prunes the bushes even though he pruned them last week. He weeds the flower garden even though there are no weeds. His lawn is very green. He is very friendly. Mr. Grins likes to tell jokes, although they are not always funny. He whistles rather than sings old songs because he can't remember the words. He chews gum at the same time.

Mrs. Grins sits on the porch and tells him what to do. Sometimes she makes him lemonade. He likes it when people visit, because he gets a chance to sit down for a while. I don't think Mrs. Grins lets him sit down very often. I like to stop and talk to Mr. Grins so that we can sit on the porch and drink lemonade, where I laugh at his jokes just to be polite.

Character Sketch Chart

Name:	Appearance			
	Actions			
	Interactions with others			

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Now, choose someone you know well and use the chart below in preparation to write a character sketch.

Name:	Appearance			
	Actions			
	Interactions with others			



C: Character Sketch First Draft

Today, write the first draft of a character sketch of someone you know well. Use the chart above to help you. Use each section on the chart to create a paragraph about your character.

First, describe what the person looks like. Use general statements about the person, and then add the details to support those statements. In the next paragraph, describe how the person acts. In the last paragraph, describe how the person interacts with others.

Review the character sketch about Mr. Grins in the Instructor's Guide Weekly Notes. Notice how the details support the topic of each paragraph.

D: Revision of a Character Sketch

Revised Mr. Grins

Read the revised character sketch about Mr. Grins below. Notice how the writer added details. Also, identify the changes in word choice.

Mr. Grins, our neighbor, is a slight, twiggy man. He has a fuzzy, gray beard that covers most of his face. His wrinkled eyes are big, round and brown like a puppy dog's eyes. They twinkle when he smiles. The sun doesn't bother his eyes, so he keeps his sunglasses around his neck. He always wears baseball caps and T-shirts with blue jeans.

I can see Mr. Grins from our front window. During the summer, he is always working in his yard. He prunes the bushes even though he pruned them last week. He weeds the flower garden even though there are no weeds. His lawn is a plush, green carpet.

Because he is very friendly, Mr. Grins likes to talk to people as they walk past his yard. He tells them jokes, but the jokes are not always funny. He can chew gum and whistle at the same time. He says that he remembers the tunes to old songs but not the words, so he whistles.

Mrs. Grins sits on the porch and tells him what to do. Sometimes she makes him an icy glass of lemonade. He likes it when people visit because then he gets a chance to sit down for a while. I don't think Mrs. Grins lets him sit down very often. I like to stop and talk to Mr. Grins so that we can sit in the shade and drink lemonade.

Discuss the differences between the two compositions. Point out how the changes improved the overall composition, consider the following questions as you discuss.

1. Do the new connotations alter Mr. Grins' personality? How?
2. The writer also added a metaphor, a comparison of two unlike things using the verb "to be," and a simile, which uses *like* or *as*. Can you locate them?
3. Now that you have read the revision, is the picture that you drew of Mr. Grins accurate? Can you add anything?

Your Revised Character Sketch

Read your first draft aloud of your character sketch and listen to the flow of the words. How does it sound? Use the revision checklist below to help you edit your paper. Revise your character sketch by adding details and changing words for more specific connotations. If appropriate, add a metaphor or simile to your description.

Revision Checklist

- _____ Ideas are interesting
- _____ Organization includes a beginning, middle, and end
- _____ Words are descriptive
- _____ Used complete sentences
- _____ Used correct spelling
- _____ Used capitals correctly

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CORE F & LA F		WEEK 5			SCHEDULE
Date:	Day 121	Day 222	Day 323	Day 424	Day 525
Bible					
Student Reading	Psalm 23	Psalm 24	Psalm 25	Psalm 26	Psalm 27
Parent and Student Reading	John 11:38–57	John 12:1–22	John 12:23–50	John 13:1–17	John 13:18–38
101 Differences Between Cats and Dogs!			pp. 13–15		
Memorization & All Nations Shall Worship	Psalm 91:1–10 Read out loud at least ten more times. —Track 11				
History/Geography					
World Book Encyclopedia: CHINA					5-Day: Terracotta Warriors
Eastern Hemisphere Notebook Pages	“Choose Your Adventure”				5-Day: “Terracotta Warriors”
100 Gateway Cities	“Nanjing” p. 116 📍	“Xi'an” p. 117 📍	“Chongqing” p. 119 📍		
Mission to Cathay	chap. 5	chap. 6	chap. 7	chap. 8	
Current Events					
Read-Alouds					
Young Fu of the Upper Yangtze	chap. 5	chap. 6	chap. 7	chap. 8 pp. 136–146 thru 5th para 🕒📍	
All the Small Poems	“raw carrots”	“marbles”		“clock”	
5-Day: Best-Loved Folktales of the World					#129–131
Readers					
Homesick	Foreword & chap. 1	chap. 2	chap. 3 pp. 55–65 thru 3rd para 📍	chap. 3 pp. 65–76	chap. 4
Other Subjects (Math, Science, etc)					



SCHEDULE CONTINUED		WEEK 5			LANGUAGE ARTS F	
Date:	Day 121	Day 222	Day 323	Day 424	Day 525	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 5	Lesson 12		Lesson 13	Lesson 14		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 5	Exercise 3C		Exercise 3D	Exercise 3E		
Creative Expression						
	A: Dictation Passage	B: Character Development	C: Develop a Character	D: Write from the Character's Perspective	5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

Student Reading | Psalm 23

Parent and Student Reading | John 11:38–57

Memorization | Psalm 91:1–10

Read Psalm 91:1–10 out loud at least ten more times.

All Nations Shall Worship | Track 11

Listen to Track 11 the entire week.

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children continue to work on their “Choose Your Adventure” project (see last week for details). It is due next week.

100 Gateway Cities | “Nanjing” p. 116

Timeline and Map Activities

📍 *Nanjing* (see p. 116 in your book)

Mission to Cathay | Chapter 5

Vocabulary

truculently: in an aggressive manner.

To Discuss After You Read

Q: Why is Jade considered ugly?

A: *her unbound feet are too large*

Q: What does Father Ricci ask for?

A: *more land—enough for both his house and for a church*

Q: What do the Chinese think of the Virgin Mary painting?

A: *a real Mary is inside the painting because it looks so realistic*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 5

Vocabulary

“I do not recognize you,” he began, “but you are a young man of very great **acumen**.” (*keenness of perception, discernment, or discrimination*)

“I ask only one small favor: that you sign this bit of paper which my neighbor, Liu, will witness, and sometime when fortune is yours, send me the **paltry** sum of five dollars, as an acknowledgement of the gift.” (*something useless or worthless*)

He went forth each morning to be **accosted** by Hsui or his clerk concerning the little matter of the five dollars and the “bit of paper.” (*approached and spoke to*)

Flown was his sense of wisdom and self-importance; he knew now that never in the history of the house of Fu had there been such a **dolt** as himself. (*a heavy stupid fellow*)

Fortune **augured** well for the coming year! (*gave promise of, foretold*)

* * *

oblation: a religious or ritualistic offering usually of something without life in contrast to a sacrifice of living things.

To Discuss After You Read

Q: Why would touching the breath of a Dragon be a good omen?

A: *it would shelter one from harm*

Q: Why does Fu leave town?

A: *to escape his creditors, to meet his cousins, and to take a holiday*

Q: Describe how Fu bought the watch.

All the Small Poems | “raw carrots”

Readers

Homesick | Foreword & Chapter 1

Setting

China to America; early to mid 1900s

Overview

Jean Fritz lived in China from her birth in 1915 to 1927. She loved China, but letters and stories from family back in the States made her long for her homeland. In China, she dealt with being a foreigner at the British school, and an American in anti-American China. At the age of 12, Jean’s family moves back the States. A marvelous look at two cultures as seen through the eyes of an astute writer.

Vocabulary

Y.M.C.A. (Young Men’s Christian Association) is a worldwide organization that aims to put Christian principles into practice by empowering young people.

amah: a servant who is the maid and the nanny for the family.

To Discuss After You Read

Q: Why was Jean’s family in China?

A: *to teach the Chinese American values*

Q: Did Jean like attending British school?

A: *no, she felt like a foreigner*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 12

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 3C

Creative Expression

A: Dictation Passage¹

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

“Good-bye,” I said. “May the River God protect you.”

For a moment the boy stared. When he spoke, it was as if he were trying out a new sound. “American friend,” he said slowly.

When I looked back, he was still there, looking soberly toward the foreign world to which I had gone.

Optional: Dictation²

Why did I love the river so? It wasn’t what you would call beautiful. It wasn’t *like* anything. It just *was* and it had always been. When you were on the river or even looking at it, you flowed with time. You were part of forever.

Mechanics Practice

Today your children will learn about several different **types of adverbs**. For more information, see the **Week 5 Activity Sheet**.

Answers:

- 3
- 1
- 4
- 2
- Possible: A pocket knife can always come in handy; **therefore**, I always carry one with me.

Day 2

Bible

Student Reading | Psalm 24

Parent and Student Reading | John 12:1–22

Memorization | Psalm 91:1–10

All Nations Shall Worship | Track 11

1. *Homesick*, p. 25.

2. *Homesick*, p. 61.

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children continue to work on their “Choose Your Adventure” project (see last week for details). It is due next week.

100 Gateway Cities | “Xi’an” p. 117

Timeline and Map Activities

🌐 *Xi’an* (see p. 117 in your book)

Mission to Cathay | Chapter 6

To Discuss After You Read

Q: Why do the Chinese laugh at the Jesuit’s building?

A: *they dig a foundation first—how silly to build a house by going down first!*

Q: What scares Boy?

A: *the trip into Wang P’an’s house*

Q: How do the Bachelors stop work on the Jesuit’s house?

A: *they say stop since work started on a bad day*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 6

Vocabulary

For a minute he **dallied** with the fear of the Fire Demon. (*lingered*)

From where he knelt he could see the raging **cauldron** of destruction ... (*a large kettle or boiler*)

There he found no sign of fire—only a thin veil of smoke which distributed itself **impartially** about the city. (*without bias or special favor*)

Bedlam still reigned inside the gate. (*a place or scene of wild mad uproar*)

To Discuss After You Read

Q: Why did soldiers seize young boys?

A: *for military service or to be used as trackers to pull boats over the water in gorges*

Q: What did the foreign compound contain?

A: *a hospital, a place for refugees, a school, and a house*

Q: Why does Fu buy the foreign woman a brass pot?

A: *to bring good fortune to his boss*

All the Small Poems | “marbles”

Readers

Homesick | Chapter 2

To Discuss After You Read

Q: Why were foreigners despised and called “foreign devils”?

A: *the communists stirred up hatred of foreigners; to give the Chinese one group to hate; and the Chinese had been controlled by many foreign lands (the countries divided China into concessions and took control)*

Q: Is your family more like Jean’s family or like the Hull family?

Language Arts

Creative Expression

B: Character Development

Guide your children through the “B: Character Development” on the **Week 5 Activity Sheet**. As you read the examples, point out the clues in the context that indicate a character’s traits. This is called an **inference**, which is a conclusion that a reader makes based on the information provided.

Encourage your children to continue to look for character traits in other books that they read. Stop and discuss character development whenever your children notice it. This awareness will help to increase your children’s reading comprehension and to enhance writing competence.

Day 3

Bible

Student Reading | Psalm 25**Parent and Student Reading** | John 12:23–50**101 Differences Between Cats and Dogs!** | pp. 13–15

Parents: Where do we find comfort and help? In a crisis, do we turn to that rich brother-in-law (you know the one) in hopes of a quick loan? Or do we stop and turn to God, seeking his help and guidance. If we truly believe in God’s awesome power, then we need to know that nothing comes into our lives without first passing through the filter of his perfect will. If that’s the case, then even hardships have their place and reasons in our lives. We shouldn’t run from God during these times, but instead turn to him. [p. 13]

Parents: This is another one about attitude. Are we amazed by God’s creation, including the seasons? Or do we only point out what we think is wrong? Are we chronic complainers? Not every aspect of every season is ideal. Some people struggle with seasonal allergies, or severe weather in winter can cause a lot of trouble. But having an underlying positive attitude—one that is God-centered—helps. [p. 14]

Parents: This cartoon very much duplicates the message of the previous one. Again, it’s about attitude. The dog marvels at God’s creation and the cat is upset that “my plans are ruined” (note the “my”). [p. 15]

Memorization | Psalm 91:1–10**All Nations Shall Worship** | Track 11

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children continue to work on their “Choose Your Adventure” project (see last week for details). It is due next week.

100 Gateway Cities | “Chongqing” p. 119

Timeline and Map Activities

🌐 *Chongqing* (see p. 119 in your book)

Mission to Cathay | Chapter 7

To Discuss After You Read

Q: How are the Jesuits able to find help for building their house?

A: *give the land back to the Bachelors and build elsewhere*

Q: What do they do to get money?

A: *pawn prism*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 7

Vocabulary

Young Fu plunged his chopsticks into a bowl of white vegetable (cabbage) and calmly transferred a **succulent** portion into his own mound of rice. (*full of juice*)

That he himself was in a **quandary**, he confessed. (*a state of perplexity or doubt*)

* * *

smallpox: a deadly disease characterized by pustules, sloughing, and scar formation.

To Discuss After You Read

Q: Does Small Li have symptoms of the plague?

Q: Why does Fu think it is odd that people would die from the food and from the water?

A: *both are necessary for life*

Readers

Homesick | Chapter 3 pp. 55–65 (third paragraph)

To Discuss After You Read

Q: Why did Jean’s family visit Kuling?

A: *for vacation, to leave the grey of the city, to escape the summer heat, to restore*

Timeline and Map Activities

🌐 *Peitaiho* (B8); *Kuling* (*Lushan*) (D8) (map 4)

Language Arts

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 13

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Exercise 3D

Creative Expression

C: Develop a Character

Today your children will choose a minor character from a book they've read recently. They will then use the form under "C: Develop a Character" on the **Week 5 Activity Sheet** to develop his or her personality. See this week's Activity Sheet for more information.

Day 4

Bible

Student Reading | Psalm 26

Parents and Students: God isn't just different from man in magnitude and size. He also approaches the world completely differently. While we tend to try to prove how important we are, Jesus demonstrates that God acts in humility and love. Jesus does the lowliest job for His Disciples and will later die a horrible death for us. This is an excellent opportunity to look back through the Old Testament to read the passages surrounding the parts John quotes as Scripture fulfilled in Christ. Your children will encounter more prophetic passages about Christ when they read the Gospel of Matthew later in the year.

Parent and Student Reading | John 13:1–17

Memorization | Psalm 91:1–10

All Nations Shall Worship | Track 11

History/Geography

Eastern Hemisphere Notebook Pages | "Choose Your Adventure"

Have your children continue to work on their "Choose Your Adventure" project (see last week for details). It is due next week.

Mission to Cathay | Chapter 8

To Discuss After You Read

Q: Why is Father Ricci left alone?

A: *his helper returns to Macao for money*

Q: What mistaken ideas does Wang P'an have about Father Ricci's beliefs?

A: *they are just Buddhists and they worship a woman*

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 8 pp. 136–146 (through fifth paragraph)

Vocabulary

How long he would remain in office was as much a matter of **conjecture** as the sort of executive he would make. (*inference from defective or presumptive evidence*)

If the river were safe, she would envy him this chance to return their native district, but not now when the air was **rife** with bandit tales. (*commonly reported*)

Eyelids narrowed, Tang scanned the soft **verdure** of the closer bank. (*the greenness and freshness of growing vegetation*)

To Discuss After You Read

Q: What were the carriages that could carry twenty men which were pulled by neither donkeys or men?

A: *a bus*

Q: Why did Tang take Young Fu with him on his delivery down river?

A: *Fu had no fear of devils*

Timeline and Map Activities

🌐📅 **Sun Yat-Sen—President of the Republic of China (1911–1925)**

🌐📅 **Chiang Kai-Shek—Leader of the Nationalist Party (1925–1949)**

🌐 *Nanking* (*Nanjing*) (C8); *Peking* (*Khanbaliq/Beijing*) (B7) (map 4)

All the Small Poems | "clock"

Readers

Homesick | Chapter 3 pp. 65–76

To Discuss After You Read

Q: Why was Jean angry when Miriam died?

A: *while death for the person who dies may be like coming from a tunnel into the light, death leaves a terrible hole, Jean wanted a sister who could understand her and be her unique friend; she is angry with God*

Language Arts

Grammar/Mechanics

Optional: *Keys to Good Language 5* | Lesson 14

Vocabulary Development

Optional: *Wordly Wise 3000, Book 5* | Exercise 3E

Creative Expression

D: Write from the Character's Perspective

Today your children will use the Character Profile they completed yesterday to rewrite a scene from the story in which that character appeared. The scene will take the form of a journal entry written from the chosen minor character's perspective. See "D: Write from the Character's Perspective" on **Week 5 Activity Sheet** for more information and for an example of what a journal entry might look like.

Day 5

Bible

Student Reading | Psalm 27

Parent and Student Reading | John 13:18–38

Memorization | Psalm 91:1–10

All Nations Shall Worship | Track 11

History/Geography

5-Day: *World Book Encyclopedia: CHINA* | Terracotta Warriors

Have your children pull up the *Terracotta Warriors* article.

5-Day: *Eastern Hemisphere Notebook Pages* | "Terracotta Warriors"

Today your children are going to study another famous landmark of China: *The Terracotta Warriors*. To help them better understand this collection of sculptures, have them work through the questions found on the Notebook Page titled "Terracotta Warriors".

Current Events | Report

Read-Alouds

5-Day: *Best-Loved Folktales of the World* | #129–131

Vocabulary

marquis: a nobleman.

by due process: fair treatment through a court of law.

magistrate: a judge.

To Discuss After You Read

- Q: How did Yen Tzu cause true justice to be accomplished? [#129]
 A: *by clearly highlighting the true situation, drawing out the reality to an almost absurd end*
- Q: Can a guilty conscious affect how we live? [#130]
 A: *yes, the guilty man didn't dare to touch the bell*
- Q: Do you agree with the title "Money Makes Care?" [#131]
 A: *possible: while it doesn't cause worry, it can be a responsibility to handle well, Li could have shared it with other poor people since he didn't have to return it—while it can be a responsibility, it can also be a great privilege to use well*

Readers

Homesick | Chapter 4

The October Revolution of 1917 made Communism the government form of Russia. By 1922 the Communists took full control of Russia. Jean writes about the early days of communisms' struggle for power in China. She writes of communist agitators in 1926. Mao took control of China as the first communist leader in 1949. The struggle for political control of China lasted more than 20 years.

To Discuss After You Read

- Q: Why is the fight for the city of Wuchang important for Jean's family?
 A: *communists prevent citizens from coming or going from the city and seek to starve the citizens into control. Jean's father cares for the sick and wounded, and Jean's amah had family members in the city. Jean's amah hopes to reconcile with her family to stay with them when Jean's family leaves, but that hope is crushed*

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. Note any words, capitalizations, or matters of punctuation.

"Good-bye," I said. "May the River God protect you."

For a moment the boy stared. When he spoke, it was as if he were trying out a new sound. "American friend," he said slowly.

When I looked back, he was still there, looking soberly toward the foreign world to which I had gone. ■

3. *Homesick*, p. 25.

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A: Dictation Passage¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

"Good-bye," I said. "May the River God protect you."

For a moment the boy stared. When he spoke, it was as if he were trying out a new sound. "American friend," he said slowly.

When I looked back, he was still there, looking soberly toward the foreign world to which I had gone.

Mechanics Practice

Adverbs are word that modify verbs. Adverbs tell us how, when or where the verb happened (or is happening, or will yet happen).

The fox ran *quickly* through the woods.

They can also describe or modify our understanding of an adjective or another adverb.

The gold medalist was *incredibly* strong.

Different **types of adverbs** communicate different messages about the verbs they modify.

1. **Adverbs of time** communicate *when*, *how often* or *how long* something took place:

Albert checked his mail *daily*.

Mr. Witt picked the strawberries *last*.

2. **Adverbs of place** tell *where* something took place:

He took the strawberries *inside*.

"Put the groceries *here*," said Mama, laying her keys on the table.

3. **Adverbs of manner** tell *how* something is done:

Grandpa rubbed my head *roughly*.

The bird beat her wings *rapidly* as she hovered by the feeder.

4. **Adverbs of degree** describe *how much* or *how little* something happened:

We *barely* arrived on time for the movie.

I *completely* agree with you.

You will find one final type of adverb, called a **conjunctive adverb**, usually following a semicolon. Conjunctive adverbs can be used as a conjunction and as a transition. For example:

We thought we'd never make it to the end of the Kansas highway once we'd run out of snacks; *nevertheless*, we endured.

I thought I was in for it when I learned I was to babysit the big kids and their baby sister, too; *however*, Madison proved quite helpful.

Here is a list of common conjunctive adverbs:

Conjunctive Adverbs	
besides	however
instead	meanwhile
nevertheless	therefore

Write the number linked to the type of adverb that is used in each sentence below.

1. _____ The baby *happily* bounced on the floor while the music played.
2. _____ The church committee began to plan for the *yearly* picnic in the park.
3. _____ Albert's well-aimed throw *narrowly* missed the target on the dunk tank.
4. _____ "Would you help me carry the decorations *downstairs*?" asked Amber.

Use one of the conjunctive adverbs listed above in a sentence:

B: Character Development

Have you ever felt like you really knew the main character of a book? This is because the writer created a lifelike person. The main character, also known as the **protagonist**, should be three-dimensional for the reader. A three-dimensional character is one the reader gets to know both on the outside and the inside. Readers not only learn about what this character does and says, but also glean information about the characters thoughts, feelings and personality. A good writer establishes a relationship between the reader and a character in five ways. Read the quotes on the next page from *The House of Sixty Fathers* by Meindert DeJong to view examples of the five points of characterization.

1. *Homesick*, p. 25.



Five Points of Characterization

1. **Through the character's actions:** What does the character do? How does the character react in certain situations?

"At first he paid no attention. Suddenly he pushed the pig out of his way. The ducklings were diving for rice! The water had reached the little shelf under the bench and was washing all the ground rice away. All the rice was lost! His only food! But if the water had reached the shelf, it could sink the sampan. Tien Pao grabbed the dishpan and wildly started bailing the rain water overboard." p. 35

When Tien Pao realized the ducklings were eating his only source of food—which was also being washed away—he jumped into action to save it.

2. **Through the character's words:** What does the character say? What tone of voice does the character use when speaking?

"It is more that he found me," Tien Pao said hastily. And then he looked earnestly up at the man. "Please my lord," he begged. "Please, Sir Bandit, do not kill him, for this warrior airman has greatly helped our people." pp. 86–87

Tien Pao is grateful for the help the airman gave him and is willing to plead his case when they are discovered by Chinese guerrillas—perhaps it is Tien Pao's attempt to return the favor.

3. **Through what other characters say about the character:** Do the other characters say positive or negative things about the character? What tone of voice do they use when speaking about the character?

"The guerrilla took Tien Pao by the shoulders and shook him violently, but under his breath he said: 'It is well. Don't lose your head now, you did so well.'" p. 96

Even though the guerrilla must still play the part of a farmer, he takes a moment to encourage Tien Pao and praise him for his bravery.

4. **Through the way other characters act toward the character:** How do the other characters act toward this character? Are they positive or negative actions? Do they ignore the character?

"A moment please," the old crone mumbled apologetically to the guerrilla leader. With a toothless smile for Tien Pao she hastily brought him a second bowl of rice.

The guerrilla impatiently lowered his hoe, but he said nothing.

"Because of the heavy load and the starved lad—the journey will go much better for a second bowl of rice," she apologized. "A child must eat. And...and I love a child." p. 93

Many of the adults in this tale warm to Tien Pao, including the old crone, and want to do what they can to take care of him. His age, sweet nature, and courage to continue on his journey endears others toward him.

5. **Through what the author states about the character:** What physical description does the author use? What does the author tell the reader directly about the character through thoughts or actions?

"The guerrilla smiled. 'What can a man do against a woman and a child? It is well, my son. You've been a fine young warrior for China. The pig is yours.... And now I'm going to bed for a few hours' sleep.'

Tien Pao swooped at Glory-of-the-Republic, threw him into the tub, and washed him so splashily that it made a racket. But it was all done so that they could not hear that he was crying. And he was secretly relieved when the guerrilla chief went to bed." p. 17

The author shows you that Tien Pao cares deeply for his pig. Glory-of-the-Republic has been with Tien Pao since his adventure began and is his only remaining connection to home, and Tien Pao couldn't bear to part with him. Because of his love, Tien Pao wants to bathe the pig as the young woman bathed and cared for him.

C: Develop a Character

Last week, you wrote a character sketch about a person whom you know. A writer often takes time to "get to know" a fictional character before he or she can develop that character realistically. Pretending to be that character helps an author decide how a character would act, think and feel in various situations. Choose a minor character from the list below or another minor character from another book you have recently read. Today you will become that character and develop his or her personality.

The House of Sixty Fathers by Meindert DeJong

- Glory-of-the-Republic
- The airman Tien Pao saves
- The old crone
- The guerrilla chief

Homesick by Jean Fritz

- Lin Nai-Nai
- Andera
- Grandma

Use the form on the next page to plan your character's personality. This process enables you to examine your character in a lifelike situation. Tomorrow, you will write a journal entry from the character's perspective.



Character Profile

Get to know the character you are about to become. Develop a personal profile and complete the following information about the character.

1. Character's name:

Book title:

2. Character's age:

3. Nickname:

4. Family information (parents, brothers and sisters, relatives):

5. Physical description (height, weight, eyes, hair, fur, or feathers):

6. Friends:

7. Favorite food:

8. Favorite activity:

9. Likes/dislikes:

10. List 10 adjectives that describe the character's personality.



D: Write from the Character's Perspective

Write a journal entry about a scene from one of your books that features the character you developed yesterday. Use the completed form to rewrite the scene from that character's perspective. You may not use all the information that you compiled yesterday.

Become that character and write as if you are living in the character's shoes.

An example of Lin Nai-Nai's journal (from *Homesick*) might begin like this:

October 12, 1925

My little charge, Jean, sure can be a handful sometimes, but sometimes I think I love her all the more for it. After school the other day, she was supposed to make French knots to finish the centers of her lazy daisies in her embroidery. But when it came time to finish her work, she told me that in America, yellow flowers don't have centers. When I looked up at her, I noticed she had a red mark on her arm, and she seemed to favor her foot a little. Did something happen at school that day? Her face didn't carry its usual merry expression, so I decided that the French knots could wait. To get her mind off her troubles, I decided to have her teach me how to greet Americans on the street. She told me to say "Sew Ing Ma Shing." Something must have happened later to nudge her conscience, because that sweet little imp told me later that "Good day" is "more polite."

Sketchbook: Is there anything you can add to your sketchbook this week? You may want to add passages of character development from the books you are reading.



CORE F & LA F		WEEK 6			SCHEDULE
Date:	Day 126	Day 227	Day 328	Day 429	Day 530
Bible					
Student Reading	Psalm 28	Psalm 29	Psalm 30	Psalm 31	Psalm 32
Parent and Student Reading	John 14	John 15	John 16	John 17	John 18:1–18
101 Differences Between Cats and Dogs!			pp. 16–17		
Memorization & All Nations Shall Worship	Psalm 91:1–12 —Track 11				
History/Geography					
World Book Encyclopedia: CHINA					5-Day: Forbidden City
Eastern Hemisphere Notebook Pages	“Choose Your Adventure”				5-Day: “Forbidden City”
100 Gateway Cities	“Shanghai” p. 120 🌐	“Wuhan” p. 121 🌐	“Guangzhou” p. 122 🌐		
Mission to Cathay	chap. 9	chap. 10	chap. 11	chap. 12 🌐📄	
Current Events					
Read-Alouds					
Young Fu of the Upper Yangtze	chap. 8 pp. 146–157	chap. 9	chap. 10	chap. 11	
All the Small Poems	“duck”	“daisies”	“pie”	“frog”	
5-Day: Best-Loved Folktales of the World					#132–133
Readers					
Homesick	chap. 5–p. 112 1st full para 🌐	chap. 5 pp. 112–123	chap. 6 🌐🌐	chap. 7	Background
Other Subjects (Math, Science, etc)					



Schedule Continued		Week 6			Language Arts F	
Date:	Day 126	Day 227	Day 328	Day 429	Day 530	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 5	Lesson 15		Lesson 16	Post Test 1		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 5	Exercise 4A		Exercise 4B	Exercise 4C		
Creative Expression						
	A: Dictation Passage	B: Active and Passive Sentences	C: Plan Out the Friendly Letter	D: Write the Friendly Letter	5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

Student Reading | Psalm 28

Parents: Keep an eye on John 14:6, where Jesus makes this astonishing claim: “I am the way and the truth and the life. No one comes to the Father except through me” (NIV). Christ claims to be the way of salvation—not “a way” or one spiritual option among many, but “the way.” This verse tends to rub modern ears the wrong way. We like choices and options and don’t like to come across as narrow-minded or intolerant. But is truth intolerant? The real question that matters here is whether or not the claim Jesus makes is true. If it is, then it’s of supreme importance. We need to keep in mind the differences between truth and tolerance. Think of a math problem. Is it intolerant that the answer to 2 plus 2 can only be correct if it’s 4? Isn’t that unfair to all those other numbers! What we should concern ourselves with is finding out if Christ’s claim is true. If it is, then we need to respond accordingly and help others know this truth, too.

Parent and Student Reading | John 14

Memorization | Psalm 91:1–12

All Nations Shall Worship | Track 11

Listen to Track 11 the entire week.

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children finish their “Choose Your Adventure” project this week.

100 Gateway Cities | “Shanghai” p. 120

Vocabulary

TSPM: Three-Self Patriotic Movement, a government-controlled organization of Protestant churches.

Timeline and Map Activities

🌐 *Shanghai* (see p. 120 in your book)

Mission to Cathay | Chapter 9

To Discuss After You Read

Q: Why does snow fall inside the church?

A: *a rock-thrower damages the tile roof*

Q: Why do the Chinese have the large Festival of Ming Ching?

A: *to worship their ancestors, show their respect and “mourn”*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 8 pp. 146–157

To Discuss After You Read

Q: How do Young Fu and Tang fool the bandits?

A: *Fu hides with the silver and Tang hands them a worthless check*

All the Small Poems | “duck”

To Discuss After You Read

Q: What materials does the author use as similes for the make up of the duck?

Q: Do you think these are good similes?

Readers

Homesick | Chapter 5 to p. 112 (first full paragraph)

To Discuss After You Read

Q: Why did Jean leave Hankow early?

A: *the communist army was advancing and it wasn’t safe*

Timeline and Map Activities

🌐 *Nanking (Nanjing) (C8) (map 4)*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 15

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 4A

Creative Expression

A: Dictation Passage¹

My mother put her arms around Mrs. Hu. My father took one of Mr. Hu’s hands in both of his. “Old friend,” he said. “Old friend.” He must have been misty-eyed, for he took off his glasses and wiped them. Suddenly I found myself blinking back tears and I didn’t know why. I was counting the days on the calendar, wasn’t I? Then how could a yellow ginger jar turn everything inside me upside down?

Optional: Dictation²

Then the ship entered the narrow stretch of the Golden Gate and I could see American hills on my left and American houses on my right, and I took a deep breath of American air.

1. *Homesick*, p. 101.

2. *Homesick*, p. 131.

“Breathes there the man, with soul so dead,” I
cried, “Who never to himself hath said,
This is my own, my native land!”

Mechanics Practice

Today your children will learn about **pronouns** and **antecedents**, the **gender of pronouns**, and how pronouns may be used in a sentence. For more information, see the **Week 6 Activity Sheet**.

Answers:

1. *my; her; my; his; he; he; he; his; I; myself* [**Note:** *myself* is a reflexive pronoun which we will learn about later this year]; *I; I; I; me*
2. *her; his; their*
3. *He; They; I*

Day 2

Bible

Student Reading | Psalm 29

Parent and Student Reading | John 15

Memorization | Psalm 91:1–12

All Nations Shall Worship | Track 11

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children finish their “Choose Your Adventure” project this week.

100 Gateway Cities | “Wuhan” p. 121

Timeline and Map Activities

📍 *Wuhan* (see p. 121 in your book)

Mission to Cathay | Chapter 10

To Discuss After You Read

- Q: What does Father Ricci do to the vandal when Boy catches him?
A: *locks him up for several hours*
- Q: Why is Jade sad?
A: *she is forced to marry to a horrible man*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 9

Vocabulary

The Dragon, choked by a **surfeit** of melting snows from peaks high above, had chosen this night for his annual display of temper. (*an overabundant supply, yield, or amount of something*)

“Moreover, these people bear the **surname** Ling, and they once lived on Smiling Heaven Hill near Tu-to.” (*the name borne in common by members of a family as distinguished from an individualizing forename*)

Now that the Dragon’s anger had been appeased it would, for today, assume its most **beguiling** mood and coax these helpless little men creatures to play with it again. (*provoking pleased interest and diverting from concern or vexation*)

With a **gaminish** gesture of derision toward the river, he turned his back and stepped forward. (*having the characteristics of a roguish impudent boy*)

To Discuss After You Read

Q: Why does Fu feel badly at being locked out of the city?
A: *his mother will worry*

Q: Who lives outside the walls?
A: *the poor and diseased and people seeking food—for food fell into the Yangtze*

Q: How often did the river flood?
A: *annually*

Q: What does it mean to have “dirty fingers”?
A: *to be a thief*

All the Small Poems | “daisies”

To Discuss After You Read

Q: What have daisies done to the “dull and plain” dusty lane?

Readers

Homesick | Chapter 5 pp. 112–123

To Discuss After You Read

Q: Why does Jean feel badly about leaving China?
A: *it is her past—a part of her life; she leaves many friends; she’s going to an unknown future, uncertainty ...*

Language Arts

Creative Expression

B: Active and Passive Sentences

Today your children will learn the difference between active and passive sentences. See “B: Active and Passive Sentences” **Week 6 Activity Sheet** for more information.

Make it Active (possible answers):

1. The drawing was completed in time for Mike to enter it in the art contest.

Mike completed the drawing in time to enter the art contest.

2. The announcement was made over the intercom. (no pre-defined subject to perform the action)

The judges made the announcement over the intercom.

3. Allison was called to the front of the room by the judges.

The judges called Allison to the front of the room.

4. We had been given money for finishing our chores on time. (no pre-defined subject to perform the action)

Our parents gave us money for finishing our chores on time.

5. We were sent to the other side of the field. (no pre-defined subject to perform the action.)

The coach sent us to the other side of the field.

Day 3

Bible

Student Reading | Psalm 30

Parent and Student Reading | John 16

101 Differences Between Cats and Dogs! | pp. 16–17

Parents: Are we at the feet of the Master or do we find him an inconvenience and would rather be in charge ourselves? [p. 16]

Parents: The term “10/40 Window” is popular among Christian missions circles. As the dog explains, the term refers to an area of the globe. This is where most people who are not Christian live, making the 10/40 Window an area of opportunity for missionaries. Although some Christians are ignorant of the term, this doesn’t necessarily mean they don’t care about reaching others for Christ. Ignorance always offers an opportunity for us to learn or to teach others, not necessarily to judge or condemn others. [p. 17]

Memorization | Psalm 91:1–12

All Nations Shall Worship | Track 11

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children finish their “Choose Your Adventure” project this week.

100 Gateway Cities | “Guangzhou” p. 122

Timeline and Map Activities

🌐 **Guangzhou** (see p. 122 in your book)

Mission to Cathay | Chapter 11

To Discuss After You Read

Q: Why is Father Ricci in trouble?

A: *the vandal lies and all his friends lie also*

Q: Who saves Father Ricci?

A: *the three mandarins*

Q: What punishment befalls the vandal?

A: *beaten to death on the spot*

Q: What helps Boy understand the gospel in a way words never have?

A: *the Jesuits’ care for the dying man*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 10

Vocabulary

Rakishly, an onlooker nudged him. (*in a manner negligent of convention or strict formality*)

Small Li was all **commiseration**. (*the feeling or showing of sorrow or the expression of condolence for the wants and distresses of another*)

His lips twisted in a **malignant** smile. (*having or showing or indicative of intense often vicious ill will*)

* * *

“Workers of the World Unite”: slogan used by the Communist political party.

To Discuss After You Read

Q: Was Tang a rich man?

All the Small Poems | “pie”

Readers

Homesick | Chapter 6

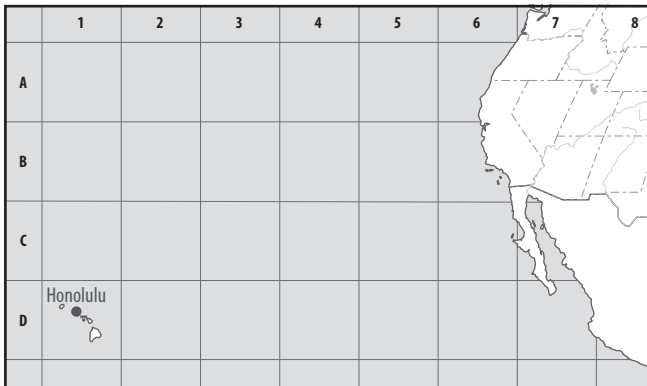
To Discuss After You Read

Q: How did the family travel to Pennsylvania?

A: *by steamer and by car*

Timeline and Map Activities

- 🕒 **Charles Lindbergh (1092–1974)**
- 📍 *San Francisco (E2); Los Angeles (E2); Pennsylvania (E6) (map 2)*
- 📍 *Honolulu (D1)*



Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Lesson 16

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 4B

Creative Expression

C: Plan Out the Friendly Letter

Today your children will use the questions on the Activity Sheet plan out the Friendly Letter they will write tomorrow. See “C: Plan Out the Friendly Letter” **Week 6 Activity Sheet** for more information.

Day 4

Bible

Student Reading | Psalm 31

Parent and Student Reading | John 17

Memorization | Psalm 91:1–12

All Nations Shall Worship | Track 11

History/Geography

Eastern Hemisphere Notebook Pages | “Choose Your Adventure”

Have your children finish their “Choose Your Adventure” project this week.

Mission to Cathay | Chapter 12

To Discuss After You Read

- Q: Is Wang P’an a good ruler or not?
- A: *yes, he judges fairly, guards his reputation [as when he gives back gifts and refuses to give money to the Jesuits so no one would think they bought him], speaks kindly at times; he just cannot overturn the centuries of Chinese tradition*
- Q: What is Ricci’s plan to convert those around him?
- A: *love them as best he can, befriend anyone, no matter how poor, put his beliefs into writing, since written words mean more—translate first the catechism, then the New Testament, try not to offend*
- Q: What two disagreements did the Church have with Father Ricci’s teaching?
- A: *he used ‘Lord of Heaven’ instead of ‘God,’ which sounds like a magical spirit, and after conversion he allowed ancestor worship and Confucius veneration, with which he saw nothing wrong*

Note to Mom or Dad: Concerning the last question (above), Joyce in Ft. Worth noted an article about Matteo Ricci from the *Catholic Encyclopedia*. The following notes come from that article:

The author’s note leaves the impression that Father Ricci saw nothing wrong with ancestor worship among his new Chinese converts to Christianity, but the Church disagreed. That’s not quite accurate. The conflict really came down to an issue of confusing worship and veneration. The Church viewed the new converts’ “traditional prostrations and sacrifices” as worship, but Father Ricci, who knew these people well, understood them as veneration.

Interesting: This is a common problem down through the centuries between missionaries on the field and their supporters/superiors “back home.” —We bump into these things a lot in our study of Kingdom History (Church History by another name)... To view Joyce’s article, visit our IG links web page for a link that will allow you to read the entire story. 📖

Timeline and Map Activities

- 📍 *Siuching (Zhaoqing), China (F8) (map 4)*

Current Events | Report

Read-Alouds

Young Fu of the Upper Yangtze | Chapter 11

Vocabulary

“No, I suppose not,” came the **doleful** answer. (*attended with or indicating grief or a morose or despairing attitude*)

He was aware of all **drudgery**. (*dull, fatiguing, and unrelieved work or expenditure of effort*)

Fu Be Be was bitter in her **denunciation** of gambling, and as for Tang—any workman of his who appeared morning after morning red of eye and weary of body soon found himself looking for another establishment in which to ply his craft. (*the act of protesting vigorously against something or someone as evil*)

He had been waiting for this question and had prepared himself to remark **glibly** that the money had been left for safekeeping at Tang's. (*easily, smoothly, readily*)

"Perhaps you will **deign** to bestow a new bowl on me," she remarked with exaggerated politeness. (*to condescend to give or offer*)

To Discuss After You Read

Q: Why was gambling exciting to Fu?

A: *it was unusual, he figured he was smart enough to work it out, and he got to be with men who seemed to honor him*

All the Small Poems | "frog"

To Discuss After You Read

Q: What visual symbols does the author use to tie this poem together?

Readers

Homesick | Chapter 7

To Discuss After You Read

Q: Do you think Jean was still homesick when she arrived at her grandmother's house? Why or why not?

A: *yes; she was homesick for China, because America wasn't really her home anymore than China had seemed home to her She really didn't have a home!*

Q: Jean's Grandmother says, "It wasn't one-hundred percent. Few things are." What is she saying by this and do you think she is right?

A: *she's saying nothing is ever perfect; there's always some bad with the good*

Language Arts

Grammar/Mechanics

Optional: Keys to Good Language 5 | Post Test 1

Vocabulary Development

Optional: Wordly Wise 3000, Book 5 | Exercise 4C

Creative Expression

D: Write the Friendly Letter

Today your children will write the Friendly Letter they planned out yesterday. Their letters should include the five parts outlined on the Activity Sheet. See "D: Write

the Friendly Letter" **Week 7 Activity Sheet** for more information.

Day 5

Bible

Student Reading | Psalm 32

Parent and Student Reading | John 18:1–18

Memorization | Psalm 91:1–12

All Nations Shall Worship | Track 11

History/Geography

5-Day: World Book Encyclopedia: CHINA | Forbidden City

Pull up the *Forbidden City* article and skim through it.

5-Day: Eastern Hemisphere Notebook Pages | "Forbidden City"

Today is the last day to study China, and your children will take a closer look at China's Forbidden City. To help them better understand this famous Chinese building complex, have them work through the questions on their Notebook Page titled "Forbidden City".

Current Events | Report

Read-Alouds

5-Day: Best-Loved Folktales of the World | #132–133

Vocabulary

term of Karma ends: karma is defined as the result of our past actions and behaviors—in the Buddhist belief system all wrongs must be made right—the ghost was working through his past sins.

To Discuss After You Read

Q: What do you think of a deity that goes from being punished as a ghost to being worshipped as a deity merely because he didn't want to stop drinking with his friend? [#132]

Q: Do you think we can come up with a negative "spin" for every action someone takes? [#133]

Readers

Homesick | Background

Vocabulary

Charles Lindbergh (1902–1974): an American aviator, made the first solo nonstop flight across the Atlantic Ocean on May 20–21, 1927. Other pilots had crossed the Atlantic before him. But Lindbergh was the first person to do it alone nonstop (source: 2003 *World Book Encyclopedia*).

To Discuss After You Read

Q: Why were foreigners called foreign devils?

A: *because foreigners, through unequal treaties, were given special privileges that irritated the Chinese*

Q: Explain what you learned about Chinese culture from this book.

Q: Describe the most exciting of the narrow scrapes from which Jean's father escapes.

Language Arts

Creative Expression

5-Day: Dictation³

My mother put her arms around Mrs. Hu. My father took one of Mr. Hu's hands in both of his. "Old friend," he said. "Old friend." He must have been misty-eyed, for he took off his glasses and wiped them. Suddenly I found myself blinking back tears and I didn't know why. I was counting the days on the calendar, wasn't I? Then how could a yellow ginger jar turn everything inside me upside down? ■

3. *Homesick*, p. 101.



A: Dictation Passage¹

My mother put her arms around Mrs. Hu. My father took one of Mr. Hu's hands in both of his. "Old friend," he said. "Old friend." He must have been misty-eyed, for he took off his glasses and wiped them. Suddenly I found myself blinking back tears and I didn't know why. I was counting the days on the calendar, wasn't I? Then how could a yellow ginger jar turn everything inside me upside down?

Mechanics Practice

Wouldn't it be awkward if our language didn't have pronouns? For example, you might hear someone say something like this:

"Mom," asked Zachary, "May I go to Xander's house to play on Xander's new trampoline? Xander and Zachary would have so much fun! Xander's mom said it would be okay."

Pronouns are words—like *I, me, he, she, they, it, mine, yours*, etc.—that are used in place of common or proper nouns. In order for pronouns to make sense, they must follow a common or proper noun. For example:

"Mom," asked Zachary, "May I go to Xander's house to play on his new trampoline? We would have so much fun! His mom said it would be okay."

The noun a pronoun refers to is called its **antecedent**. For example, in the sentence:

"May I go to Xander's house to play on his new trampoline?"

...*Xander* is the antecedent to which the pronoun *his* refers. Who does the pronoun *we* refer to in our example?

Personal pronouns, which are listed above, are the most common type of pronouns. **Possessive pronouns** show possession or ownership. They may be used alone or before a noun, and they act like an adjective:

This cupcake is *mine*.

Is that *your* coat?

If a pronoun serves as the subject of a sentence, we call it a **subject pronoun**:

He is a great friend.

She rode her bike to the park.

Keep in mind that as you write pronouns, they must agree with the **gender** of the subject. That means you shouldn't say *she* or *her* if the antecedent of the pronoun is male. Instead, write:

Anna lay **her** books on the table.

1. What pronouns do you see in this week's dictation passage? Circle them.

2. Complete the following with pronouns that agree with the given antecedents.

Phoebe carried _____ glass to the kitchen.

Max gave his school photo to _____ grandpa.

Rodney and Harriet went to _____ son's play.

3. Complete the following with subject pronouns.

_____ washed the car for his dad.

_____ took pictures of their garden.

_____ wrote my paper today.

B: Active and Passive Sentences

What does it mean to be active? If someone is active, that means the person is performing an action. The person is doing something. If someone is passive, that means the person does not perform an action. The same is true with sentences. In an **active sentence**, the **subject performs an action**.

John wrote the book.

John is the subject, and he is the one who *wrote* the book. This sentence is active because the subject (*John*) acts (*wrote*). (Note: The *book* in this sentence is the direct object because it receives the action from the verb—it was the "thing" that John wrote.)

Vivian planted a tree.

Who (or what) is the subject in this sentence? What is the action? Who (or what) performs the action? *Vivian* is the subject, and she performs the action—*planted*. This sentence is also active.

In a passive sentence, the action is done to the subject. For example: The book was written by John.

Here book is the subject—but what did the book do? Well, nothing really. We could say the book was written, but the book didn't write itself. John wrote it, but John isn't the subject of the sentence. Since the action of this sentence happened to the subject, this sentence is passive.

1. *Homesick*, p. 101.



The tree was planted by Vivian.

Who (or what) is the subject of this sentence? The *tree* is the subject. Did the tree do anything? No—it *was planted*, but the tree didn't plant itself. *Vivian* planted it. Since the subject didn't plant itself. Vivian planted it. Since the subject didn't perform the action—it received it, this sentence is passive.

The active sentence, also known as the **active voice**, directly tells the reader who is responsible for the action. The **passive voice** may be confusing for the reader since there are more helping verbs (*was* is a helping verb), and the reader has to look for the subject. Passive sentences can also be awkward, tiring, and boring for the reader. Therefore, good writers strive to use active voice as often as possible. The best way to avoid using passive voice is to eliminate the “**state of being**” verbs from your sentences. “Being” verbs use the verb *to be* to express a state of being. The famous “**being verbs**” are: *is, are, was, were, being, been, and am.*

Make It Active

Step 1

Read each passive sentence. Find the true subject and the action. Ask two questions: What is happening in the sentence? Who or what is performing the action? For each sentence, underline the action, and then circle who or what performs the action—be careful! In passive sentences, the noun or pronoun that *appears* to be the subject does not actually perform the action.

Remember the famous “being” verbs:
is, are, was, were, being, been, am.

Step 2

Rewrite each sentence to make it active. Be sure to keep the same meaning in the active sentence when you rewrite it. Feel free to add a subject if the sentence doesn't provide one. Then, for each sentence, circle the subject and underline the action.

Example:

The toys are manufactured by the factory workers.

The factory workers manufactured toys.

1. The drawing was completed in time for Mike to enter it in the art contest.

2. The announcement was made over the intercom.

3. Allison was called to the front of the room by the judges.

4. We had been given money for finishing our chores on time.

5. We were sent to the other side of the field.

C: Plan Out the Friendly Letter

In the book, *Homesick*, Jean and her grandmother write letters to each other. What information do they send to one another?

People rarely send letters anymore because phone calls and e-mails are quicker and easier. Since your readers share the customs and traditions of other cultures with you, it is your turn to share your customs and traditions with others.

Today you will plan out a friendly letter to a would-be pen pal in another country with a different culture. Choose a holiday or celebration that you like and describe it to this person. Take the time to enjoy sharing with this person. Use the questions below to help you think of things that you can include in your letter.



My Favorite Holiday

1. Which holiday do you plan to describe?

2. Why do you celebrate this holiday?

3. What do you do to celebrate this holiday?

4. Is the time of year important to this holiday? How does the time of year affect how you celebrate?

5. Why do you enjoy this holiday?

D: Write the Friendly Letter

Write your friendly letter today. Be sure to include all five parts of the friendly letter listed below. Be aware of the tone you create as you write. You want to portray your happy feelings about the holiday. Also, make sure all of your sentences are active. Make any passive sentences active.

The Five Parts of the Friendly Letter:

Heading: The heading gives your address and the date.

Greeting: The greeting tells who will receive the letter.

Body: The body contains your message. It has a beginning, middle, and end.

Closing: The closing is a sign-off and signature from you.

Signature: Hand-write your personal signature.

Here's what a sample friendly letter might look like:

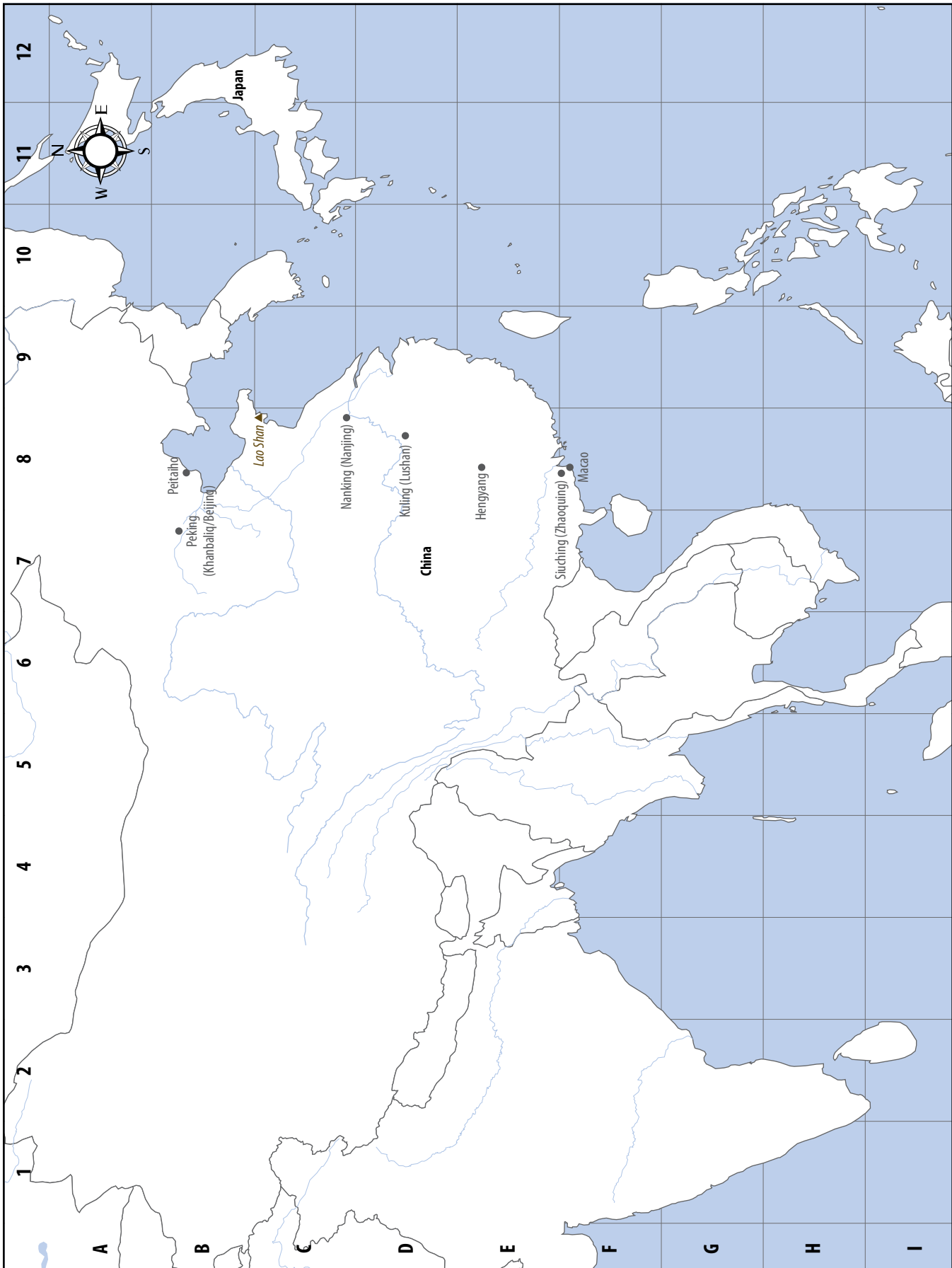
Heading	{	123 Rudolph Lane
		Santa Claus, Indiana
Greeting	{	December 25, 2009
		Raoul Luoar
Body	{	321 Via Spaghetti
		Deepest, Darkest Africa
Closing	{	Dear Raoul:
		I can't believe I'm writing to a friend halfway around the world in Africa! Today is Christmas day. It's the day we celebrate the birth of Jesus Christ. Do you celebrate Christmas?
Signature	{	Jesus Christ is God's own son, born of a woman named Mary. He came to show us the way to eternal life with Him in Heaven. He died for all of our sins and rose again three days later to give us all hope. So you can see why it's such a special day to us!
		Do you have any holidays that you enjoy celebrating with family and friends? I'd love to hear more about them. Write when you have a chance!
Signature	{	Your friend,
		Bob ————— Signature

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Core F and Language Arts F—Map 2



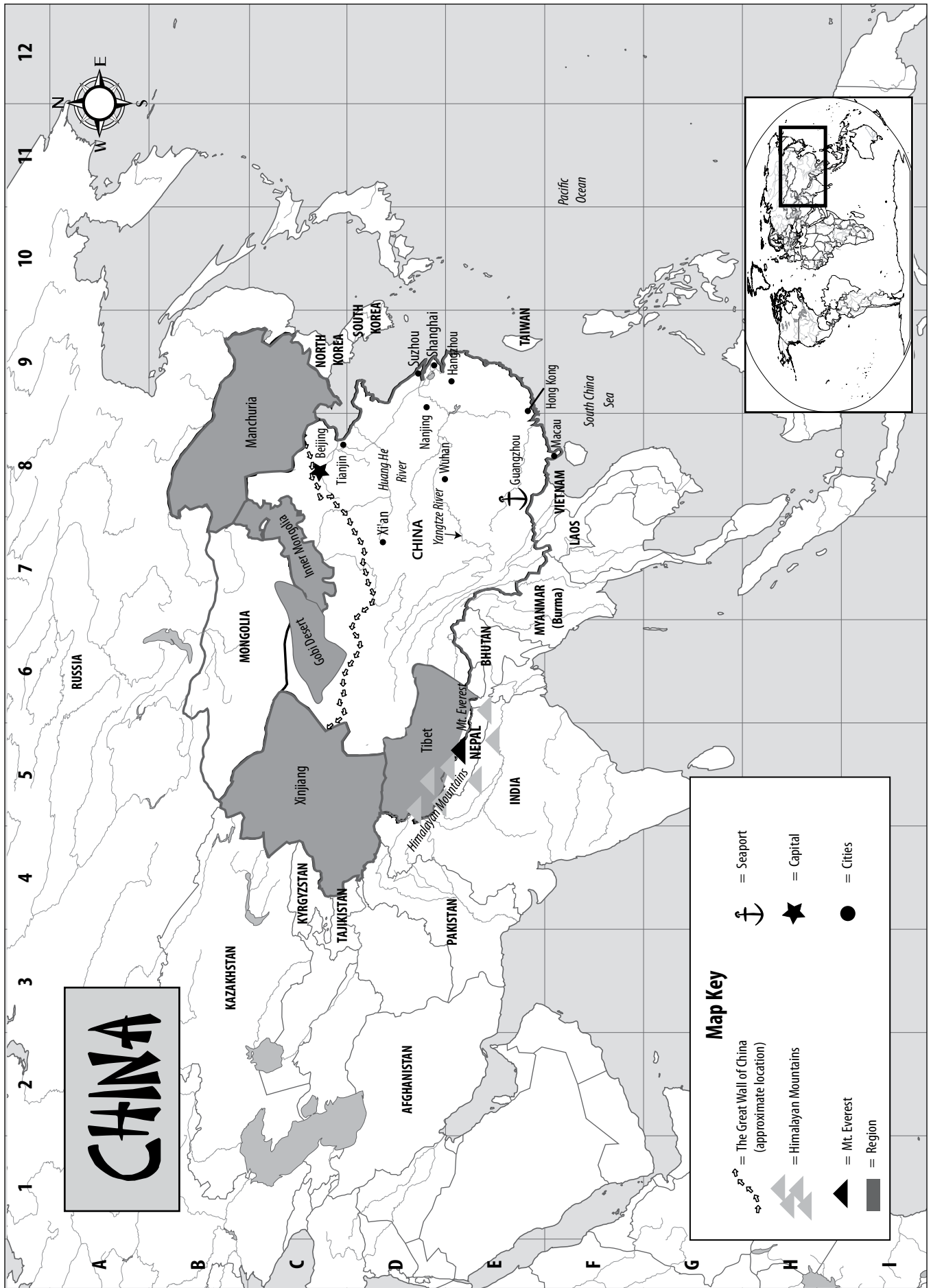
Core F and Language Arts F—Map 4



Eastern Hemisphere Notebook Pages

Map Answer Keys

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Core F—Scope and Sequence: Schedule for Topics and Skills					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Psalm 91: 1–2	Psalm 1-6; Word became flesh; Calling the Disciples; Wedding at Cana; Cleansing the Temple; Born again	10/40 Window; Communist China	<i>China; 10/40 Window; Mount Everest; Manchuria; Tibet; Gobi Desert</i>	J. Hudson Taylor
2	Psalm 91:1–4	Psalm 7-11; Samaritan woman; Official's son is healed; Healing at the pool on Sabbath; Feeding the 5000	10/40 Window; China; Confucianism	<i>China</i>	J. Hudson Taylor; Confucius
3	Psalm 91:1–6	Psalm 12-17; Bread of life; Eternal life; Living water; Light of the world	10/40 Window; Song Dynasty; Mongol Dynasty; China Civil War; Communism; Confucianism	<i>China</i>	Zhu Xi; Kublai Khan; Marco Polo; George C. Marshall; Mao Zedong; Zhou Enlai; Cheng Ho
4	Psalm 91:1-8	Psalm 18-22; Blind man healed; Good shepherd; Lazarus; Resurrection and the life	10/40 Window; China; 5-Day: Great Wall	<i>China; Yangtze River</i>	Emperor Shi Huangdi; Matteo Ricci
5	Psalm 91:1-10	Psalm 23-27; Lazarus raised; Jesus anointed; Triumphal entry; Jesus washes disciples' feet; Love one another	10/40 Window; China; 5-Day: Terracotta Warriors	<i>China; Yangtze River</i>	Matteo Ricci
6	Psalm 91:1-12	Psalm 28-32; Jesus the way, truth, and life; Holy Spirit promised; True vine; Overcome the world; Jesus arrested	10/40 Window; China; 5-Day: Forbidden City	<i>China; Yangtze River</i>	Matteo Ricci; Charles Lindbergh
7	Psalm 91:1-14	Psalm 33-37; Jesus on trial; Crucifixion; Resurrection; Jesus appears to disciples	10/40 Window; North Korea; South Korea; Korean War	<i>North Korea; South Korea</i>	
8	Psalm 91	Psalm 38-42; Thanksgiving; Living for Christ; Humility; Righteousness through faith in Christ; Reconciliation	10/40 Window; Japan; Shintoism	<i>Japan; Mount Fuji</i>	Nakahama Manjiro
9	1 John 1:9; Proverbs 31:30	Psalm 43-48; Christ above all; Alive in Christ; False teachers; New self; Contend for the faith	10/40 Window; Japan	<i>Japan</i>	Nakahama Manjiro; Commodore Matthew Perry; Francis Xavier
10	Philippians 2:5-6	Psalm 49-53; Life without God is meaningless; There is a time for everything; Evil under the sun	10/40 Window; Japan; Buddhism	<i>Japan</i>	Commodore Matthew Perry

Core F—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
11	Philippians 2:5-8	Psalms 54-58; Wisdom and folly; Fearing God; Remember God and keep his commandments	10/40 Window; Russia; Communism	<i>Russia; Turkmenistan; Mongolia; Azerbaijan</i>	Kublai Khan
12	Philippians 2:5-10	Psalms 59-63; Job's sufferings	10/40 Window; Russia	<i>Russia; Uzbekistan; Tajikistan; Kyrgyzstan</i>	Kublai Khan, Job
13	Philippians 2:5-11	Psalms 64-68; Job's sufferings	10/40 Window; Russia	<i>Kazakhstan; Afghanistan; Albania</i>	Kublai Khan; Joseph Stalin; Genghis Khan
14	Galatians 5:22-23	Psalms 69-73; Job's sufferings	10/40 Window; Southeast Asia; Buddhism	<i>Southeast Asia; Vietnam; Laos; Cambodia</i>	
15	Ephesians 6:13-17	Psalms 74-78; Job's sufferings	10/40 Window; Southeast Asia; Buddhism	<i>Southeast Asia; Thailand; Burma (Myanmar); Malaysia; Brunei</i>	
16	Ephesians 6:13-17	Psalms 79-83; Job's sufferings	10/40 Window; India; Sikhism	<i>India</i>	
17	Ephesians 6:13-17	Psalms 84-88; Job's sufferings	10/40 Window; India; Hinduism	<i>India</i>	
18	1 Corinthians 6:19-20	Psalms 89-93; Job's sufferings	10/40 Window; India	<i>India</i>	Columbus; Louis Braille; Marco Polo; Prince Henry the Navigator; Leif Erickson; Magellan; Isaac Newton; Galileo; Matthew Maury; Blaise Pascal; Robert Boyle; Joseph Gay-Lussac; Gandhi; William Henry Jackson; Eratosthenes; Hanno; Evangelista Torricelli
19	Poem or John 10:7-8	Psalms 94-98; Job's sufferings	10/40 Window; India	<i>India</i>	William Carey; Mother Teresa
20	Poem or John 10:7-10	Psalms 99-103; False teachers; Christ saves; Pray for all; Godliness; Instructions for the church	10/40 Window; India; 5-Day; Sikhism	<i>India; Nepal; Bhutan; Sri Lanka</i>	William Carey; Mother Teresa
22	Poem or John 10:7-12	Psalms 104-108; False teachers; Fight the good fight; A good soldier of Christ; Scripture is God-breathed; Preach the word	10/40 Window; India	<i>Pakistan; Bangladesh</i>	William Carey; Mother Teresa

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Core F—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
23	Poem or John 10:7-14	Psalms 109-113; Supremacy of Christ; Salvation; Jesus the Great High Priest	10/40 Window; Middle East	<i>Middle East; Saudi Arabia; Yemen</i>	
24	Poem or John 10:7-18	Psalms 119-120; Faith; Heroes of faith; Being pleasing to God	10/40 Window; Middle East; Islam	<i>Middle East; Kuwait; Lebanon; Egypt</i>	Muhammad
25	Proverbs 6:6-11	Psalms 121-125; Prophecy against Edom; God is sovereign over nations; Prophecy against Nineveh; Babylon to punish Assyria and Judah	10/40 Window; Middle East	<i>Middle East; Jordan; Syria; Israel; Turkey</i>	
26	Proverbs 6:6-11	Psalms 126-130; Righteous live by faith; Coming judgment on Judah; Day of the Lord; Judgment on Judah's enemies; Nations and Jerusalem judged	10/40 Window; Middle East	<i>Middle East; Turkey; Iraq; Iran</i>	Al-Biruni
27	Proverbs 6:6-11	Psalms 131-135; Rebuild the temple; Glory of the temple; Return to God; Visions of Zechariah	10/40 Window; Africa	<i>Africa; Morocco; Algeria; Mauritania</i>	
28	Psalms 86:9-10	Psalms 136-140; Visions of Zechariah; Coming peace of Zion	10/40 Window; Africa	<i>Africa; Senegal; The Gambia; Guinea-Bissau</i>	Mary Slessor; David Livingstone
29	Matthew 5:1-2	Psalms 141-145; Judgment on Israel's enemies; God will save and restore Judah and Israel; God will give salvation; Idolatry cut off	10/40 Window; Africa	<i>Africa; Guinea; Mali; Burkina Faso</i>	Mary Slessor
30	Matthew 5:1-4	Psalms 146-150; The Day of the Lord; God's love for Israel; Priests rebuked; Messenger of the Lord; Great Day of the Lord	10/40 Window; Africa	<i>Africa; Algeria; Tunisia; Libya</i>	Mary Slessor; David Livingstone
31	Matthew 5:1-6	Genealogy of Christ; Birth of Christ; Wise men; Herod; John the Baptist; Christ's temptation; The reality of Christ; Love; Children of God; Test the spirits; Overcoming the world	10/40 Window; Africa	<i>Africa; Benin; Niger; Nigeria</i>	David Livingstone

Core F—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
32	Matthew 5:1-8	Lord's Prayer; Treasures in heaven; Don't be anxious; Judging; Golden rule; Build on the rock; Jesus and the storm; Jesus heals; against false teaching; hospitality; Revelation	10/40 Window; Africa	<i>Africa; Chad; Sudan; Djibouti</i>	David Livingstone
33	Matthew 5:1-10	Christ gives rest; Lord of the Sabbath; Tree is known by its fruit; Parables; Feeding 5000; Walking on water; Revelation	10/40 Window; Pacific Islands	<i>Pacific Islands; Ethiopia; Eritrea; Somalia</i>	John Dekker
34	Matthew 5:1-12	Jewish leaders want signs; Peter's confession; Take up your cross; Transfiguration; Parables; Rich young man; Laborers in the vineyard; Revelation	10/40 Window; New Zealand; China	<i>New Zealand; China</i>	Captain James Cook
35	Matthew 5:1-14	Triumphal entry; Parables; Great Commandment; Seven woes; Signs of the end of the age; Revelation	10/40 Window; Australia; China; Indonesia	<i>Australia; China; Taiwan; Maldives; Indonesia</i>	
36	Matthew 5:1-16	Plot to kill Jesus; Lord's Supper; Gethsemane; Jesus arrested, crucified, and resurrected; Revelation	10/40 Window; Antarctica; Middle East	<i>Antarctica; Gaza Strip (Palestine); Israel; Turkey</i>	

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Language Arts F—Scope and Sequence: Schedule for Topics and Skills		
Weeks	Mechanics Practice	Creative Expression
1	nouns: gender, concrete/abstract, compound, collective; personification	The Purpose of Writing (Self-Interview/Sketchbook) Observation Essay (Descriptive)
2	hyphens; dashes	The Definition Essay (Expository Writing) Revise (Writing Process)
3	adjectives: articles, proper and common, compound	Tone (Literary Techniques) Create Tone (Word Choice) Tone in a Scary Story (Application/Creative Writing)
4	verbs: action verbs, helping verbs, singular and plural verbs	Character Sketch Warm-up (Writing Process) Character Sketch First Draft (Descriptive) Revise (Writing Process)
5	types of adverbs	Character Development (Character Analysis) Develop a Character (Creative Expression) Write from the Character's Perspective (Imaginative)
6	pronouns: and antecedents, personal pronouns, possessive pronouns, subject pronouns	Active and Passive Sentences (Sentence Fluency) Plan Out the Friendly Letter (Writing Process) Write the Friendly Letter (Organization)
7	commas	Explore a News Article (Comprehension) The Straight News Article (Imaginative) Write the Straight News Article (Expository)
8	person of pronouns: first-, second-, third-	Combine Sentences (Sentence Fluency) Outline for a Feature Article (Research & Outline) Write a Feature Article (Expository)
9	pronouns: intensive, reflexive, indefinite	Fact or Opinion (Analysis) Prepare for the Letter to the Editor (Persuasive) Write the Letter to the Editor (Organization)
10	colons; semicolons	The Purpose of Dialogue (Analysis) Dialogue Organization (Organization) Write Your Own Dialogue (Imaginative)
11	types of pronouns: relative, interrogative, demonstrative	Elements of a Great Story (Analysis) Research Your Animal and Take Notes (Research) Plan Out the Animal Adventure (Imaginative)
12	writing numbers	Literary Elements—Personification and Sensory Impressions (Literary Techniques) Write the Animal Adventure (Imaginative) Finish the Animal Adventure Book (Organization/Artistic)
13	complete sentences: subjects & predicates—simple, compound, complete; modifiers	Transitions (Sentence Fluency) Prepare to Write the Expository Essay (Expository) Write the Expository Essay (Expository)
14	clauses: conjunctions, independent clauses, coordinating conjunctions, correlative conjunctions	Combine Sentences with a Key Word (Sentence Fluency) Prepare for the Personal Narrative (Writing Process) Write the Personal Narrative (Narrative)
15	phrases: noun phrases, verb phrases, appositive phrases	Mind Mapping (Writing Process) Write the Bible verse Response (Personal Response) Revise the Bible Verse Response (Writing Process)
16	types of adjectives: demonstrative, indefinite; demonstrative pronouns vs. demonstrative adjectives	Cause and Effect (Analysis) Comic Strip (Creative & Imaginative)
17	dependent clauses; subordinating conjunctions; relative pronouns; complex sentences	Cause and Effect in Science (Writing Process) Write the Cause and Effect Essay (Critical Thinking) Revise the Cause and Effect Essay (Writing Process)
18	verb forms: transitive verbs—direct objects, indirect objects; intransitive verbs	The Summary (Summarization) The Book Review (Opinion) Revise the Book Review (Writing Process)

Language Arts F—Scope and Sequence: Schedule for Topics and Skills

Weeks	Mechanics Practice	Creative Expression
19	quotation marks	Start with a Thesis Statement (Summarization) Begin Your Research (Research) Source Cards (Research)
20	sentence structure	Note Cards—Quotations (Research) Note Cards—Paraphrase (Research) More Note Cards & Works Cited (Research)
21	plurals	The Research Paper Outline (Organization) Refine Thesis and Begin Body Paragraphs (Expository) Complete the Body Paragraphs (Expository)
22	linking verbs: predicate adjectives, predicate nouns; how to write titles	The Introduction and the Conclusion (Expository) Revision (Writing Process) The Final Draft (Writing Process)
23	ellipses; parentheses	Persuasive Writing (Analysis) Write a Persuasive Paragraph (Persuasion) Make It Better (Writing Process)
24	verb tenses: simple, perfect	Organize for a Speech (Oral Presentation) Speech Preparation (Oral Presentation) Speech Delivery (Oral Presentation)
25	prepositional phrases: prepositions, object of the preposition	Personification in Poetry (Literary Techniques) Draft a Personification Poem (Imaginative/Application) Finalize the Personification Poem (Writing Process)
26	noun/pronoun agreement	Storytelling (Research for an Oral Presentation) Study the Story (Oral Presentation) Present the Story (Oral Presentation)
27	adjective and adverb forms: positive, comparative, superlative	A Story with a Twist (Brainstorm) Write the Short Story (Imaginative) Revise the Short Story (Writing Process)
28	use the right word; apostrophes	Foreshadowing (Literary Techniques/Critical Thinking) Reflect on Your Predictions (Reflection)
29	improve your spelling	Irony (Literary Techniques) Choose a Poem to Parody (Literary Techniques/Writing Process) Write a Parody (Imaginative)
30	capitalization	Modeling Sentences (Sentence Fluency) Combine Sentences to Create Paragraphs (Sentence Fluency) Improve Fluency (Writing Process)
31	improving sentences	Information for the Travel Brochure (Research) Write the Tourist Attraction Advertisement (Expository/Persuasion) Revise the Travel Brochure (Writing Process)
32	active and passive voice	Research a Travel Proposal (Research) Prepare for the Proposal Summary (Summarization) Write the Proposal Summary (Summarization)
33	subject/verb agreement	Symbolism (Literary Elements/Analysis) Draft the Pre-Reader Picture Story (Imaginative) Finalize the Pre-Reader Picture Story (Writing Process)
34	similes and metaphors	Theme (Literary Elements/Analysis) Write About Theme (Synthesis) Compare Similar Themes (Comparison)
36	types of sentences: declarative, imperative, interrogative, exclamatory	Brainstorm for the Movie Poster (Imaginative) Draft the Movie Plot (Imaginative) Compose the Movie Trailer Script (Summarization/Persuasion)
36	abbreviations; acronyms; initialisms	Write the “Extended Scene” (Imaginative) Plan the Sequel (Organization/Imaginative) Write the Sequel (Imaginative)

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