

Quick Start Guide

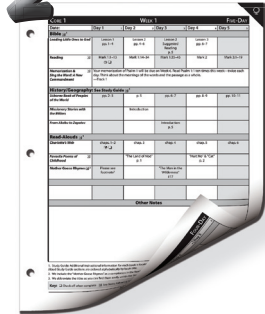
Core Instructor's Guide: Levels K-2

1 Get to Know Your Instructor's Guide

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

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

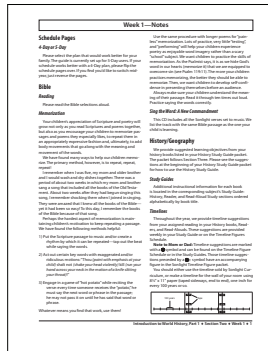
2 Plan Your Schedule and Use Your Notes



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

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

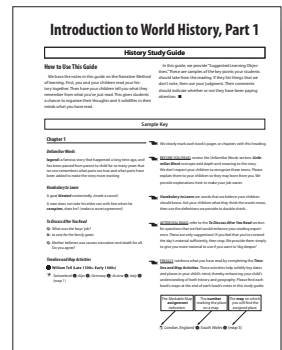
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



3 Find Help with Study Guides & Appendices

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

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



4 Start Your Journey

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

Subjects for Levels K-2

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

CORE K		WEEK 1			FIVE-DAY	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
Reading Egermeier's Bible Story Book	pp. 10–12	pp. 12–16	pp. 16–18	pp. 18–21	pp. 22–27	
		See "About Biblical Dates" in Introductory material in Sec. One				
Memorization	All have sinned and fall short of the glory of God. (Romans 3:23)					
Sing the Word: From A to Z	"All have sinned"—Track 1					
History/Geography: See Study Guide						
The Usborne Children's Encyclopedia	pp. 114–115	pp. 116–117				
Living Long Ago			pp. 2–3; 26–27	pp. 50–51		
I Heard Good News Today					chap. 60	
Read-Alouds						
The Boxcar Children	chap. 1	chap. 2	chap. 3	chap. 4	chap. 5	
The Llama Who Had No Pajama		"Hello and Good-by" p. 7		"Birthdays" p. 8		
The Arnold Lobel Book of Mother Goose	p. 5	p. 6	p. 7	p. 8		
Miscellaneous						
Field Trip/Practical Life Skills	Do various practical activities (found in Section Three at the back of this manual) with your children and take at least one field trip each month. Read our comments in the Notes on the next page. Note also Dr. Beechick's recommendations on pp. 69–71 in <i>Language and Thinking for Young Children</i> . We provide several copies of the Field Trip Planning Sheets following Appendix 3.					
Other Notes						
Note to Mom or Dad: There are no notes for <i>The Arnold Lobel Book of Mother Goose</i> or for <i>The Llama Who Had No Pajama</i> . Please read and enjoy the poetry. In the younger grades, we hope to introduce children to poetry, making it an enjoyable event. We do not want their first experience to be difficult, confusing, or frustrating.						

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

2. You will find the Timeline Figures and Suggestions for the Bible Assignments on the Timeline Figure Schedule in Section One, as there is no Study Guide for Bible. All other Figures and Suggestions will be listed on the Timeline Figure Schedule, as well as in the appropriate Study Guide.

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

CORE K

WEEK 1

FOUR-DAY

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
Reading Egermeier's Bible Story Book	pp. 10–12	pp. 12–16 🕒📖 ²	pp. 16–18 🕒📖 ²	pp. 18–21 🕒📖	
		See "About Biblical Dates" in Introductory material in Sec. One			
Memorization Sing the Word: From A to Z	All have sinned and fall short of the glory of God. (Romans 3:23) "All have sinned"—Track 1				
History/Geography: See Study Guide					
The Usborne Children's Encyclopedia	pp. 114–115	pp. 116–117			
Living Long Ago			pp. 2–3; 26–27	pp. 50–51	
Read-Alouds					
The Boxcar Children	chap. 1	chaps. 2–3	chap. 4	chap. 5	
The Llama Who Had No Pajama		"Hello and Good-by" p. 7		"Birthdays" p. 8	
The Arnold Lobel Book of Mother Goose	p. 5	p. 6	p. 7	p. 8	
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Other Notes					
<p>Note to Mom or Dad:There are no notes for <i>The Arnold Lobel Book of Mother Goose</i> or for <i>The Llama Who Had No Pajama</i>. Please read and enjoy the poetry. In the younger grades, we hope to introduce children to poetry, making it an enjoyable event. We do not want their first experience to be difficult, confusing, or frustrating.</p>					

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

Bible

Memorization

This year's memorization project is to be done over the next 30 weeks or so. We will memorize one Bible verse per week (and one verse per letter of the alphabet). When your children have mastered the entire group of verses, we encourage you to have them present the verses to an audience—either you, your family and guests, a home-school group, or your church or Sunday school.

Our purpose in this assignment is not only to instill good Scriptures within our children's hearts and minds, but to help them develop confidence and ability in public speaking. To this end, we want them not merely to memorize the passages, but to interpret them with appropriate dramatic inflection, intonation, and motion. Over the course of the year, as your children memorize more and more verses, have them also think of the meaning of the words, how they might be spoken in a dramatic setting, and what hand or body motions might improve communication.

Please don't be afraid of drama. Encourage your children to say their verses loudly, boldly, and with a lot of expression. (I remember one Sunday morning I was asked to read Psalm 22 as an introduction to worship. I had played lead roles in several high school presentations, and have always enjoyed public reading and speaking. That one Sunday, however, despite my background—or perhaps because of it—I may have gone a bit overboard. I read the passage several times to become familiar with it before I had to read it to the congregation. I was struck by the screaming agony of the speaker. It's no milquetoast, mousy statement! When the organist finished her introit, I stood, walked over to the microphone, paused, then shouted the beginning words with all the dramatic force I could muster: "My God! My God! Why have you forsaken me?! ..." The congregation half leaped out of its seats. One woman told me later that she thought maybe I'd been shot. Whatever: they had been unprepared for what I did.)

But while in that context I may have overdone the drama, it is highly improbable that your children will become too dramatic. They may be inappropriately dramatic (acting goofy or melodramatic when they should be acting serious), but they can hardly overdo a quality dramatic presentation. Encourage drama. Help your children practice speaking in a dramatic fashion. They will find it easier to start out being overly dramatic (perhaps)

and then having to *move back* to normalcy than having to slowly inch forward from a mouse-like, fearful mumble toward appropriate dramatic intonation.

* * *

All the verses your children will memorize are contained in the weekly schedule. When they memorize these verses, we recommend they say the name of the letter of the alphabet before saying the verse itself. Thus: "A—All have sinned and fall short of the glory of God. Romans 3:23. B—Believe in the Lord Jesus ...," etc.

We also strongly encourage you to have your children memorize the verse *and the reference* to help in locating the verse in the Bible itself.

One last note: you may notice that in the verses for the letters *H, O, R, T, W* and *Z*, the word "lord" appears in all-CAPS: *LORD*. There is a reason for this. *LORD* (all-CAPS) is a different word in the Hebrew from the word translated *Lord* or *lord*. *LORD* (all-CAPS) is the translation of the name of God YHWH, Yahweh. Yahweh doesn't *mean* "lord." Yahweh Himself explains the meaning of His name in Exodus 34:6 and 7. It is in those two verses that He proclaims His name (see Exodus 33:19) in a way that He never proclaims it anywhere else: *And he passed in front of Moses, proclaiming, "[Yahweh], [Yahweh], the compassionate and gracious God, slow to anger, abounding in love and faithfulness, maintaining love to thousands, and forgiving wickedness, rebellion and sin. Yet he does not leave the guilty unpunished; he punishes the children and their children for the sin of the fathers to the third and fourth generation."*

This, the entire two sentences, beginning with *Yahweh, Yahweh* and ending with ... *the third and fourth generation*, is the complete name of God. And while some of God's people have been motivated by that name to go out and preach the good news (see, for instance, 3 John 1:7), others have been specifically *demotivated* by that name: they would prefer that their neighbors die than hear about God and His mercy (see Jonah 3:10–4:2).

* * *

Sing the Word

We include the album *Sing the Word* in the "Introduction to the World: Cultures" curriculum. We believe with this great mnemonic aid, the entire set of 26 scripture verses in the "Introduction to the World: Cultures" Bible program will be easier to memorize and a blast to learn!

History/Geography

Timeline

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

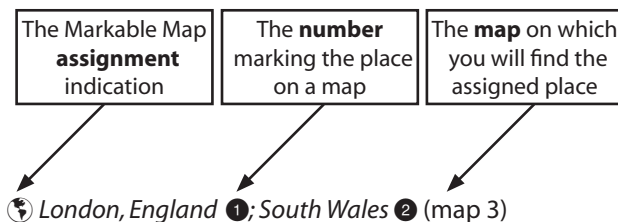
You may wish to use the figures we sell, and/or cut out a number of “people” from card stock or construction paper. Draw clothes on them to look like the characters you are studying, and paste them on the time line in the right place.

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

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

Markable Maps

Sonlight’s geography program weaves assignments throughout the year from almost every book you study. It is designed to demonstrate to your student the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned reading in the History and Read-Aloud Guides. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each book’s Study Guide. Then your children can note each location on your Markable Map using a washable pen. (We recommend Vis-a-Vis® pens. If you should accidentally use a non-washable marker, “Josa” posted on our forums that rubbing alcohol can remove those errant marks.)



The Usborne Children’s Encyclopedia

pp. 114–115

Are your children interested in dinosaurs? Even if they’re not, we’d like to offer a few clarifying notes on these pages. How long ago were dinosaurs roaming the world? The book assumes it was, “225 million to 65 million years ago.” Do we know for sure how old the earth is or how long ago dinosaurs lived? That depends on the scientist you ask. Some believe our world is around 4.5 billion years old, while others think it may be a lot younger, as in thousands of years old not billions. Christians also have differences on this question, but their key area of agreement involves seeing God as Creator and Designer of the universe and all that is in it, including dinosaurs. But are birds “probably a kind of dinosaur too”? While the book does not make a direct reference to evolution, the connection that is often made is that dinosaurs evolved into birds. Does this make sense? Some scientists think so, but they base their conclusions on the assumption that macroevolution is true. As a result, they look at the evidence and try to fit it all into the framework of evolution. Macroevolution is a term used to designate a certain kind of evolution that involves very big changes such as a land-based mammal evolving into a whale. It is not to be confused with microevolution, a term sometimes used to explain changes within kind such as many different kinds of dogs, birds, or cats. But what’s wrong with macroevolution? Usually those who adhere to it reject the existence of God and instead claim that life came about on its own by chance rather than by intelligent creation and design. Those who believe in special creation of life by God believe there are key problems with macroevolution such as gaps in the fossil record. In short, if macroevolution is true, the fossil record should clearly support it, but critics claim the fossil record falls very short of supporting macroevolution. Instead, the fossil record shows fully formed animals, as well as animals that have essentially stayed the same throughout the long period covered in the fossil record. But if macroevolution were true, the fossil record should show steady, consistent, and significant changes in animals over time. Those who support creationism also point to design in living things as evidence of a Creator (see, for instance, Romans 1:20). Biblically speaking, God created “every winged bird according to its kind” (Genesis 1:21) and other animals according to their kind.

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Who were the first people and what were they like? Scientists called anthropologists spend a lot of time trying to answer those questions by looking for clues to the past. The Bible teaches that God created the first people: “the LORD God formed the man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being” (Genesis 2:7, NIV). But were the first people simple and primitive as the book suggests or were they more sophisticated? We have a tendency to think that earlier people were not as advanced or intelligent as us. It’s true that we have made a lot of technological improvements and inventions over the years, but does this mean people who lived a long time ago were not as smart or creative? Not at all! In fact, some of the greatest scientific discoveries and scientists lived a long time ago. Euclid, for instance, lived from around 330–260 BC, but he made some key contributions to mathematics, as did Pythagoras (ca. 581–497 BC), who lived even earlier than Euclid. In Egypt, the Great Pyramid of Giza was completed around 2500 BC, but it remains an architectural marvel and amazing accomplishment. The Old Testament book of Proverbs is full of wise sayings and ideas, yet scholars believe that most of it was written around the 10th century BC. Going back even further, Genesis 4:17 reads, “Cain was then building a city,” while Genesis 4:21 speaks of Jabal as “the father of all who play the harp and flute,” and 4:22 says “Tubal-Cain ... forged all kinds of tools out of bronze and iron.” These descriptions hardly sound like they are describing primitive people.

Books that follow evolutionary theory often try to demonstrate their points by starting with cave people then moving up to the computer age. But since God formed man complete, as the Bible indicates, then we were already creative, intelligent beings thousands of years ago, capable of doing great things in the world. Macroevolutionists, however, generally view primitive man as being of a different sort – less sophisticated, simple, or even inferior. The Bible does not teach this. While we admit that much progress has been made in some areas such as advances in medicine, it’s far from true to believe that people of the past were primitive and that positive progress is always made from one era to another. Even today, for example, there are people who dress in animal skins and live as hunter-gatherers. This does not make them less human than other people, only different than most. Cave paintings aren’t signs of primitive humans,

either. In fact, they testify to human creativity and artistic expression derived from our being made in God’s image (Genesis 1:26–27), as does the ability to ingeniously create useful tools. As we’ve learned more about God’s creation, we’ve obviously learned more about what we can do with it such as making skyscrapers, various forms of transportation, and developing new forms of communication such as the Internet and mobile phones. But let’s be careful not to think we’re better than people who lived thousands of years ago or that they were primitive and simple rather than sophisticated and intelligent. In the end, we’re all human, created in God’s image, and capable of accomplishing much.

Study Guides

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

Field Trip/Practical Life Skills

To add to your children’s learning, try to do one field trip per month. You could visit a fire station, police station, radio and/or television station, airport, farm, greenhouse, dad’s and/or mom’s place of work, city hall, a court room, the newspaper, a smaller print shop, a grocery or other wholesale distributor.

Visit various businesses:

The post office	A pottery shop
A garden center	A music store
A bank	An airport
A bakery	

Service Organizations

- The library: story time; learn how to find a book you want; do a guided tour through the library; talk through the various areas and the resources they contain
- Any parks with nature walks or docent programs
- Museums of all varieties
- A planetarium

Join with other groups

- Have a talent show
- Do a reading evening
- Have a spelling bee

Art

- Take an art class
- Visit an art museum or gallery
- Do art activities with others
- Check out an art book from the library once a week
- Use art creations in real situations (i.e., on Christmas cards, for book covers, etc.)

Enrichment Recommendations

Johanna wrote: “My girls *love* crafts. I try to do something ‘crafty’ at least once a week. I find it really helpful to visit the Crayola website (www.crayola.com) and check out some of their craft ideas. If you go to their page and click on ‘search’ you can sometimes find crafts relating to what you are studying. For example, I have found some cute ‘butterfly’ craft ideas, as well as ‘flower’ and ‘tree’ crafts (I typed in ‘leaves’ in the search box to find my tree craft). They don’t necessarily incorporate a lot of what the kids have learned, but they have a great time doing them.” ■

CORE K		WEEK 2			FIVE-DAY	
Date:	Day 16	Day 27	Day 38	Day 49	Day 510	
Bible						
Reading Egermeier's Bible Story Book	pp. 28–31	pp. 32–34 🕒📖	pp. 35–39	pp. 39–41	pp. 41–42 🕒📖	
Memorization Sing the Word: From A to Z	Believe in the Lord Jesus, and you will be saved—you and your household. (Acts 16:31) “Believe in the Lord Jesus”—Track 2					
History/Geography¹						
Living Long Ago	pp. 74–75			pp. 4–5; 28–29 🕒📖		
The Usborne Children's Encyclopedia		pp. 118–119	pp. 120–121 📖			
I Heard Good News Today					chap. 31 🕒🕒📖	
Read-Alouds: See Study Guide¹						
The Boxcar Children	chap. 6	chap. 7	chap. 8	chap. 9	chap. 10	
The Llama Who Had No Pajama	"The Birthday Bus" p. 9	"Brother" p. 10"		"My Sister Saw a Dinosaur" p. 10		
The Arnold Lobel Book of Mother Goose	p. 9	pp. 10–11	pp. 12–13	p. 14		
Miscellaneous						
Create-a-Calendar	<input type="checkbox"/> Weekly Activities: • Say the days of the week, starting with Sunday and ending on Saturday • Talk about events happening this week and count the number of days until they happen • Add stickers to the calendar pages Monthly Activities: • Write the days of the month in the calendar boxes • Review the months of the year • Discuss the number of days in the current month • Add the holiday stickers for the current month and talk about the holidays • Find the country featured in the picture on a map and have your children color while you talk about the country For Additional Suggestions: see the inside front cover of your calendar.					
Developmental Activity	Sort—choose some group of objects to sort (buttons, beads, pictures). Discuss <i>how</i> and <i>why</i> each of you sorted your items as you did. (Did you sort by size? Color? Shape? Weight? ...)					
Field Trip/Practical Life Skills						
Other Notes						

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

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

CORE K		WEEK 2			FOUR-DAY	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
Reading Egermeier's Bible Story Book	pp. 22–27	pp. 28–31	pp. 32–34	pp. 35–39		
Memorization Sing the Word: From A to Z	Believe in the Lord Jesus, and you will be saved—you and your household. (Acts 16:31) "Believe in the Lord Jesus"—Track 2)					
History/Geography¹						
Living Long Ago	pp. 74–75			pp. 4–5; 28–29		
The Usborne Children's Encyclopedia		pp. 118–119	pp. 120–121			
Read-Alouds: See Study Guide¹						
The Boxcar Children	chap. 6	chap. 7	chap. 8	chap. 9		
The Llama Who Had No Pajama	"The Birthday Bus" p. 9		"Brother" p. 10	"My Sister Saw a Dinosaur" p. 10		
The Arnold Lobel Book of Mother Goose	p. 9	pp. 10–11	pp. 12–13	p. 14		
Miscellaneous						
Create-a-Calendar	<div><input type="checkbox"/> Weekly Activities: • Say the days of the week, starting with Sunday and ending on Saturday • Talk about events happening this week and count the number of days until they happen • Add stickers to the calendar pages</div> <div>Monthly Activities: • Write the days of the month in the calendar boxes • Review the months of the year • Discuss the number of days in the current month • Add the holiday stickers for the current month and talk about the holidays • Find the country featured in the picture on a map and have your children color while you talk about the country</div> <div>For Additional Suggestions: see the inside front cover of your calendar.</div>					
Developmental Activity	Sort—choose some group of objects to sort (buttons, beads, pictures). Discuss <i>how</i> and <i>why</i> each of you sorted your items as you did. (Did you sort by size? Color? Shape? Weight? ...)					
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History/Geography

The Usborne Children's Encyclopedia



You may like to know in advance that your reading this week in *The Usborne Internet-Linked Children's Encyclopedia* briefly addresses “The first people” from a subtle evolutionary perspective. While the book does not openly discuss the theory of evolution, it does use a range of dates (20,000 to 12,000 years ago) that some may feel uncomfortable with from a biblical perspective.

One of our values at Sonlight is to help you raise your children to be ambassadors for Christ, by teaching them as they mature to defend themselves against evil, and to learn even from an early age to contend for that which is good. Therefore, we sometimes select books that have Anti- or Sub-Christian themes in them because we believe their excellent and praiseworthy content far outweighs their blemishes. It is our hope that these books will present you with many opportunities to have meaningful discussions with your children through the years—to help them weigh information they’ll encounter in the world, and eventually learn to successfully debate and defend their beliefs in an environment that is safe and not bent on their destruction.

So what should you do when you encounter ideas that you object to? Discuss them! Simply start by asking some questions. For example, this week you can remind your children of the story of creation you read last week during your Bible time. Did God create ape-like creatures to turn into humans, or could he have created Adam and Eve to look just like we do? Let your children do the thinking and provide them with guidance when needed. Remember, you’re just beginning your educational adventure together, so please don’t feel like you have to have all of the answers today. Use this time to practice discerning what you believe is right and good.

pp. 120–121

Did you know that Egyptian pharaohs are mentioned several times in the Bible? See, for instance, Genesis 12, 40–42, 45–47, 50, and many other examples in Exodus and elsewhere. ■

CORE K		WEEK 3			FIVE-DAY	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible						
Reading Egermeier's Bible Story Book	pp. 43–45	pp. 46–48	pp. 49–53 🕒📖	pp. 54–55	pp. 56–59	
Memorization Sing the Word: From A to Z	Children, obey your parents in everything, for this pleases the Lord. (Colossians 3:20) (Are you paying attention to appropriate dramatic inflection, intonation, and motion?) "Children Obey"—Track 3					
History/Geography ¹						
Living Long Ago	pp. 52–53	pp. 76–77				
The Usborne Children's Encyclopedia			pp. 122–123	pp. 124–125 		
I Heard Good News Today					chap. 30	
Read-Alouds: See Study Guide ¹						
The Boxcar Children	chap. 11	chap. 12	chap. 13			
James Herriot's Treasury for Children				"Only One Woof"	"Bonny's Big Day"	
The Llama Who Had No Pajama	"Butterfish Bay" p. 11		"Whenever" p. 12		"Wishes" p. 12	
The Arnold Lobel Book of Mother Goose	p. 15	pp. 16–17	p. 18	p. 19		
Miscellaneous						
Create-a-Calendar						
Developmental Activity	Cutting with scissors: see how straight you can cut. Cut as many strips as possible from a sheet of paper.					
Field Trip/Practical Life Skills						
Other Notes						

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Key: ☐ Check off when complete [N] See Notes following Schedule 🗺 Map Assignment 🕒📅 Timeline Figure in packet 🕒📅 Timeline Suggestion

CORE K		WEEK 3			FOUR-DAY	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible						
Reading Egermeier's Bible Story Book	pp. 39–41	pp. 41–42 🕒📖	pp. 43–45	pp. 46–48		
Memorization Sing the Word: From A to Z	Children, obey your parents in everything, for this pleases the Lord. (Colossians 3:20) (Are you paying attention to appropriate dramatic inflection, intonation, and motion?) "Children Obey"—Track 3					
History/Geography¹						
Living Long Ago	pp. 52–53	pp. 76–77				
The Usborne Children's Encyclopedia			pp. 122–123	pp. 124–125 📖		
Read-Alouds: See Study Guide¹						
The Boxcar Children	chap. 10	chap. 11	chap. 12	chap. 13		
The Llama Who Had No Pajama	"Butterfish Bay" p. 11		"Whenever" p. 12	"Wishes" p. 12		
The Arnold Lobel Book of Mother Goose	p. 15	pp. 16–17	p. 18	p. 19		
Miscellaneous						
Create-a-Calendar	📅					
Developmental Activity	Cutting with scissors: see how straight you can cut. Cut as many strips as possible from a sheet of paper.					
Field Trip/Practical Life Skills						
Other Notes						

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

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

History/Geography

The Usborne Children's Encyclopedia

pp. 124–125

Some scholars credit key factors of the Roman Empire for Christian growth. These factors include the Pax Romana, a decent system of roads, and a common language. The Pax Romana means, “Roman peace” in Latin, and is used to designate a period of time when the Roman Empire lived in relative peace, undisturbed by invasions or military threats. A system of roads helped Christians spread the Gospel from one place to another, acting as the earliest missionaries of their faith. The common language of Greek also helped Christians easily communicate throughout the Roman Empire. At one time Bible scholars thought the New Testament must have been written in some sort of holy or special version of Greek, but as it turns out it was written in the common, everyday language of the day called Koine Greek. Rather than an indication of the New Testament being reserved for a select group of people, Koine Greek confirms that God wanted to communicate His truths in a simple, everyday language. Of course, early Christians did not exactly have an easy time, as they were severely persecuted for their beliefs and were often martyred or killed for their faith. But key factors of the ancient Roman Empire were an advantage to the spread of God’s Good News. ■

The Usborne Internet-Linked Children's Encyclopedia

Note to Mom or Dad: The only *Children's Encyclopedia* assignment with a "Before You Read" section is pp. 114–115. All of the assignments have extra discussion questions as set forth below.

pp. 24–25

To Discuss After Your Read

Q: What rivers are there close to your home? Get a map and trace the path of the rivers in your area.

pp. 34–35

To Discuss After Your Read

Q: What ocean is nearest to your home? Have you ever been there?

Q: Would you like to be an underwater explorer? Why or why not?

pp. 48–49; 52

To Discuss After Your Read

Q: What are some things you can do to help preserve the earth for generations to come?

A: *don't pollute, recycle, use products made from renewable sources, take care of the land that you live on or near, etc.*

Q: Talk with your parents about the area in which you live. How are the pollution levels? Are there any endangered animals in your area? What can be done to reduce pollution and protect endangered animals?

pp. 114–115

To Discuss Before Your Read

Q: Your book notes that the dinosaurs died out approximately 65 million years ago, long before the first humans appeared. How does this assertion compare with what the Bible has to say about creation? Compare the book's ideas to the creation story in the book of Genesis.

Q: Do you think people and dinosaurs could have coexisted at the same time in the past? Why or why not?

pp. 116–117

To Discuss After Your Read

Q: Would you have wanted to live as one of the first people on earth? Why or why not?

Q: What foods might some of the first people have eaten that you might still eat today?

pp. 118–119

To Discuss After Your Read

Q: What do farmers in your area grow?

Q: Why did people want to farm and begin to tame animals?

A: *Farming and taming animals allowed them to stay in one place rather than moving around constantly to find food*

pp. 120–121

To Discuss After Your Read

Q: For another perspective on Ancient Egypt, read about Moses' adventures there in Genesis and Exodus in the Bible.

Q: Would you have wanted to have been a worker helping to build the pyramids? Why or why not?

pp. 122–123

To Discuss After Your Read

Q: Use the Internet to find some pictures of Greek architecture. Can you find buildings with the different types of pillars mentioned in your book?

Q: Can you believe that today's modern Olympic games date all the way back to Ancient Greece? What events do you think might have been featured in Ancient Greece?

A: *running, jumping*

Q: What modern events probably were not featured in Ancient Greece?

A: *beach volleyball, basketball*

pp. 124–125

To Discuss After Your Read

Q: The Roman Empire ruled all of the lands around the Mediterranean Sea during Jesus' lifetime. For more insight into what it was like to live under Roman rule, read those sections of the gospels that detail Jesus' last days before his crucifixion.

Q: What modern sports might be considered descendents of chariot races and gladiator fights?

A: *car racing and boxing*

pp. 126–127

To Discuss After Your Read

Q: Imagine what your house would look like as a Viking longhouse. Would you like it if there were no interior

I Heard Good News Today

We chose to not include additional notes for the book *I Heard Good News Today*. Enjoy the stories with your children, and add the dates given at the beginning of the stories to your timeline. And, find the various countries mentioned on your Markable Map. May you and your children gain a heart for the peoples of this world and may your children grow in their desire to help their fellow man as a result.

chap. 1

🕒 **Mary Magdalene (ca. AD 29)**

chap. 2

🕒 **Philip (First Century AD)**

chap. 3

🕒 **Peter (d. 67 AD)**

chap. 4

🕒 **Saul of Tarsus/St. Paul the Apostle (ca. AD 5–67)**

chap. 5

🕒 **Thomas (First Century AD)**

chap. 6

🕒 **John Mark (ca. AD 45)**

chap. 7

🕒 **Saint Patrick (385–461)**

chap. 8

🕒 **Columba (521–597)**

chap. 9

🕒 **Augustine (354–430)**

chap. 10

🕒 **Boniface (675–754)**

chap. 12

🕒 **Magaret, Queen of Scotland (ca. 1045–1093)**

chap. 13

🕒 **Louis Braille (1809–1853)**

chap. 17

🕒 **C.F. Klassen (ca. 1945)**

chap. 19

🕒 **Peter and Elfrieda Dyck (ca. 1947)**

chap. 21

🕒 **William Carey (1761–1834)**

chap. 22

🕒 **Ida Scudder (ca. 1890)**

chap. 23

🕒 **Sadhu Sundar Singh (ca. 1889–1929)**

chap. 25

🕒 **Mary Verghese (ca. 1930)**

chap. 26

🕒 **P.A. and Elizabeth Penner (ca. 1900)**

chap. 27

🕒 **J. F. Kroeker (ca. 1900)**

chap. 28

🕒 **Annie Funk (1912)**

chap. 29

🕒 **Ezra and Elizabeth Steiner (ca. 1914)**

chap. 31

🕒 **Annelle Wiens (ca. 1981)**

chap. 33

🕒 **J. Hudson Taylor (1832–1905)**

chap. 34

🕒 **Gladys Aylward (1902–1970)**

chap. 38

🕒 **H. J. and Maria Brown (ca. 1900–1930)**

chap. 40

🕒 **Marie J. Regier (ca. 1943)**

chap. 42

🕒 **Stephen Lee (ca. 1940–1982)**

chap. 43

☪ Adoniram (1788–1850) and Ann (1789–1826)
Judson

chap. 44

☪ Luke and Dorothy Beidler (ca. 1976)

chap. 45

☪ Abdi Djajadihardja (ca. 1970)

chap. 46

☪ Rosella Toews (ca. 1975)

chap. 47

☪ Vern Preheim (1976)

chap. 48

☪ Joseph Hardy Neesima (ca. 1843)

chap. 49

☪ Toyohiko Kagawa (ca. 1909)

chap. 54

☪ Masaki and Shiori Yamazaki (ca. 1980)

chap. 55

☪ Chi-o-ang (ca. 1940)

chap. 56

☪ Mary Gau (ca. 1945)

chap. 58

☪ David Livingstone (1813–1873)

chap. 63

☪ Kabangu Thomas (October 1959–May 1960)

chap. 64

☪ Matthew Kazadi (ca. 1960s)

chap. 65

☪ Archie Graber (1901–1997)

chap. 70

☪ Bartolomé de Las Casas (1474–1566)

chap. 80

☪ Rodolphe Petter (1865–1947)

chap. 82

☪ Lawrence Hart (b. 1933) became Chief (June 1958)

chap. 84

☪ Elija McKay (ca. 1950s)

chap. 86

☪ Wilfred Grenfell (1865–1940)

chap. 87

☪ David Toews (1870–1947) ■

Living Long Ago

Note to Mom or Dad: There are several *Living Long Ago* assignments with a “Before You Read” section. Be sure to look over this important information before reading those assignments. All of the assignments also have extra discussion questions, as set forth below.

Some children have a hard time becoming interested in this book, because the material presented doesn’t fit into their understanding of time and space. It isn’t important that they are able to differentiate between time periods in history yet (that will come as their understanding of the world and time grow), so you can simply explain that over a progression of time these were ways that people lived and changed.

If you want to explore the material further, try building models of the different types of houses, making appropriate outfits for their dolls, creating some of the weapons and armor from cardboard and tinfoil, or building forts, castles, teepees, etc. You can also try dressing up as characters or making food from a certain time period. Remember, the goal of this book is to expand your children’s awareness of history and of the world around them.

pp. 2–3

To Discuss After Your Read

Q: The book states that the first people used animal skins to make the first clothes. Where did they get this idea?

A: Look up Genesis 3:21 in your Bible!

Q: If you had to make your own clothes from natural materials you could find around your house, could you do it? What would you use? What might your clothes look like?

Q: For fun, try to find some berries or leaves to use to make your own homemade paint or dye. Use an old white t-shirt to test your creation.

pp. 4–5

To Discuss After Your Read

Q: Both men and women wore make-up and jewelry in Ancient Egypt. What about where you live today? Do men and women still wear make-up and jewelry? Do you?

Q: Why do you think the ancient Egyptians ever started to wear make-up and jewelry in the first place? Why do people still wear make-up and jewelry today?

Q: For fun, try making an Egyptian collar using the instructions in the book.

Timeline and Map Activities

🕒 **Ancient Egyptians (2000–1000 BC)**

🌐 Egypt ❶ (map 1)

pp. 6–7

To Discuss After Your Read

Q: How did the Ancient Romans live differently than we do now? What do you like about the way they lived?

Q: Use an old sheet to make your own homemade tunic!

Timeline and Map Activities

🕒 **Roman Empire (500 BC–AD 300)**

🌐 Italy ❷ (map 1)

pp. 8–9

To Discuss After Your Read

Q: Why did the Vikings’ houses, food, and clothing need to be different from those of the Romans and Egyptians?

A: they lived in a much colder climate

Q: For fun, try to make swords and shields like the Vikings used. Cardboard and tinfoil may come in handy for this project!

Timeline and Map Activities

🕒 **Vikings (AD 1000)**

🌐 Norway ❸; Denmark ❹; Sweden ❺ (map 1)

pp. 10–11

To Discuss After Your Read

Q: What do you think of the clothing of the Medieval Times? Is medieval clothing more similar to ours?

Q: Try to make a medieval pouch using the directions in the book.

Q: Use small strips of cloth to swaddle a doll like medieval people did their babies. Do you think doing this really made their limbs grow straight? Why or why not?

Timeline and Map Activities

🕒 **Medieval Times (1000–1500)**

pp. 12–13

To Discuss After Your Read

Q: In Europe, clothes showed how rich and important a person was. Is this still true today?

Q: Make a ruff using the directions in the book.

Q: Can you imagine wearing a corset? Why or why not? Is there anything we still wear today that is similar?

A: *perhaps a girdle?*

Timeline and Map Activities

📍 Europe 6 (map 1)

pp. 14–15

To Discuss After Your Read

Q: North American Indians made clothes from leather and deerskin and decorated them with shells, bones, claws, feathers, and stones. Why were their clothes different from those of the Puritans?

A: *The Puritans came from Europe and knew how to weave wool into cloth. The Indians didn't have sheep and had to make their clothes from the animals that lived around them, such as deer*

Q: The Puritans refused to wear brightly colored or decorated clothes because of their religious beliefs. What do you think? Does the Bible command us not to wear such clothes?

Q: Make a beauty patch using the directions in the book.

Timeline and Map Activities

📍 North America 7 (map 1)

pp. 16–17

To Discuss After Your Read

Q: A few hundred years ago in France, people wore lots of perfume instead of bathing. Do you think you would like that? Why didn't they take baths?

A: *they didn't understand where germs come from and thought that baths would make them sick*

Q: Why did the men wear wigs?

A: *they shaved their own hair so they didn't have to worry about it getting dirty*

Q: For fun, have your mom or dad help you make your own enormous hair-style like those discussed in the book!

Timeline and Map Activities

📍 France 8 (map 1)

pp. 18–19

To Discuss After Your Read

Q: Women wore tightly-laced corsets to make their waists look small. They often had a hard time breathing and even fainted! The "perfect" waist size was thought to be 18 inches. Measure 18 inches on a string and compare it to your mom's waist.

Q: Make a homemade crinoline and try walking around with it for an hour. Would you have liked to wear one of these all day, every day? Why or why not?

pp. 20–21

To Discuss After Your Read

Q: Do you ever wear special clothes to ride in a car today?

A: *maybe ... perhaps if it's a convertible!*

Q: How did clothes change over time to meet the demands of society?

A: *See the examples in the book of "war clothes" and "beach clothes"*

Q: Do you think this still happens today? If so, give an example.

pp. 22–23

To Discuss After Your Read

Q: Discuss the different clothes that people wear around the world. Why do you think certain clothes are worn in certain countries?

A: *it depends on the resources available and the climate*

Q: Try to make a hat or head dress similar to one worn in another country.

Timeline and Map Activities

📍 China 9; Japan 10; India 11; Nigeria 12; Lapland 13; Fiji 14; Lesotho (southern Africa) 15; Saudi Arabia 16; Afghanistan 17; Peru 18; Mexico 19 (map 1)

pp. 26–27

To Discuss After Your Read

Q: Try making your own homemade shelter in the backyard. Use only natural materials you find around your house!

Q: Using the directions in the book, try your hand at cave painting.

pp. 28–29

To Discuss After Your Read

Q: Try to make your own bricks using mud, clay, or straw.

Q: How do the Egyptians' beliefs about what happens when we die differ from our beliefs today?

pp. 30–31

To Discuss After Your Read

Q: Would the Roman town house have been a good design for the Vikings?

A: *No, they would have been too cold*

Q: The Romans believed in many gods and kept statues of them around their houses. Discuss what the Bible says about idol worship.

pp. 32–33

To Discuss After Your Read

Q: Why did the Vikings keep their animals inside with them?

A: *because it kept them all warm*

Q: Would you like to have a cow living in your living room?

pp. 34–35

To Discuss After Your Read

Q: In the Medieval age, why did people start to build castles?

A: *for protection from other people who wanted their land*

Q: What did they do if they were attacked?

A: *soldiers shot arrows or threw things from above the walls, and they pulled up the drawbridge*

Q: Would you want to live in a castle? Why or why not?

pp. 36–37

To Discuss After Your Read

Q: Why were the houses and towns so dirty?

A: *people threw their garbage in the street and didn't take baths*

Q: Can you imagine going a whole year between baths?

pp. 38–39

To Discuss After Your Read

Q: Why were many Dutch houses so tall and slim?

A: *so as many as possible could face the canals*

Q: Have you ever been to the beach and seen the houses nearby? They are very small and close together so that many people can live near the ocean, too.

Q: Why do you think the Dutch merchants' houses look similar to houses you're probably familiar with?

pp. 40–41

To Discuss After Your Read

Q: During the French Revolution, why did the poor people rebel against the nobles?

A: *they were tired of being treated unfairly and not getting paid enough for their work*

Q: Make your own four-poster bed using the directions in the book!

pp. 42–43

To Discuss After Your Read

Q: What was it like to live in the American West? Was it comfortable and easy?

Q: Make a model teepee using the directions in the book!

pp. 44–45

To Discuss After Your Read

Q: Factory workers and all their family often lived in a single room. Do you think your family could live in a single room? Try it for a day and see what it is like.

Q: Would you have wanted to be a servant 100 years ago? Why or why not? Try waiting on your mom or dad like a servant for a whole day.

pp. 46–47

To Discuss After Your Read

Q: What improvements have been made to houses in the last 100 years?

Q: Build a model house using the directions in the book.

pp. 50–51

To Discuss After Your Read

Q: Make a list of all the types of food the first people had to eat.

A: *meat, fish, berries, roots, mushrooms, greens, honey, etc.*

Q: Try to think of different meals you can make from these foods. Can you make any of your favorite foods?

Q: How many of these types of food can you find within a few miles of your house today?

pp. 52–53

To Discuss After Your Read

Q: Do you think you would enjoy eating at an Egyptian feast? Why or why not? Which of your favorite foods did the Egyptians also eat?

A: *bread, meat, fruit, poultry, etc.*

pp. 54–55

To Discuss After Your Read

Q: Throw a Roman dinner party. Lie on big cushions on the floor and eat with your fingers. Pass around little bowls of water to clean your fingers in after eating different kinds of food. Try making the Roman bread pudding recipe found in the book.

pp. 56–57

To Discuss After Your Read

Q: Make a toy cauldron using the instructions in the book.

Q: Vikings ate two meals a day—one at 8:00 am and one at 7:00 pm. Could you go this long without eating?

pp. 58–59

To Discuss After Your Read

Q: In Medieval times, new food was added to the leftovers in the soup pot, then it was cooked together and served for dinner the next day. Make a list of all the food you ate last week. What do you think it would taste like if you made a soup from all of these foods?

pp. 60–61

To Discuss After Your Read

Q: When the rich people were having medieval banquets, what do you think the poor people were eating?

Try making your own Medieval fish pasties using the recipe in the book.

pp. 62–63

Note to Mom or Dad: Page 63 says that Mexico is a part of Central America. This is incorrect—Mexico is a part of North America.

To Discuss After Your Read

Q: What happened to sailors when they didn't eat enough fresh fruit and vegetables?

A: *they got scurvy, a disease caused by lack of vitamins*

Q: Is it important for you to eat foods with plenty of vitamins today?

pp. 64–65

To Discuss After Your Read

Q: When the Pilgrims came to America they thought they knew everything they needed to survive. Why didn't their knowledge help them in the new world? How did the Indians help them learn new ways to survive?

A: *they taught them how to hunt and when to plant and harvest their crops*

Q: Make a pumpkin pie using the recipe found in the book.

pp. 66–67

To Discuss After Your Read

Q: Who invented the sandwich and why?

A: *John Montague, the Earl of Sandwich, played cards for 24*

hours straight once. In order to keep playing, he asked for his meat between two pieces of bread.

Q: Do you think this story is true? Or do you think it's possible that someone may have eaten meat between pieces of bread at some point in time before 1760?

Q: Do people still get gout, a disease like arthritis, today?
A: *yes*

Q: Make potato pie using the recipe found in the book.

pp. 68–69

To Discuss After Your Read

Q: Was the icebox the same as a modern refrigerator? Why or why not?

Q: What is your favorite kitchen invention?

Q: Help your mom or dad by setting the table for dinner one night. Practice folding party napkins using the directions in the book.

pp. 70–71

To Discuss After Your Read

Q: How did food choice change during war time?

A: *It became too expensive to make certain foods, like sugar and butter, so they were rationed and people could only eat what was available.*

Q: Have you ever experienced food shortages of any kind?

p. 72

To Discuss After Your Read

Q: What do the Chinese use for silverware?

A: *chopsticks. Try eating your dinner with chopsticks*

pp. 74–75

To Discuss After Your Read

Q: Discuss with your mom or dad the different kinds of boats you've seen or been on. How do they compare to the ancient boats discussed in the book? Try to make a model coracle using the instructions found in the book.

pp. 76–77

To Discuss After Your Read

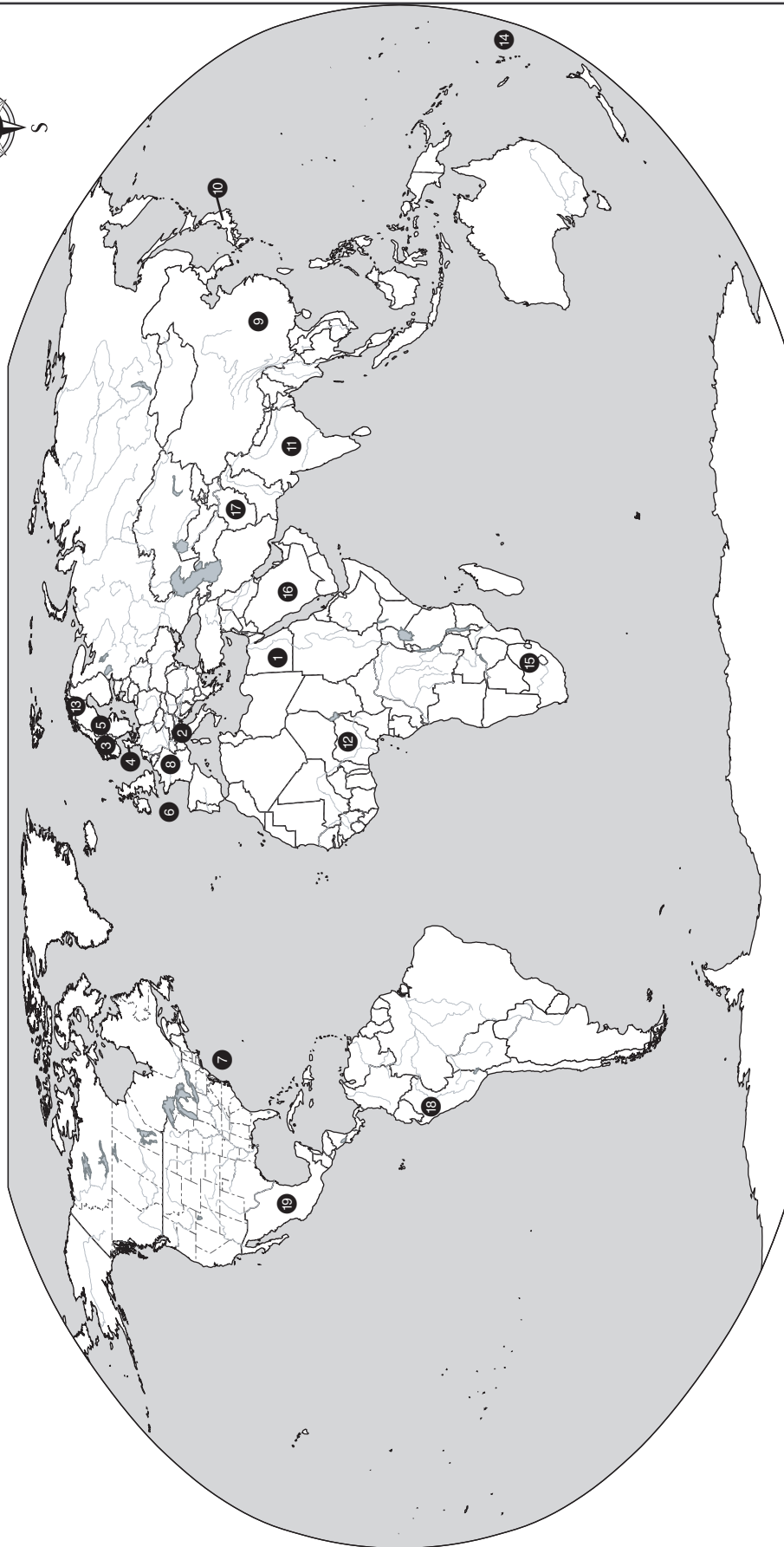
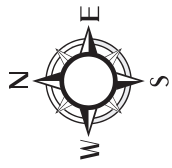
Q: Would you want to have to carry other people around on your shoulders in a chair like a palanquin?

pp. 78–79

To Discuss After Your Read

Q: What are the roads made of where you live? How are goods transported from place to place today?

Living Long Ago - Map 1



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The Boxcar Children

Chapter I

Unfamiliar Words

orphan: a child whose parents are dead.

children's home: an orphanage.

To Discuss After You Read

Q: Why are the children wandering?

A: *they are orphans who have a grandfather they don't want to see*

Q: Why don't the children trust their grandfather?

A: *he didn't like their mother and never came to see them*

Q: Why do the children leave the comfortable bakery in the middle of the night?

A: *they heard the baker and his wife say they were going to put Benny in a Children's Home and they didn't want to be split up*

Q: What supplies do the children have with them?

A: *clothes, soap, towels, a knife, and a little money*

Chapter II

To Discuss After You Read

Q: How did the older children get Benny to cooperate in things like waking up and washing up?

A: *they had Benny pretend to be something like a bear or a horse, thus making the activity more fun*

Q: Why do the children choose to go to Silver City?

A: *Silver City is in the opposite direction from where the baker who is looking for them goes*

Chapter III

Unfamiliar Words

boxcar: an enclosed train car that is used to transport goods.

To Discuss After You Read

Q: Why is the boxcar in the woods?

A: *it was old and not used anymore*

Q: Describe the children's new home and its setting.

A: *the children's new home was an old boxcar on an abandoned stretch of track a little way into the woods. Grass and bushes were growing all over the track. A tree stump formed a convenient step just below the door. A pretty little brook with a waterfall in it ran in front of the boxcar*

Chapter IV

To Discuss After You Read

Q: When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?

A: *suggestions: white and dark meat [chicken]; green beans/yellow beans; yellow tomatoes; yellow squash; dark chocolate/white chocolate; white sauce/brown sauce; red Jell-O®/green Jell-O®/yellow Jell-O®...*

Chapter V

To Discuss After You Read

Q: Why did the children want a dump?

A: *to find treasures to use in their new home*

Q: Describe the refrigerator.

A: *the "refrigerator" was a hole in a rock behind the waterfall in the brook. Jessie had put the two bottles of milk there and the waterfall kept the milk cool*

Chapter VI

To Discuss After You Read

Q: How does Henry get a job?

A: *he sees someone [the doctor] who needs help and does a good job helping him*

Chapter VII

To Discuss After You Read

Q: Why did Henry thin the vegetables in the doctor's garden?

A: *to leave room for some vegetables to grow large*

Q: How did Henry acquire a hammer and nails?

A: *he did a good job clearing the doctor's garage and the doctor gave Henry an extra hammer, as well as all the bent and rusty nails*

Chapter VIII

To Discuss After You Read

Q: What were some things the children made for their new home?

A: *Violet hemmed a tablecloth; Jessie made a broom; Henry made a swimming pool by damming a stream and he made a fire place*

Q: Describe how the children made the pool.

A: *the children gathered up stones and logs to build a dam across the brook to make the water deeper. First, they stacked up stones in the water to form a wall, keeping it straight by lining it up between two trees. Then, they laid several logs across the top of the stone wall, filling in the gaps with brush and smaller stones*

Chapter IX

To Discuss After You Read

Q: How much was the reward offered for finding the Alden children?

A: *\$5,000; Note to Mom or Dad: talk through how much money that was*

Chapter X

To Discuss After You Read

Q: What strategy did Henry use to win the race?

A: *he paced himself—he went easily at first and then passed all the boys who were tired*

Chapter XI

To Discuss After You Read

Q: How could Jessie tell that Violet was sick?

A: *she couldn't stop crying and had a hot forehead*

Chapter XII

To Discuss After You Read

Q: Describe how the children discovered their grandfather.

A: *Grandfather was introduced to the children by Dr. Moore as "Mr. Henry." The children got to know him and liked him. Then Henry realized he was the same man who had awarded him the \$25 prize on Field Day. He asked Dr. Moore what that man's name was and realized he was actually James Henry Alden, their very own grandfather!*

Chapter XIII

To Discuss After You Read

Q: What was Mr. Alden's surprise?

A: *he brought the boxcar from the woods to his property for the children to play in*

Q: Describe how the grandfather prepared his house for his grandchildren.

A: *he had Violet's bedroom decorated in the color violet with lots of flowers. Benny's bedroom had animal wallpaper and many fun toys. Jessie's bedroom had a bed for Watch. And later Grandfather had the boxcar moved to the garden for the children to play in ■*

Only One Woof

Unfamiliar Words

Stooks: piles of grain set up in a field with the butt ends down and one or two of the sheaves often broken to serve as a cap to protect the tops from weather. Stooks are also called shocks.

trilby: soft felt hat with indented crown.

Vocabulary to Learn

I got into my car and, as I drove away, I noticed that while Sweep and two other farm dogs barked their farewells loudly, Gyp merely wagged his tail and looked at me in a friendly manner, his pink tongue **lolling** out of his open mouth. (*hanging loosely*)

To Discuss After You Read

Q: What was Mr. Wilkin's hobby?

A: he bred and trained sheepdogs

Q: What does it mean that Mr. Wilkin had won silver cups all over the country?

A: silver cups refer to trophies Mr. Wilkin had won showing his sheepdogs at various places

Q: What causes Gyp to produce his one woof?

A: he sees his brother, whom he hasn't seen in more than a year, compete successfully at a dog competition

Bonny's Big Day

Unfamiliar Words

carthorse: large horse used in pulling heavy carts; a work horse.

Budgies (short for budgerigar): small Australian parrots.

Full show regalia: decorations or special costume.

rosette: an ornament resembling a rose, usually made of gathered or pleated material; the top of a ribbon.

plaited: braided or woven.

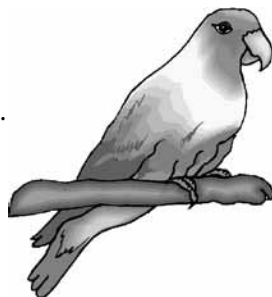
Vocabulary to Learn

He was Darrowby's local bank manager, a **prim** little man with rimless spectacles and a pork pie hat. (*formal and precise in manner or appearance*)

To Discuss After You Read

Q: Do work horses do the same work today as they did in the past?

A: no; nowadays, tractors do much of the hard work



Q: According to Mr. Herriot, what is the definition of a pet?

A: an animal that doesn't work and is kept entirely for pleasure

Moses the Kitten

Unfamiliar Words

dales: broad lowland valleys.

vet: short for veterinarian, which is an animal doctor.

"That's a rum 'un": something that is weird or unusual.

byre: a stable for cows.

cleats: an animal's hooves.

pistoned: back and forth, it pumped up and down like a machine part.

opacity: dull, you can't see through it.

fortnight: the space of fourteen days: two weeks.

cosseted: treated as a pet.

connoisseur: expert in a subject.

bullock: young bull.

siesta: short sleep or rest.

sow: adult female pig.

porcine: refers to a pig.

colleague: companion.

draughty: with air blowing through.

haven: place of safety.

uncharitable: harsh or severe.

pare: trim.

feline: cat.

Vocabulary to Learn

It was a tiny kitten, probably about six weeks old, huddled and **immobile**, eyes tightly closed. (*not moving*)

It must be dead; a **morsel** like this couldn't possibly survive in such cold ... but no, there was a spark of life because the mouth opened soundlessly for a second then closed. (*small bit*)

She smoothed back the **bedraggled** hair with one finger. (*soiled and limp*)

Still, I thought, as I eased the kinks from my spine when I had finished, there were **compensations**. (*reward*)

I stared unbelievably down at a large sow stretched comfortably on her side, suckling a litter of about twelve