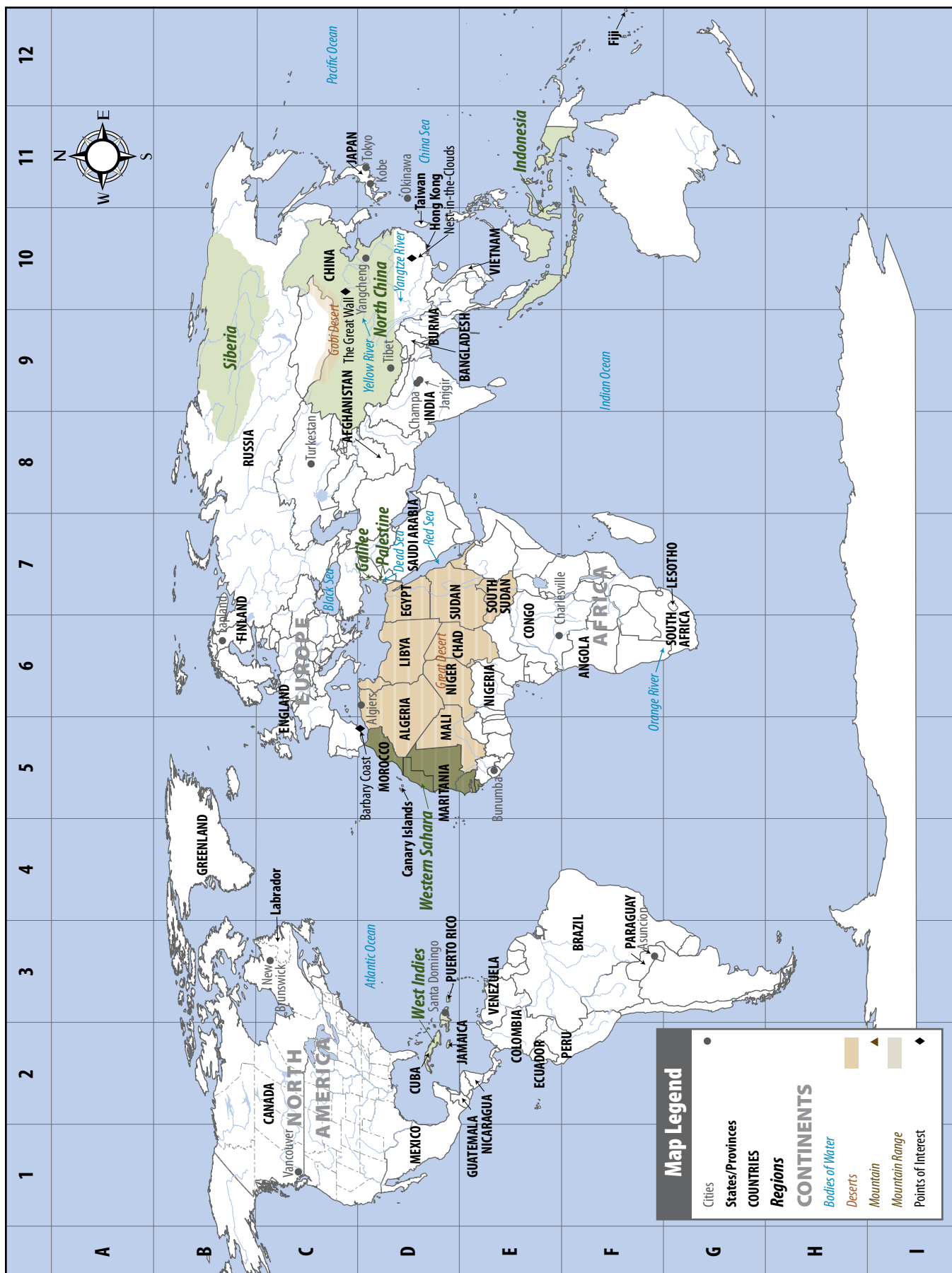


Core A—Map 1



Core A—Map 3



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 A		WEEK 1			SCHEDULE	
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵	
Bible						
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 Section Four				
Memorization & Sing the Word: From A to Z	A: All have sinned and fall short of the glory of God. (Romans 3:23) “All have Sinned”—Track 1					
History/Geography						
The Usborne Children's Encyclopedia	pp. 114–115 📍	pp. 116–117				
Living Long Ago			pp. 2–3; 26–27	pp. 50–51		
5-Day: I Heard Good News Today					chap. 60 🌐	
Read-Alouds						
The Boxcar Children	chap. I	chaps. II–III	chap. IV	chap. V		
The Llama Who Had No Pajama	p. 7		p. 8			
The Arnold Lobel Book of Mother Goose		pp. 5–6		p. 7		
5-Day: The Story About Ping					Entire book 🌐	
Miscellaneous						
Create-a-Calendar	Weekly and Monthly Activities.					
Field Trip/Practical Life Skills						
Other Notes						

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

Day 1

Bible

Egermeier's Bible Story Book | pp. 10–12

Rationale: We read a story Bible to give our children the full flow of the Bible's content. We read *Egermeier's* because it chooses the stories well, is readable, and compelling. My children often pleaded with me to "keep on reading." May our children grow up to understand the Word and to love it.

To Discuss After You Read

Q: Why did God rest on the 7th day?

A: *not because he was tired but as an example to us*

Please find additional questions at the back of the Bible book.

Memorization | Romans 3:23

Over the next 26 weeks or so, your children 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 homeschool group, or your church or Sunday school.

Find the verses your children will memorize on the weekly schedule. After your children 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.

Rationale: 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.

Encourage your children to say their verses loudly, boldly, and with a lot of expression, this adds a sense of drama to the words.

Sing the Word: From A–Z | "All have Sinned" Track 1

This great mnemonic aid, *Sing the Word*, allows the entire set of 26 scripture verses in the Bible program to be easier to memorize and a blast to learn! Music is a great tool when trying to remember something. Listen to this track the entire week.

History/Geography

The Usborne Children's Encyclopedia | pp. 114–115

Note to Mom or Dad: 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 did dinosaurs roam the earth? 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 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 the dinosaurs.

But are birds "probably a kind of dinosaur too?" The connection is often made that dinosaurs evolved into birds. Macroevolution is a term used to explain evolution that involves very big changes such as a land-based mammal evolving into a whale or dinosaurs into birds. Scientists who believe this 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. 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 design. Macroevolution 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.

Those who believe in the creation of life by God believe there are key problems with macroevolution such as gaps in the fossil record. If macroevolution is true, the fossil record should clearly support it by showing steady, consistent, and significant changes in animals over time. 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. 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. [pp. 114–115]

To Discuss After You Read

Q: Do you think people and dinosaurs could have coexisted at the same time in the past? Why or why not? Could dinosaurs have come on the ark with Noah?

Read-Alouds

The Boxcar Children | Chapter I

Vocabulary

orphan: a child whose parents are dead.

children's home: an orphanage.

To Discuss After You Read

Q: Why don't the children trust their grandfather? What do you think of their reasoning?

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

The Llama Who Had No Pajama | p. 7

Rationale: We include few notes for *The Arnold Lobel Book of Mother Goose* and for *The Llama Who Had No Pajama*. Please read and enjoy. We seek to introduce children to poetry, making it an enjoyable event.

To Discuss After You Read

Q: Can you come up with some other ideas of opposites like hello and goodbye? (ie. night/day, hungry/full, etc.) Can you come up with some ways to make tasks more fun?

Miscellaneous

Create-a-Calendar | Weekly and Monthly Activities

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:

- Each month, 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 (see notes in the back of the calendar)

For Additional Suggestions: see the inside front cover of your calendar.

Field Trip/Practical Life Skills

Do various practical activities (found in **Section Three**) with your children.

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

Use the Field Trip Planning Sheet following **Section Three** to help plan and record your trips.

Day 2

Bible

Egermeier's Bible Story Book | pp. 12–16

Timeline and Map Activities

🕒 **Adam and Eve (ca. 5000 BC)**

Memorization | Romans 3:23

Sing the Word: From A–Z | "All have Sinned" Track 1

History/Geography

The Usborne Children's Encyclopedia | pp. 116–117

To Discuss After You Read

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

The book states that people may have believed cave paintings served a "magical" purpose "and would help them with their hunting." This is speculation, but it may be

true in some cases. Other reasons for cave paintings may simply include human inclinations to create works of art for aesthetic purposes.

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.

Read-Alouds

The Boxcar Children | Chapters II–III

Vocabulary

boxcar: an enclosed train car to transport goods. [chap. III]

To Discuss After You Read

- Q: How did the older children get Benny to cooperate in things like waking up and washing up? [chap. II]
- A: *they had Benny pretend to be something like a bear or a horse, thus making the activity more fun*
- Q: Describe the children’s new home and its setting. [chap. III]
- 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*

The Arnold Lobel Book of Mother Goose | pp. 5–6

Day 3

Bible

Egermeier’s Bible Story Book | pp. 16–18

Timeline and Map Activities

🕒 **Noah’s Ark (ca. 3500 BC)**

Memorization | Romans 3:23

Sing the Word: From A–Z | “All have Sinned” Track 1

History/Geography

Living Long Ago | pp. 2–3; pp. 26–27

To Discuss After You Read

- Q: The book states that the first people used animal skins to make the first clothes. Where did they get this idea? Look up Genesis 3:21 in your Bible! [p. 2]
- 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? [p. 2]
- 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. [p. 3]

Note: On cave paintings supposedly serving some “magical” purpose, see our note on Day 2 this week, pp. 116–117 of *The Usborne Children’s Encyclopedia*.

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

Using the directions in the book, try your hand at cave painting. [p. 26]

Read-Alouds

The Boxcar Children | 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; green grapes/purple grapes*

The Llama Who Had No Pajama | p. 8

To Discuss After You Read

Q: What would be some advantages and disadvantages of having birthdays once a week? Are there more advantages or disadvantages?

Day 4

Bible

Egermeier’s Bible Story Book | pp. 18–21

Timeline and Map Activities

🕒 **Abraham (ca. 2100 BC)**

Memorization | Romans 3:23

Sing the Word: From A–Z | “All have Sinned” Track 1

History/Geography

Living Long Ago | pp. 50–51

To Discuss After You Read

Q: What creative way of collecting food impressed you most?

Q: Who would have more access to a variety of foods? Hunter gathers or farmers? Why?

Read-Alouds

The Boxcar Children | Chapter V

To Discuss After You Read

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*

The Arnold Lobel Book of Mother Goose | p. 7

Day 5

Bible

Egermeier’s Bible Story Book | pp. 22–27

Memorization | Romans 3:23

Sing the Word: From A–Z | “All have Sinned” Track 1

History/Geography

5-Day: I Heard Good News Today | Chapter 60

This book covers stories of people around the world hearing the good news of the gospel.

We start with Chapter 60 since it covers the origins of the Earth. As we read the Bible, we gain understanding.

Timeline and Map Activities

🌍 **Africa (F6)** (map 1)

Read-Alouds

5-Day: The Story About Ping | Entire Book

To Discuss After You Read

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 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world’s largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government moved 1.2 million people.

The dark fishing birds are cormorants. Chinese fisherman still use them today.

The boat boy wore a barrel as a life preserver. He probably couldn’t swim.

Q: Describe what happened to Ping when he followed the crumbs to the house-boat.

A: *a small boy with a barrel on his back jumped in the water. He was holding a rice cake. When Ping came to get a bite of the rice cake, the boy grabbed him and took him back*

to the boat. The boy's parents thought they would cook him for supper, so they covered him with a basket where he had to stay all day long. At sunset the boy came and set him free

Q: Ping knew he would be last getting on his boat again and would get the spank. Why do you think he didn't hide again?

A: *because it was scary and unpleasant being out in the world without his family*

Q: Why did the owner of the boat spank the last duck on board ship?

A: *to encourage the ducks to return quickly*

Timeline and Map Activities

 Yangtze River, China (D10) (map 1) ■



CORE A		WEEK 2			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
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	B: 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/Geography						
Living Long Ago	pp. 74–75			pp. 4–5; 28–29		
The Usborne Children's Encyclopedia		pp. 118–119	pp. 120–121			
5-Day: I Heard Good News Today					chap. 31	
Read-Alouds						
The Boxcar Children	chap. VI	chap. VII	chap. VIII	chap. IX		
The Llama Who Had No Pajama	p. 9					
The Arnold Lobel Book of Mother Goose		pp. 8–9	pp. 10–11	pp. 12–13		
5-Day: The Adventures of Curious George					“Curious George”	
Miscellaneous						
Developmental Activity	Sort.					
Field Trip/Practical Life Skills						
Other Notes						

Day 1

Bible

Egermeier's Bible Story Book | pp. 28–31

Memorization | Acts 16:31

Sing the Word: From A–Z | “Believe in the Lord Jesus”
Track 2

Listen to this track the entire week.

History/Geography

Living Long Ago | pp. 74–75

To Discuss After You Read

- Q: Which boat would take the least amount of time to make? Which would take the longest?
- 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 on the book? Try to make a model coracle using the instructions found in the book.

Read-Alouds

The Boxcar Children | Chapter VI

To Discuss After You Read

- Q: Why do you think the doctor is pleased with Henry's work?
- A: *Henry doesn't need a lot of supervision, he does a good job, he is careful*

The Llama Who Had No Pajama | p. 9

To Discuss After You Read

- Q: If you could wish for a birthday gift, what would it be?

Miscellaneous

Developmental Activity | Sort

Sometime this week choose some group of objects to sort (buttons, beads, pictures). Discuss how and why each of you sorted your items as you did. (Did you sort by size? Color? Shape? Weight? ...)

Field Trip/Practical Life Skills

Do various practical activities (see suggestions in Section Three) with your children and take a field trip each month. You can also include activities like walks, bike rides, sports, etc. Find several copies of the Field Trip Planning Sheets following Section Three.

Day 2

Bible

Egermeier's Bible Story Book | pp. 32–34

Timeline and Map Activities

🕒 **Isaac (ca. 2100–2000 BC)**

Memorization | Acts 16:31

Sing the Word: From A–Z | “Believe in the Lord Jesus”
Track 2

History/Geography

The Usborne Children's Encyclopedia | pp. 118–119

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.

Rationale: 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.

To Discuss After You Read

- Q: What do farmers in your area grow?
- Q: Why did people farm and tame animals?
- A: *it allowed them to stay in one place rather than moving around constantly to find food and freed people who didn't need to gather food to try new skills*

Read-Alouds

The Boxcar Children | Chapter VII

To Discuss After You Read

- Q: Based on the 4 hammers Henry found, why is it a good idea to put things away?
- A: *to keep track of them*

The Arnold Lobel Book of Mother Goose | pp. 8–9

Day 3

Bible

Egermeier's Bible Story Book | pp. 35–39

Memorization | Acts 16:31

Sing the Word: From A–Z | “Believe in the Lord Jesus” Track 2

History/Geography

The Usborne Children's Encyclopedia | pp. 120–121


To Discuss After You Read

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

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.

- Q: Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again? The Bible tells us we will have new bodies to in heaven. (1 Cor. 15)

Timeline and Map Activities

-  **Egypt (D7)** (map 1)

Read-Alouds

The Boxcar Children | Chapter VIII

To Discuss After You Read

- Q: Why do you think the children didn't go to church?
- A: *they didn't want the people in town to know they lived nearby. Remember in Chapter IV Jesse told Henry to go to the fountain by himself*

- 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 between two trees. Then, they laid several logs across the top of the stone wall, filling in the gaps with brush and smaller stones*

The Arnold Lobel Book of Mother Goose | pp. 10–11

Day 4

Bible

Egermeier's Bible Story Book | pp. 39–41

Memorization | Acts 16:31

Sing the Word: From A–Z | “Believe in the Lord Jesus” Track 2


History/Geography

Living Long Ago | pp. 4–5; pp. 28–29

To Discuss After You 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? [p. 4]
- Q: Why do you think the ancient Egyptians wore make-up and jewelry in the first place? Why do people still wear make-up and jewelry today? [p. 4]
- For fun, try making an Egyptian collar using the instructions in the book. [p. 5]
- When the Hebrews were slaves in Egypt, they made mud bricks for the Pharaoh. When Moses asked permission for them to leave, Pharaoh made them search for their own straw and their bricks. See Exodus 5. [p. 29]
- Q: How do the Egyptians' beliefs about what happens when we die differ from our beliefs today? [p. 29]

Timeline and Map Activities

-  **Ancient Egyptians (2000–1000 BC)** [pp. 4–5]

Read-Alouds

The Boxcar Children | Chapter IX

Note: Talk through how much money \$5,000 was. Remember Henry earned \$1 for his good work.

- Q: How did the Doctor know the children lived in a boxcar?

The Arnold Lobel Book of Mother Goose | pp. 12–13

Day 5

Bible

Egermeier's Bible Story Book | pp. 41–42

Timeline and Map Activities

🕒 **Jacob (ca. 2100–2000 BC)**

Memorization | Acts 16:31

Sing the Word: From A–Z | “Believe in the Lord Jesus”
Track 2

History/Geography

5-Day: I Heard Good News Today | Chapter 31

To Discuss After You Read

Q: Do you know anyone who has gone on a short-term missions trip? If so, how did they view the experience?

Timeline and Map Activities

🕒 **Annelle Wiens (ca. 1981)**

🌐 **India (D9)** (map 1)

Read-Alouds

5-Day: The Adventures of Curious George | “Curious George”

Vocabulary

hook and ladder: a fire engine with a ladder placed on a turntable plus other fire fighting equipment.

To Discuss After You Read

Q: What character quality causes George to get caught by the man in the yellow hat?

A: *his curiosity*

In the story, George dials 1, 2, 3, 4, 5, 6, 7 and connects to the Fire Station. Remind your children that we dial 911 to gain access to emergency services.

Q: What did George do with the balloons he took?

A: *first, he accidentally flew with them, and then he shared them with other animals at the zoo; he only kept the red one that he wanted in the beginning*

Note: people should never give a balloon to animals as they could swallow them by accident and hurt themselves.

Timeline and Map Activities

🌐 **Africa (F6)** (map 1) ■



CORE A		WEEK 3			SCHEDULE	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible						
Egermeier's Bible Story Book	pp. 43–45	pp. 46–48	pp. 49–53🕒⬆	pp. 54–55	pp. 56–59	
Memorization	C: 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?)					
Sing the Word: From A to Z	"Children Obey"—Track 3					
History/Geography						
Living Long Ago	pp. 52–53	pp. 76–77				
The Usborne Children's Encyclopedia			pp. 122–123🌐	pp. 124–125🌐		
5-Day: I Heard Good News Today					chap. 30🌐	
Read-Alouds						
The Boxcar Children	chap. X	chap. XI	chap. XII	chap. XIII		
The Llama Who Had No Pajama	p. 10		p. 11			
The Arnold Lobel Book of Mother Goose		pp. 14–15		pp. 16–17		
5-Day: The Adventures of Curious George					"Curious George Takes a Job"	
Miscellaneous						
Developmental Activity	Cutting with scissors.					
Field Trip/Practical Life Skills						
Other Notes						

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

Day 1

Bible

Egermeier's Bible Story Book | pp. 43–45

Memorization | Colossians 3:20

Sing the Word: From A–Z | “Children Obey” Track 3

Listen to this track the entire week.

History/Geography

Living Long Ago | pp. 52–53

To Discuss After You 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?

Read-Alouds

The Boxcar Children | 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; and he really wanted to win—his family could use the money*

Rationale: Jesse teaches Benny to read using the whole language rather than phonics. In whole language, some children learn how to read quickly and most schools use this approach. Children learn to recognize words by memorizing the shape of the words. Experts claim that about 1/3 of students do not respond well to this method and it does not help with the ability to spell.

At Sonlight, we use phonics. In it we teach the sounds of letters and practice putting sounds together.

The Llama Who Had No Pajama | p. 10

Miscellaneous

Developmental Activity | Cutting with scissors

Sometime this week practice cutting with scissors: see how straight you can cut. Cut as many strips as possible from a sheet of paper.

Day 2

Bible

Egermeier's Bible Story Book | pp. 46–48

Memorization | Colossians 3:20

Sing the Word: From A–Z | “Children Obey” Track 3

History/Geography

Living Long Ago | pp. 76–77

To Discuss After You Read

Early Egyptians didn't use wheels until the early Bronze age, around 3500 BC. The mud and sand made the wheel less useful.

Q: Why did the Egyptians use the Nile for travel?

A: *it was easy; the wind pushed one way, and the current the other*

Read-Alouds

The Boxcar Children | Chapter XI

To Discuss After You Read

Q: Do you think the doctor is a good man? Why?

The Arnold Lobel Book of Mother Goose | pp. 14–15

Day 3

Bible

Egermeier's Bible Story Book | pp. 49–53

Timeline and Map Activities

🕒 Joseph (ca. 1914 BC)

Memorization | Colossians 3:20

Sing the Word: From A–Z | “Children Obey” Track 3

History/Geography

The Usborne Children's Encyclopedia | pp. 122–123

To Discuss After You Read

Q: 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, wrestling*

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

A: *beach volleyball, basketball*

Timeline and Map Activities

📍 *Athens* (I8); *Olympia* (J8) (map 3)

Read-Alouds

The Boxcar Children | 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!*

The Llama Who Had No Pajama | p. 11

Day 4

Bible

Egermeier's Bible Story Book | pp. 54–55

Memorization | Colossians 3:20

Sing the Word: From A–Z | "Children Obey" Track 3

History/Geography

The Usborne Children's Encyclopedia | pp. 124–125

To Discuss After You Read

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. The use of Koine Greek confirms that God wanted to communicate His truths in a simple, everyday language, rather than having the New Testament be reserved for a select group of people. 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 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 descendants of chariot races and gladiator fights?

A: *car racing and boxing*

Timeline and Map Activities

📍 *Rome* (H5) (map 3)

📍 *Map Palestine* (D7) to *Egypt* (D7) (map 1)

Read-Alouds

The Boxcar Children | Chapter XIII

To Discuss After You Read

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. Jesse's bedroom had a bed for Watch. And later Grandfather had the boxcar moved to the garden for the children to play in*

The Arnold Lobel Book of Mother Goose | pp. 16–17

Day 5

Bible

Egermeier's Bible Story Book | pp. 56–59

Memorization | Colossians 3:20

Sing the Word: From A–Z | "Children Obey" Track 3

History/Geography

5-Day: I Heard Good News Today | Chapter 30

To Discuss After You Read

Q: Who do you think killed the rooster? Why?

Timeline and Map Activities

📍 *India* (D9) (map 1)

Read-Alouds

5-Day: The Adventures of Curious George | "Curious George Takes a Job"

Vocabulary

subway: the subway is a train that runs on rails underground, so George went down to the train and took a train

that took him uptown, or an area of the city usually away from the main part of the city.

telephone booth: before the days of cell phones, people would pay some change to use a phone stored in a glassed-in booth.

ether: used as an anesthetic or a gas that when you breathe it in, you fall asleep.

To Discuss After You Read

Q: Which do you like better, the white, clear painted room, or the room George painted? Why? ■

Core A—Scope and Sequence: Schedule for Topics and Skills					
Week	Memory Work	Bible Reading	History	Geography	Biography
1	Romans 3:23	The Patriarchs	Dinosaurs; Ancient Civilizations		
2	Acts 16:31	The Patriarchs	Ancient Civilizations; Ancient Egypt	<i>Egypt</i>	5-Day: Annelle Wiens
3	Colossians 3:20	The Patriarchs	Ancient Egypt; Ancient Greece; Ancient Rome	<i>Egypt; Greece; The Roman Empire</i>	5-Day: Jake and Dorothy Giesbrecht
4	Matthew 7:12	The Patriarchs	Ancient Rome	<i>Italy; The Roman Empire; Israel; India</i>	Mary Magdalene, Philip, Peter, St. Paul the Apostle, 5-Day: John Mark
5	Proverbs 20:11	Moses	Vikings	<i>Norway; Denmark; Sweden</i>	5-Day: The Monks of Lindesfarne
6	Isaiah 43:1	Moses	Early Missionaries	<i>England; Ireland; Germany; Italy</i>	Saint Patrick, Columba, Augustine, Boniface, 5-Day: Queen Margaret
7	I Thessalonians 5:18	Moses	Medieval Times	<i>Europe</i>	
8	Exodus 20:12	Moses	Medieval Times; Inca; China	<i>Europe; South America; China</i>	
9	John 15:5	Moses/Joshua and the Judges	Europe; China	<i>Europe; China</i>	Hudson Taylor
10	Hebrews 13:8	Joshua and the Judges	Explorers; Early America	<i>Europe; America</i>	Bartolomeo Las Casas
11	Psalms 34:13	Joshua and the Judges	Food and Eating; Homes and Houses	<i>North America; Europe</i>	William Carey
12	Isaiah 45:22	Joshua and the Judges	Southeast Asia; France	<i>France</i>	David and Mary Livingstone, Ann and Adoniram Judson
13	John 3:7	Joshua and the Judges/Kings of Israel	Travel; Transportation; American West	<i>North America; Europe</i>	Louis Braille
14	Matthew 6:24	The Kings of Israel	North America	<i>North America</i>	Rodolphe Petter, 5-Day: Winifred Grenfell
15	Psalms 89:8	The Kings of Israel	Japan; Industrial Revolution	<i>Japan; England</i>	Joseph Hardy Neesima
16	Ephesians 6:11	The Kings of Israel	Innovation	<i>India</i>	Ida Scudder, Karl Olsen, Sadhu Sundar Singh, 5-Day: Mary Verghese
17	I Thessalonians 5:19	Kings of Israel/The Divided Kingdom	First World War	<i>Europe</i>	Sadhu Sundar Singh, P.A. and Elizabeth Penner, J.F. Kroeker, Annie Funk, 5-Day: H.J. and Maria Brown

Core A—Scope and Sequence: Schedule for Topics and Skills (continued)

Week	Memory Work	Bible Reading	History	Geography	Biography
18	Exodus 20:8–10	The Divided Kingdom	First World War	<i>Europe</i>	H.J. Brown, Toyohiko Kagawa, Ezra and Elizabeth Steiner
19	Matthew 6:33	The Divided Kingdom			David Toews
20	Proverbs 3:5–6	The Divided Kingdom	Second World War	<i>Normandy; Europe; Japan</i>	Chi-o-ang, Gladys Aylward, 5-Day: Stephen Lee
21	Isaiah 9:6–7	Divided Kingdom/The Jews			Marie J. Regier, C.F. Klassen, 5-Day: Peter and Elfrieda Dyck
22	Isaiah 9:6–7	The Jews	Transportation; Culture		
23	Romans 12:19–21	The Jews	Houses and Homes; Culture		
24	Romans 12:19–21	Jews/Years Between Old & New/Jesus	Food and Clothing		
25	Psalms 27:14	Jesus	Clothing; Work		
26	Matthew 18:3	Jesus	Leisure; Culture		5-Day: Masaki and Shiori Yamazaki
27	Matthew 5:14, 16	Jesus	Music; Religion		Mary Gau, Elijah McKay
28	Psalms 97:8–9	Jesus			Abdi Djajadihardja, Rosella Toews, 5-Day: Vern Preheim
29	Poem: Trees	Jesus			Luke and Dorothy Beidler, Kabangu Thomas, Matthew Kazadi
30	Poem: Trees	Jesus		<i>England</i>	Archie Graber
31	Poem: Trees	Jesus	Mountains		5-Day: Lawrence Hart
32	Poem: Trees	Jesus	Mountains		
33	Poem: Trees	Jesus	Jungles		
34	Poem: Trees	Jesus	Jungles	<i>England; New Jersey</i>	
35	Review	The Apostles	Deserts	<i>China; Switzerland</i>	
36	Review	The Apostles	Deserts	<i>California</i>	

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