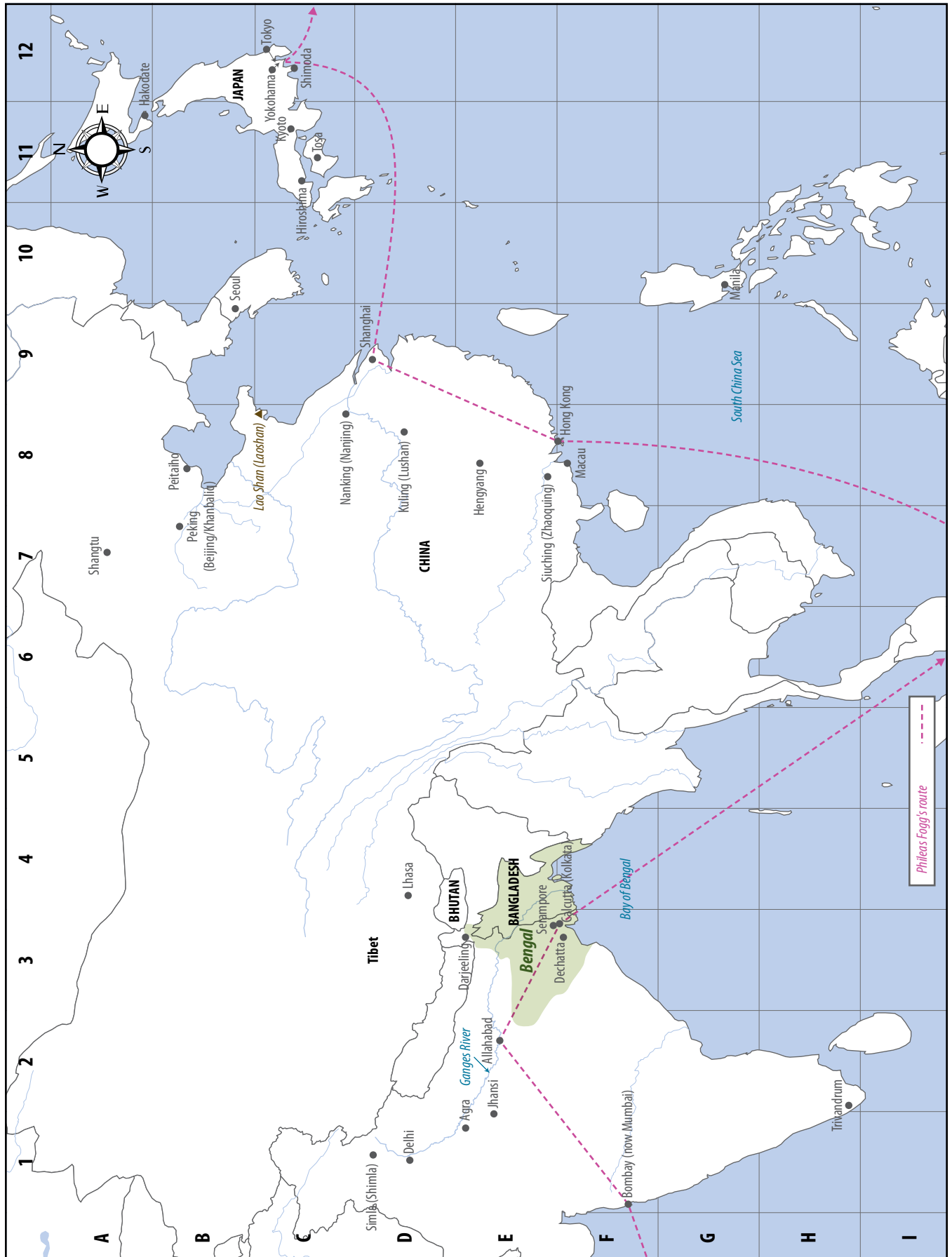
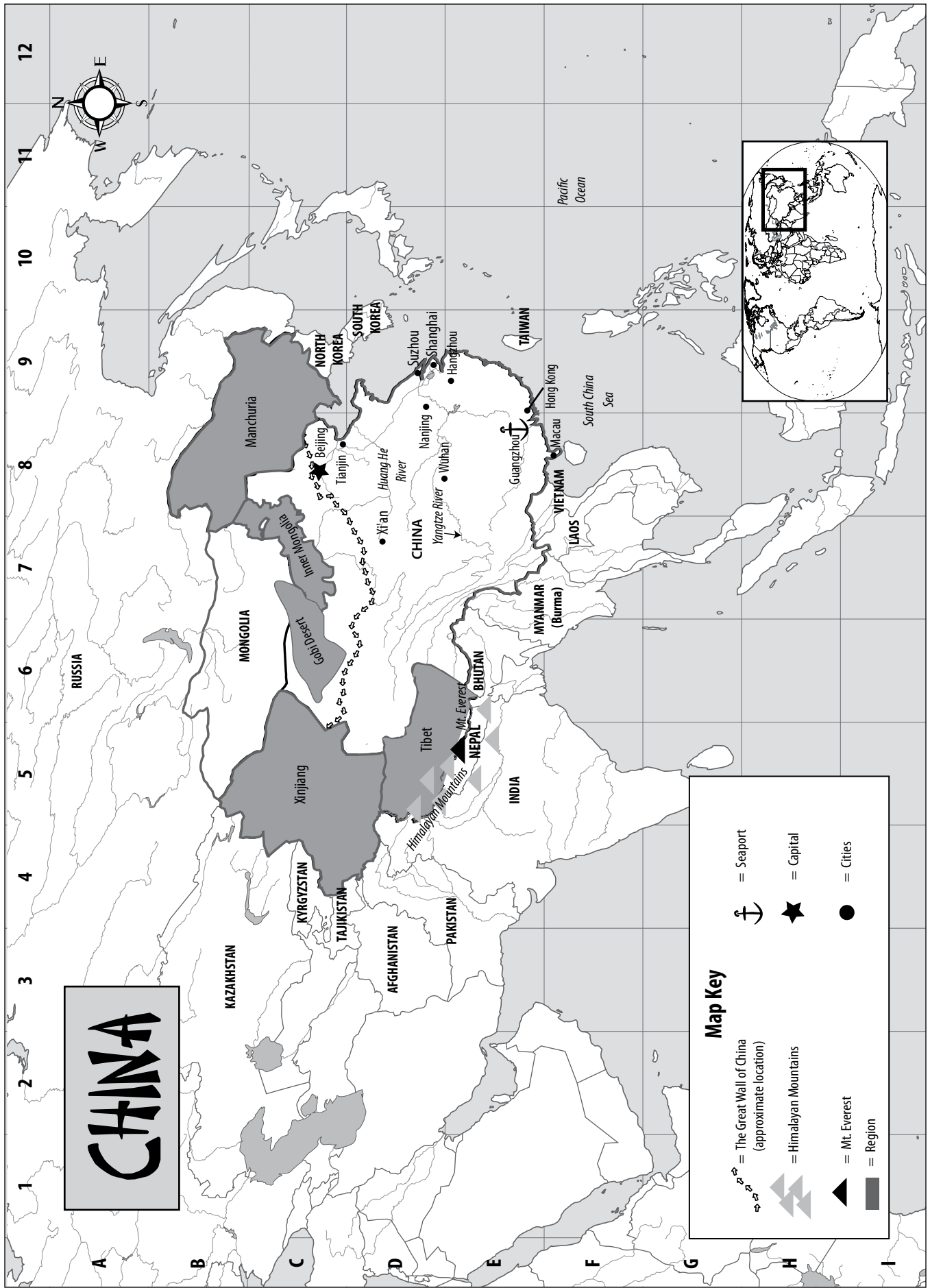


Core F—Map 4



Eastern Hemisphere Notebook Pages

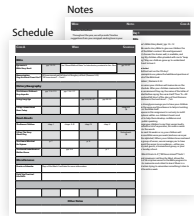
Map Answer Keys



Instructor's Guide Quick Start

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

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



Easy to use

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

4 Colored Maps

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



4-Day and 5-Day Schedule Options

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

To Discuss After You Read

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

To Discuss After You Read
When Henry brings food home for his siblings, the author describes the food by its color—in, broken bread and yellow cheese can you think of how foods that we made more specific by describing their color?
suggestions: white and dark meat (chicken) green beans? yellow butter yellow tomatoes yellow squash dark

Vocabulary

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

Vocabulary

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

Notes

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

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2016, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding.

Section Three
Instructor's Guide Resources

Section Four
New User Information

Instructor's Guide Resources and New User Information

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



| CORE 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 |
| Case for Kids | | | “Case for a Creator for Kids” Introduction | | |
| 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. | | | | |
| All Nations Shall Worship | —Track 11 | | | | |
| History/Geography | | | | | |
| World Book Encyclopedia | Article China “Overview” through “Government” 🕒↑ | Article Communism “Overview” through “Communism in practice” | Article China “People” | Article China “Way of life” through heading <i>Health Care</i> | 5-Day: Article Mount Everest |
| Eastern Hemisphere Notebook Pages | China “Overview” | China “Communism” | China “People” | China “Way of Life” | 5-Day: China “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 | | | | | | |
| <i>Sequential Spelling</i> | | | | | | |
| Handwriting | | | | | | |
| Optional: Handwriting | | | | | | |
| Grammar/Mechanics | | | | | | |
| Optional: <i>Keys to Good Language 5</i> | Pretest 1 | | Lesson 1 | Lesson 2 | | |
| | | | | | | |
| Vocabulary Development | | | | | | |
| Optional: <i>Wordly Wise 3000, Book 5</i> | Lesson 1A | | Lesson 1B | Lesson 1C | | |
| Creative Expression | | | | | | |
| | A: Dictation Passage | B: The Purpose of Writing | C: Observation | D: Observation Essay | 5-Day: Dictation | |
| | | | | | | |
| Electives | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Other Notes | | | | | | |
| | | | | | | |

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

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.

We’ve also scheduled some wonderful books by Lee Strobel, author of popular and award-winning books such as *The Case for Christ*. Three of Strobel’s books are included and are editions specifically adapted for children: *Case for Christ for Kids*, *Case for Faith for Kids*, and *Case for a Creator for Kids*. Strobel demonstrates the historical support for belief in Christ, the reliability of the New Testament, provides ample evidence for God, and answers many common objections to faith. Taken together, this trio of “Case for” books provides an engaging introduction to the defense of the faith, especially tailored for children.

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

World Book Encyclopedia | Article CHINA "Overview" through "Government"

Have your children read the "Overview" section of the **China** article. The "Overview" section is not so named. We will use that title to describe the first few opening paragraphs of an article that do not have a title. Then, have your children skim the "Government" section of the same article.

Timeline and Map Activities

🕒 Communist regime rules China (1949–present)

Core F World Book Encyclopedia 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 on your schedule each week 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 your children focus on important information and provide "Notebook Pages" for your children to write on. Since each *World Book Encyclopedia* article is laid out similar in form and in the electronic format always begins in the same place, it is easy to con-

fuse the different countries. We'll ask your children to write a few facts daily about each country. At the end of the year, you will be impressed with what they have learned.

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

We couple the *World Book Encyclopedia* 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 Encyclopedia* 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!

Using the World Book Encyclopedia

There are many helpful features of the *World Book Encyclopedia*. Spend some time exploring the program to learn about those features. Each time an article is scheduled, have your children locate the article with that title and read the portion scheduled. The first few times, help your children locate the article. The best way we have found to do this is to search by topic. To do this, click on the "Topics" icon on the main menu. There you will see the "Search Tools" and you will be able to search by topic. Here you can enter in part or all of the article title. Usually the first result entry is the one you will need, however you may need to look through all the results to find the right article. Once you have located the article and have opened it, use the "Article Outline" feature to see the structure of the article. This will help you jump around in the article by heading, as needed in the schedule.

Revisions in World Book Encyclopedia

In recent years, *World Book Encyclopedia* has made some very interesting changes to its encyclopedia. For instance, the 2004 *World Book Encyclopedia* 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 Encyclopedia 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 Encyclopedia* 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 destroyed." That is a very different story than the one *World Book Encyclopedia* 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 Encyclopedia* each year. When you read, whether it be in *World Book Encyclopedia* 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.

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

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

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 Encyclopedia* 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.

Highlights

As your children read about each country or region in the *World Book Encyclopedia*, they will write down things they learned or found interesting in their reading. Encourage them to use these pages in a way that will help them remember what they read. Allow them to add more, draw pictures, copy phrases ... make the pages their own!

Map It

Your children will map locations in each nation or region to help them become familiar with the area. The coordinates given in the "Map It" lists (in parentheses after the name) will help them easily locate the cities, bodies of water, or point of interest. Find answer keys for the maps at the very beginning of the Core F *Eastern Hemisphere Instructor's Guide*.

Timeline

As your children spend time with the people of the lands they visit, they will gather information about important dates and time periods in their history. To keep accurate records of this history, they will complete the timeline for each place they visit. However, rather than marking dates, they will be asked to dig deeper into each significant event to better understand how and why it helped 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 your children become an expert about some aspect of that country and will require them 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)

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

Nature Fact Card: 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 Cards: 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

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.

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

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!

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 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 Mountain), 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 and instructions for Vocabulary Development in this guide in your daily Read-Aloud notes listed as "Vocabulary." If you'd like more practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

Optional: *Wordly Wise 3000, Book 5* | Lesson 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 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.

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.

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

Optional: Dictation²

"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 | Article COMMUNISM
"Overview" through "Communism in practice"

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 through the section "Communism in practice") to determine the key ideas, tenets, or beliefs of Communism.

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

Eastern Hemisphere Notebook Pages | China "Communism"

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

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*

Language Arts

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

Case for Kids | "Case for a Creator for Kids"
 Introduction

Memorization | Psalm 91:1–2

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia | Article CHINA "People"

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

Eastern Hemisphere Notebook Pages | China
 "People"

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

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

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

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 | Lesson 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 | Article CHINA “Way of life” through heading *Health Care*

Have your children read the “Way of life” section through the heading *Health Care* (stop before the *Religion* heading) of the *World Book Encyclopedia* article on **China**.

Eastern Hemisphere Notebook Pages | China “Way of Life”

Have your children write on their **Highlights from China** Notebook Page under “Way of Life,” 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.

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 | Lesson 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 | Article MOUNT EVEREST

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

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

Have your children write several comments about this peak on their China Notebook Pages under “Mount Everest.” Make sure they comment on why it is famous! (*it’s the tallest mountain in the world*)

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 “Cinderella,” 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]

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*

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.

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



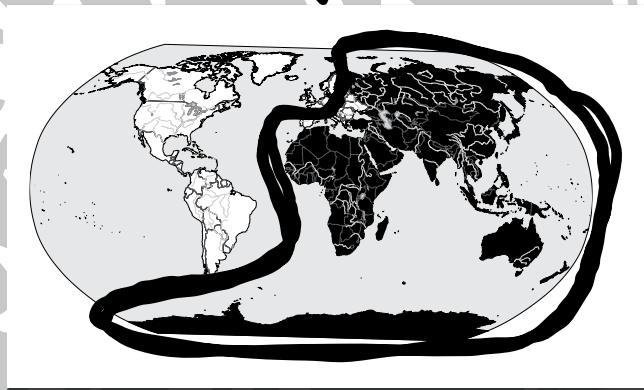
N

W

Eastern Hemisphere Notebook Pages

E

S



This page intentionally left blank.

Eastern Hemisphere Notebook Pages

Welcome. Or should we say “Sayonara”?

You’re about to 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. After you complete the Antarctica section, make sure to put your name on the back cover 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.

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Table of Contents

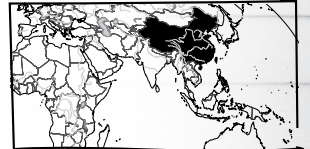
| | |
|------------------------------|--------|
| CHINA | p. 3 |
| NORTH AND south korea | p. 17 |
| JAPAN | p. 23 |
| RUSSIA | p. 31 |
| Southeast Asia | p. 43 |
| Vietnam | p. 49 |
| india | p. 53 |
| Middle East | p. 67 |
| AFRICA | p. 81 |
| Pacific islands | p. 99 |
| New Zealand | p. 105 |
| Australia | p. 113 |
| ANTARCTICA | p. 119 |

This page intentionally left blank.

CHINA



East Asia



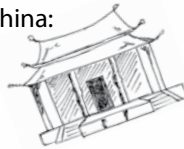
OVERVIEW

Write three facts you learned about China:

1.

2.

3.



COMMUNISM

Key ideas, tenets, or beliefs of Communism:

1.

2.

3.

PEOPLE

Write three facts that caught your 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.

FUN FACT #1

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

WAY OF LIFE

Write two ways Chinese culture differs from your 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 what you learned about the communist government and religion:

CONFUCIANISM

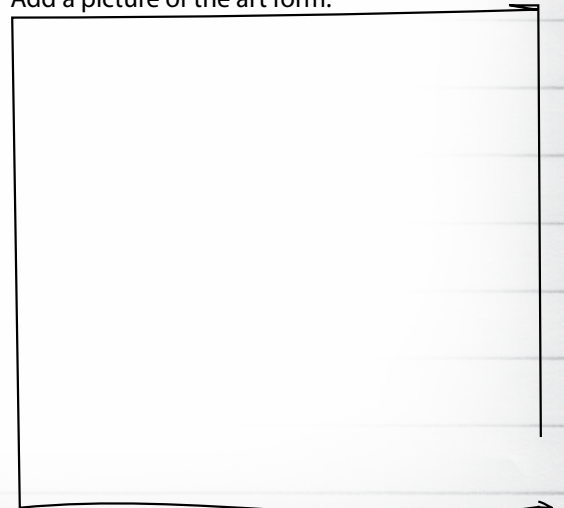
Write three things about Confucianism, its history and impact on Chinese society that you found interesting:



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 of these sections of your reading.

MAP IT

Label the following locations on your China map on the following page. Use the coordinates we provide you to help you easily locate the cities, bodies of water or point of interest. To correctly label your map, remember to use the symbols on the map key provided!

Bodies of Water

Pacific Ocean South China Sea (F8–F9)

The Capital of China

Beijing (C8)

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

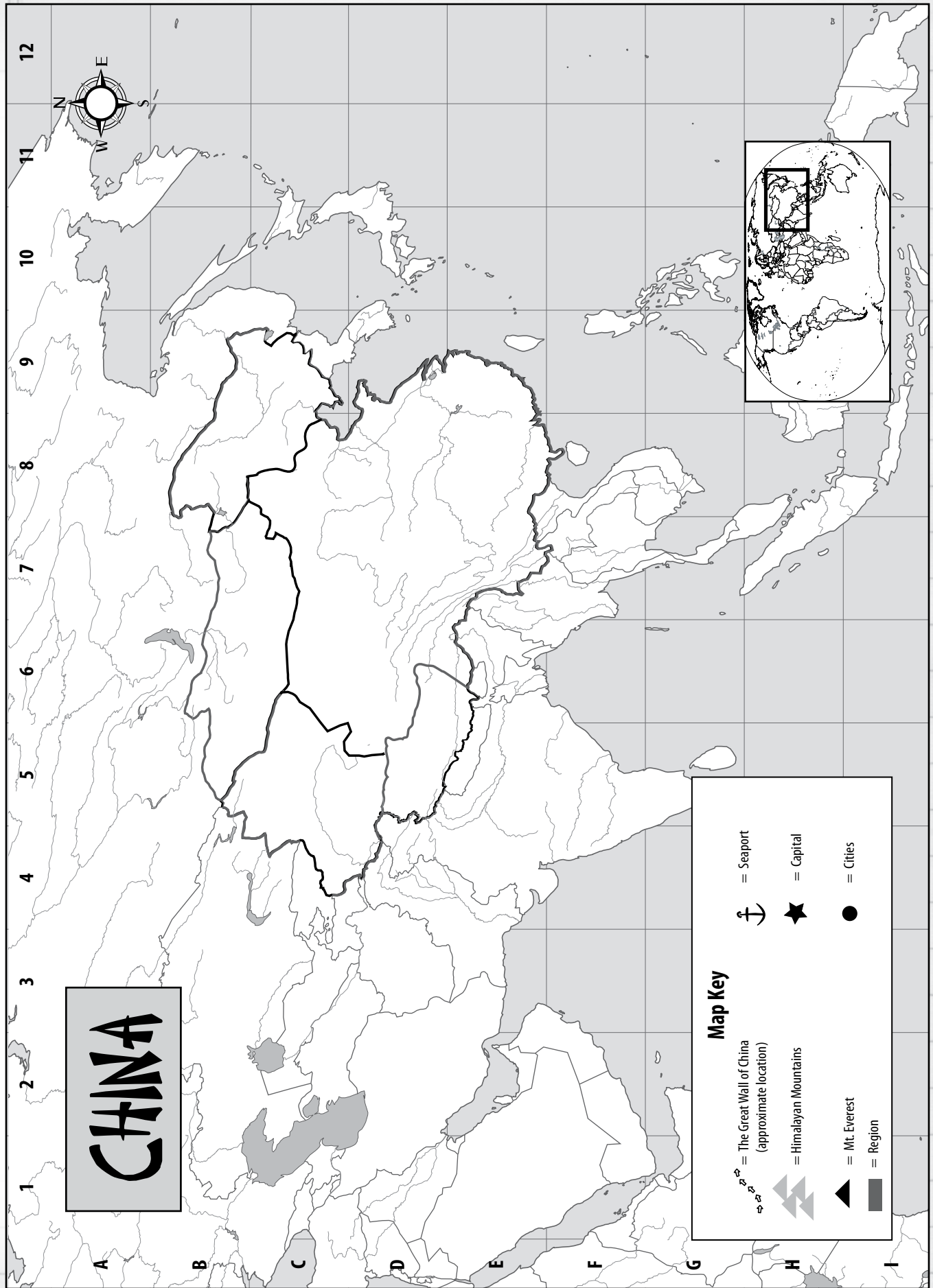
Suzhou (D9) Wuhan (E8) Xi'an (D7)
Hong Kong (E9)

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 |



This page intentionally left blank.

CHINA TIMELINE

Shang Dynasty

Years ruled: 1766–1045 BC

Accomplishments:

1

1766–
1045 BC

1

Zhou Dynasty

Years ruled: 1045–221 BC

Known for:

2

2

1045–
221 BC

Confucius lived ca 500 BC

3

Qin Dynasty

Years ruled: 221–206 BC

Accomplishments:

221–
206 BC

3

4

206 BC–
AD 220

Han Dynasty

Years ruled: 206 BC–AD 220

Influence to neighbors included:

4

5

AD 581–
618

Sui Dynasty

Years ruled: AD 581–618

Known for:

5

6

Tang Dynasty

Years ruled: 618–907

Accomplishments:

618–
907

6

7

960–
1127

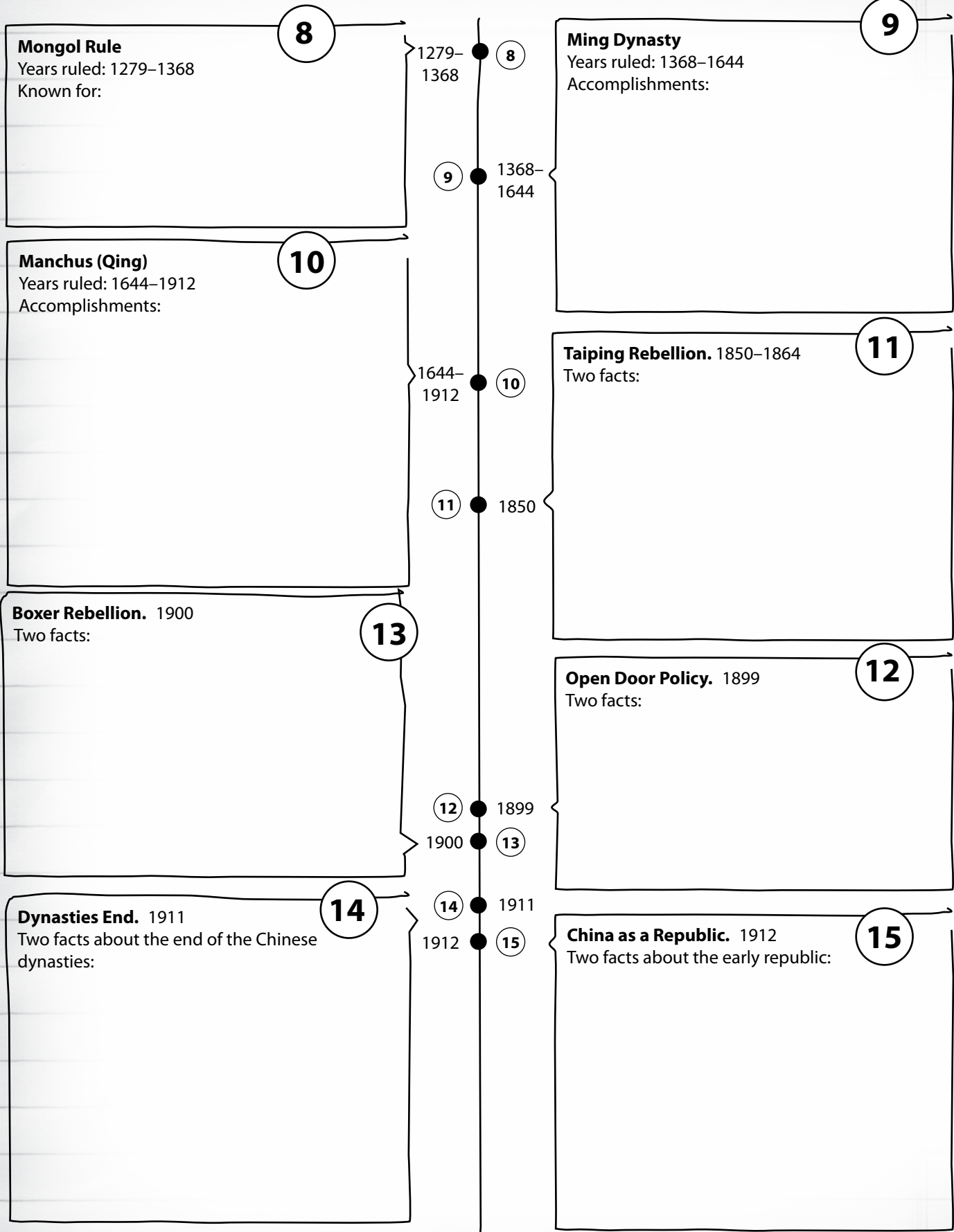
Song Dynasty

Years ruled: 960–1127

Accomplishments:

7

CHINA TIMELINE CONTINUED



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

CHINA TIMELINE CONTINUED

Communists Win Control. 1949
Two facts about Mao Zedong:

16

16 1949

1958

17

1966

18

The Great Leap Forward. 1958
One fact:

17

The Cultural Revolution. 1966
One fact:

18

19 1989

Tianenmen Square Massacre. 1989
Write what you think about this event.

19

Hong Kong becomes part of China 1997


20 Present


China Today.
Write two recent developments in China.

20

CONFUCIAN 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 the sayings mean!

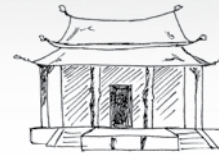
 **1** Compare the following Confucian saying to James 1:19-27.

"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.html.


 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! Find a recipe on-line.



  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. A final project may be to copy a passage in your best calligraphy (perhaps a favorite Bible passage?)

 Write a Nature Fact Card 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 **Week 1** notes.

5-Day: Students using the 5-Day program can also choose from the following activities:


 For detailed written instructions on how to use the chopsticks found in your *China Kit*, go to: www.sonlight.com/iglinks.html keyword “Chopsticks.”




  ‘Fishing,’ a Chinese dominoes game, has players fish for matching dominoes. Originally, children would make their dominoes out of wood or bone. To make this yourself, use popsicle sticks, or use the domino cards in the *China Kit*.

The object is to make as many pairs as possible using the 64 Dominoes. To do this, you must match the total amount of dots on the dominoes, regardless of how they are arranged. For example, if there is a domino with a 6 and 1, it can match with the 5 and 2 domino, or the 4 and 3. You can also match the dominoes with identical numbers (a 6 and 1 with another 6 and 1, etc.). These are called “civil pairs” and some number combinations have 4 exact-matching dominoes. You may match a civil pair with a pair that another player already made. You take the other players civil pair, match it with your own, by adding the third or fourth domino—they all become yours.

To Play

1. Play with 2 or 3 players. Shuffle the dominoes and lay them on the table face down. Divide them into 16 piles of 4 dominoes each, called “woodpiles.”
2. Take 4 of these woodpiles (16 dominoes total) and lay them face up between the players as the “pond.”
3. From the dominoes in the woodpile, all players take their own hand. If there are 2 players, each player takes 3 woodpiles (12 dominoes for each player). If there are 3 players, each player takes 2 woodpiles (8 dominoes for each player).

 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:

- Approximate dates of the selected time periods
- 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?)

4. The first player takes his turn. He looks in the pond to see if he can make any matches to the dominoes in his hand. If he can, he puts the matching dominoes in front of him, they become his pair. If he cannot make a pair he cannot lay any of his dominoes down. Remember that you can steal another person's pair if they are civil pairs (identical matches).

Each player ends his turn by picking up a new domino from the woodpile, regardless if he makes a pair or not. If this new domino makes a pair, he places the matching pairs in front of him as his pair. If this new domino does not make a pair, he places it face up in the pond. His turn is finished.

5. Each player takes turns making pairs and picking up new dominoes from the woodpile until it is empty. To score the game and determine a winner, each player collects all of their pairs (not the single dominoes) and divides them into “minnows” and “large fish.” Minnows are the dominoes with a total of 7 dots or less. Large fish have a total of 8 dots and above. Minnows score one point for every red dot they have; no points are given for the black dots. Once you have the total minnow score, it is rounded up to the nearest 10. For instance, a score of 4 red dots becomes 10, 16 becomes 20, etc. Large fish score two points for every dot they have, regardless of color. Add the minnow and large fish score to get your total score. The player with the largest score wins!¹

1. Adapted from the instructions found on May 2010 at <http://www.activityvillage.co.uk/tiu-u.htm>.

GREAT WALL OF CHINA

Write three facts about the Great Wall of China.

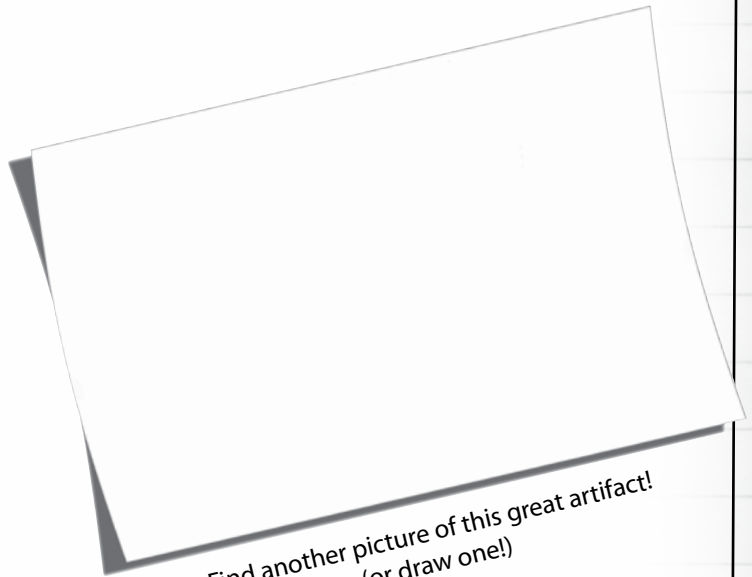


*Find another picture of this great structure!
(or draw one!)*

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

TERRACOTTA WARRIORS

Write three things you learned about this collection of sculptures.



Find another picture of this great artifact!
(or draw one!)

FORBIDDEN CITY

Years built: 1406 to 1420

List three interesting facts about this place.



Find another picture of this great structure!
(or draw one!)





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 *football*, *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 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| 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 |
| Case for Kids | | | "Case for a Creator for Kids" chap. 1 | | |
| 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 | Article China "Way of life" heading <i>Religion through Education</i> ; Article Confucianism 🕒↑ | Article China "The arts" | Article China "The land," "Climate," & "Economy" | | |
| Eastern Hemisphere Notebook Pages | China "Religion" & "Confucianism" | China "The Arts" | China "The Land; The Climate; The Economy" | China "Map It" | |
| 100 Gateway Cities | "Changchun" p. 107 🌐 | "Urumqi" p. 108 🌐 | "Lhasa" p. 109 🌐 | | |
| 5-Day: China Kit | | | | | Calligraphy |
| 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 | Day 2 | Day 3 | Day 4 | Day 5 | |
| Spelling | | | | | | |
| <i>Sequential Spelling</i> | | | | | | |
| Handwriting | | | | | | |
| Optional: Handwriting | | | | | | |
| Grammar/Mechanics | | | | | | |
| Optional: <i>Keys to Good Language 5</i> | Lesson 3 | | Lesson 4 | Lesson 5 | | |
| | | | | | | |
| Vocabulary Development | | | | | | |
| Optional: <i>Wordly Wise 3000, Book 5</i> | Lesson 1D | | Lesson 1E | Lesson 2A | | |
| Creative Expression | | | | | | |
| | A: Dictation Passage | B: Outline for the Definition Essay | C: The Definition Essay | D: Revise | 5-Day: Dictation | |
| | | | | | | |
| Electives | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Other Notes | | | | | | |
| | | | | | | |

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

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 | Article CHINA “Way of life” heading *Religion through Education*; Article CONFUCIANISM

Under the “Way of life” section of the **China** article, have your children read from the heading *Religion through Education*. Then, have them pull up the article titled **Confucianism** and read it.

Timeline and Map Activities

🕒 **Confucius (ca. 551–479 BC)**

🕒 **Civil service examinations begin based on Confucius’ work (124 BC)**

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

On the China Notebook Pages (found behind the Notes in Week 1), under “Religion,” have your children explain what they learned about the Communist government and religion from their reading in the *World Book Encyclopedia*. Under “Confucianism,” have your children write three things about Confucianism, its history and impact on Chinese society that they found interesting. We will study

Buddhism later in the year.

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** | Lesson 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 | ary

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 | Article CHINA "The arts"

Today, have your children read "The arts" section of the **China** article.

Eastern Hemisphere Notebook Pages | China "The Arts"

Have your children describe a form of the arts that caught their attention on their China Notebook Pages under "The Arts." Don't forget to have them include 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 beggar 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*
- Q: Why did Hudson put on Chinese dress? [chap. 10]
- 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. 10]
- A: *he believed that would go against his testimony concerning the forgiveness of Jesus*

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

Case for Kids | "Case for a Creator for Kids" Chapter 1

Memorization | Psalm 91:1–4

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia | Article CHINA "The land," "Climate," and "Economy"

Have your children skim "The land," "Climate" and "Economy" sections of the **China** article. This is the longest and least interesting section they will read, therefore skim it!—a useful skill to learn.

Eastern Hemisphere Notebook Pages | China "The Land; The Climate; The Economy"

Have your children write one fact from each section that caught their attention on the China Notebook Pages under "The Land; The Climate; The Economy."

100 Gateway Cities | "Lhasa" p. 109

Timeline and Map Activities

📍 **Lhasa** (see p. 109 in your book)

Current Events | Report

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: 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 | Lesson 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

Eastern Hemisphere Notebook Pages | China “Map It”

Please find the blank map of China in the China Notebook Pages (located after Week 1’s Notes). Have your children plot the cities and points of interest listed on the “Map It” section of the China Notebook Pages. Have them use the map at the beginning of the China article in the *World Book Encyclopedia* as a resource. For some of the more difficult to find locations, we have provided your children coordinates of the location on their blank map. Help them use the coordinates to narrow their search for the location. Please note we have not provided coordinates for all locations.

We have provided you the answer key for the maps, titled “Eastern Hemisphere Notebook Pages Map Answer Keys” (located directly after your laminated Core and LA Maps in your Core Instructor’s Guide). Feel free to use the answer key to assist your children, if you feel it is necessary.

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 | Lesson 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 in 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*

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.

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 | |
| Case for Kids | | | "Case for a Creator for Kids" chap. 2 | | | |
| Memorization | Psalm 91:1–6. Read it ten more times <u>out loud</u> —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 | Article China "History" through heading <i>The Song dynasty</i> 🕒↑ | Article China "History" heading <i>Mongol rule</i> through <i>The fall of the Manchus</i> 🕒↑ | Article China "History" heading <i>The early republic</i> through <i>Civil war</i> 🕒 | Article China "History" heading <i>The beginning of Communist rule</i> to the end of the article 🕒↑ | | |
| Eastern Hemisphere Notebook Pages | "China Timeline" | | | | 5-Day: China "Confucian 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 | chaps. 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 11 | Day 212 | Day 313 | Day 414 | Day 515 | |
| Spelling | | | | | | |
| Sequential Spelling | | | | | | |
| Handwriting | | | | | | |
| Optional: Handwriting | | | | | | |
| Grammar/Mechanics | | | | | | |
| Optional: Keys to Good Language 5 | Lesson 6 | | Lesson 7 | Lesson 8 | | |
| | | | | | | |
| Vocabulary Development | | | | | | |
| Optional: Wordly Wise 3000, Book 5 | Lesson 2B | | Lesson 2C | Lesson 2D | | |
| Creative Expression | | | | | | |
| | A: Dictation Passage | B: Tone | C: Create Tone | D: Tone in a Scary Story | 5-Day: Dictation | |
| | | | | | | |
| Electives | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Other Notes | | | | | | |
| | | | | | | |

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

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 | Article CHINA "History" through heading *The Song dynasty*

This week we focus on China's 3500 years of recorded history, the most of any nation. Today, your children will read about China's earliest history through *The Song dynasty*, while reading the **China** article under "History." China's history is best divided into dynasties—when one family ruled.

Timeline and Map Activities

🕒 **Shang Dynasty (ca. 1600–1066)**

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

🕒 **Hsuan-tsang (AD 602–664)**

Eastern Hemisphere Notebook Pages | "China Timeline"

Have your children use the "China Timeline" pages provided in their China Notebook Pages (located behind Week 1's Notes) to focus on the highlights of China's history. For each dynasty on the timeline, have them write something significant about that dynasty, to help them remember it apart from the others.

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)

Current Events | Report

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 | Lesson 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 gram-

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

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

mathematical 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.

Answers:

1. 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.*
2. 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 | Article CHINA “History” heading *Mongol rule* through *The fall of the Manchus*

Have your children continue to work through China's dynasties. They will read about the Mongol rule through the end of the dynasties (heading *Mongol rule* through *The fall of the Manchus*), under the “History” section of the **China** article.

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)**

🕒 **Marco Polo (1254–1324) travels to China**

Eastern Hemisphere Notebook Pages | “China Timeline”

Have your children continue to fill in the “China Timeline” on their China Notebook Pages to focus on the highlights of China's history. Today they will complete the dynasties.

100 Gateway Cities | “Beijing” p. 111

Timeline and Map Activities

📍 *Beijing* (see p. 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

Case for Kids | "Case for a Creator for Kids" Chapter 2

Memorization | Psalm 91:1–6

All Nations Shall Worship | Track 11

History/Geography

World Book Encyclopedia | Article CHINA "History" heading *The early republic through Civil war*

After reading about China's long history of dynasties, today, have your children read about China's attempts at a Republic. Read the **China** article under "History" from the heading *The early republic* through the heading *Civil war*.

Timeline and Map Activities

🕒 **Opium War (1839–1842)**

Eastern Hemisphere Notebook Pages | "China Timeline"

Have your children complete the "China Timeline" to help them focus on the highlights from today's *World Book Encyclopedia* 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 | Lesson 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 | Article CHINA “History” heading *The beginning of Communist rule* to the end of the article

Today your children will discover how China’s current Communist government came into power. Read the **China** article under “History” from the heading *The beginning of Communist rule* to the end of the article.

Timeline and Map Activities

 **Eric Liddell (1902–1945)**

Eastern Hemisphere Notebook Pages | “China Timeline”

Have your children complete the remaining portion of 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 | Chapters 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 | Lesson 2D

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 | China “Confucian Writings”

Have your children use the instructions provided on their China Notebook Pages to complete the “Confucian 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.



LA Week 3 Activity Sheet

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.

| Core F—Scope and Sequence: Schedule for Topics and Skills | | | | | |
|---|----------------------------|---|--|--|---|
| Weeks | Memory Work | Bible Reading | History/Social Studies | Geography | Biography |
| 1 | Psalms 91: 1–2 | Psalms 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 | Psalms 91:1–4 | Psalms 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 | Psalms 91:1–6 | Psalms 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> | Marco Polo; Cheng Ho; Eric Liddell |
| 4 | Psalms 91:1–8 | Psalms 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> | Matteo Ricci |
| 5 | Psalms 91:1–10 | Psalms 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; Sun-Yat-Sen; Chiang Kai-Shek |
| 6 | Psalms 91:1–12 | Psalms 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 | Psalms 91:1–14 | Psalms 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 | Psalms 91 | Psalms 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 | Psalms 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 | Psalms 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; Genghis Khan |
| 13 | Philippians 2:5–11 | Psalms 64–68; Job's sufferings | 10/40 Window; Russia | <i>Kazakhstan; Afghanistan; Albania</i> | Kublai Khan; Joseph Stalin |
| 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> | Magellan |
| 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> | Gandhi |
| 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; Hanno |
| 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> | |

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

| Core F—Scope and Sequence: Schedule for Topics and Skills (cont.) | | | | | |
|---|-----------------|--|-------------------------------|--|---|
| Weeks | Memory Work | Bible Reading | History/Social Studies | Geography | Biography |
| 26 | Proverbs 6:6–11 | Psalm 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 | Psalm 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 | Psalm 86:9–10 | Psalm 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; Louis XV |
| 29 | Matthew 5:1–2 | Psalm 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 | Psalm 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 |
| 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> | Captain James Cook |

| Core F—Scope and Sequence: Schedule for Topics and Skills (cont.) | | | | | |
|---|----------------|--|---|---|-----------|
| Weeks | Memory Work | Bible Reading | History/Social Studies | Geography | Biography |
| 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> | |
| 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; Alaska; 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> | |

| 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) |

©2013 by Sonlight Curriculum, Ltd. All rights reserved.