











CORE P 4/5		WEEK 1			SCHEDULE	
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵	
Bible						
Family-Time Bible	Introduce the memory verse for the week. 	chap. 1 pp. 2–5	chap. 2 pp. 6–7	chap. 3 pp. 8–9  ²		
Memory Verse	Pay attention, my child, to what I say. Listen carefully. (NLT) Proverbs 4:20 Attentiveness: I listen with my eyes, ears, and heart.					
Storybook						
A Treasury of Mother Goose Rhymes	“Old Mother Goose” pp. 8–11	“Jack and Jill” pp. 12–13  ²	“Simple Simon” pp. 14–15  ²	“Mary’s Lamb” pp. 16–17		
The Lion Storyteller Bedtime Book	“Rabbit and Tiger Save the World” p. 21  ¹				“The Contented Priest” pp. 88–91	
Uncle Wiggily’s Story Book		“Uncle Wiggily’s Toothache” pp. 3–9				
Stories From Around the World			“The Little Sparrow” pp. 118–122			
The Children’s Book of Virtue				“There Was a Little Girl” p. 32		
Eric Carle’s Animals Animals	“Baby Chick” p. 21					
Readiness Skills						
Developing the Early Learner 1	pp. 1–2	p. 3	p. 4	pp. 5–6	p. 7	
Science						
The Berenstain Bears’ Big Book of Science and Nature (Almanac)	pp. 4–7	pp. 8–12	pp. 13–15	pp. 16–19 		
World Cultures						
Things People Do					“The Island of Banilla” pp. 4–5	
Other						
Song  ¹	Jesus Loves Me					
Other Notes						

1. The  symbol indicates there is an optional activity in the notes section, immediately after the schedule page.

Bible

Memory Verse

Note to Mom or Dad: On Monday, please introduce the Memory Verse for the week. You may want to make up simple hand motions for key words to help your children remember it better, and then practice these hand motions as you say the verse together each day. For example:

Pay attention , my child	(place index finger on your temple)
to what I say .	(place your hand next to your mouth as though you were calling to someone)
Listen carefully.	(place your hand by your ear)

Proverbs 4:20

Don't forget to practice the verse's reference each time you say the verse!

After you introduce the verse, read the Character quality to your child, which is included on the schedule page underneath the verse. Ask your children what they think it means to be attentive, and see if you can come up with particular times during your schedule when attentiveness is a good quality to exhibit. (At church? While you're reading the Bible story each day?)

As you introduce more character qualities in the weeks that follow, feel free to use the vocabulary your children are learning about character to remind them of the good behavior skills that they now know!

Science

The Berenstain Bears' Big Book of Science

You will begin this book learning about the seasons: winter, spring, summer, fall. You may notice that the months they give in the book don't completely match up to what you experience where you live. These months also do not align with the months given in *The Year at Maple Hill Farm*. What is going on, you may say!

Do not get discouraged, the seasons are determined by equinox and solstice and the position of the sun. It is not determined by a calendar month and generally happens in the middle of our months. In each part of the world, season changes are felt differently and those in the Southern Hemisphere experience the opposite season as those of us in the Northern Hemisphere!

When talking about this with your children, please do not get too caught up in the exact month a season starts or what the book says will happen in each season—you may never get snow in your area! Instead, please focus on what a wonderful and varied world God has created and that he gives us different seasons and weather.

Optional Activities

Developmental Activities

Each week you will find a variety of Optional Activities that correspond to specific passages from the books you read together, as well as independent Developmental Activities. We have indicated the activities with a ✧ on the Schedule pages. These activities are meant to strengthen different areas of your children's development: cognitive development (in language, problem solving, logical thinking and mathematical reasoning), physical development (fine and gross motor), social and emotional development (taking responsibility for self and others).

Many of the activities are repeated throughout the year—intentionally! Children this age need a lot of repetition to develop skills. Have you noticed how they never tire of their favorite game and often ask for you to do it *again*? If your children enjoy a certain activity, feel free to do it on a regular basis. If an activity is too hard or frustrating, drop it for now and try again in a few months. We want your children to experience the joy of learning.

We have included many more activities than you will want to do with your children. This is also intentional! To begin with, pick one or two to do a week. As the weeks progress, you will begin to see what fits best with your family. Does one activity a week feel appropriate? Great! Do you enjoy an activity each day? Good! You are interacting with your children and providing a fantastic learning experience either way. This is a tool box, filled with great tools to use as you see fit.

Song

A different song is given each week, for you to sing with your children. You may wish to start your school time with this song, sing it with you children as you clean up after school, or any other routine moment throughout your day. To hear the tune or read the lyrics of these songs, visit our IG links page for a wonderful resource website. 📺

This week, the song is "Jesus Loves Me." If you know hand motions or signs to go with this song, teach them to your children.

Field Trips

We recommend that you take your children on some field trips during the year. These “hands on” learning exercises will be invaluable as your children experience the sights and sounds of the world. Here are some suggestions:

Visit Various Businesses:

- The Post Office
- A Garden Center
- A Bank
- A Bakery
- A Fire Station
- A Police Station
- A Radio and/or Television Station
- A Farm
- A 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
- A Pottery Shop
- A Music Store
- An Airport

Visit Service Organizations:

- The Library: story time; learn how to find a book you want
- Any park with nature walks or docent program
- Museums of all varieties
- A Natural History Museum
- Botanic Gardens
- A Planetarium
- A Zoo
- An Aquarium

Art

- 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 life situations (i.e. on Christmas cards, for book covers, etc.)

Optional Activities

Day 1

The Lion Storyteller Bedtime Book

Rabbit and Tiger Save the World

After reading “Rabbit and Tiger Save the World,” ask your children to tell how Rabbit and Tiger are the same and how they are different. (**Same:** both animals have fur, have ears and a tail, etc.; **Different:** Tiger is fierce, sharp claws and teeth, big, striped, etc.; Rabbit is small, fluffy tail, long ears, etc.)

Day 2

A Treasury of Mother Goose Rhymes

Jack and Jill

Materials: pail, (optional paintbrush)

After reading “Jack and Jill,” fill a small pail part way with water and have your children carry it to water outside flowers, fill a pet’s water dish or take a paint brush and let them paint with water on a sidewalk or driveway. Have them pretend they are carrying the pail down a hill, just like Jack and Jill.

Day 3

A Treasure of Mother Goose Rhymes

Simple Simon

Materials: pail, strainer or colander

After reading “Simple Simon,” and using the same pail as the “Jack and Jill” activity, have them try to scoop out water with a strainer or colander. Do this outside or over the bathtub. Ask them if the strainer worked. What would work better? Have them try to scoop out water with the object they think would work better. Did it work? Ask them to tell you why or why not.

Materials: pennies, piggy bank or make one out of a milk jug or coffee can

After reading “Simple Simon,” have your children count pennies. If they have a piggy bank, have them put the pennies through the slot as they count them. If they don’t have a bank, a simple one could be made by cutting a slit in a plastic milk jug or the top of the plastic lid on a can of coffee.

Day 4

Family-Time Bible

The World's Saddest Day, pp. 8–9

Materials: paper, safety scissors, tape or stapler

After reading “The World’s Saddest Day,” make a snake out of a paper chain. Using safety scissors,¹ have your children cut strips of paper about 8.5 inches long by 1 inch wide (they can make 11 out of a piece of copy or construction paper) and have your children tape or staple them to make a chain. You may want to help them draw eyes on their snake. A paper chain could also be made with paper that your children have ripped into strips.

The Berenstain Bears’ Big Book of Science and Nature

Almanac, pp. 16–19

Materials: winter clothes; calendar (you will use the calendar in upcoming weeks as well) ice cube

After reading “Some of the things winter brings,” pretend it is winter and dress up in winter clothes.

Mark the first day of winter on a calendar. This varies from year to year, so you may want to check a calendar or do an internet search for this year’s date.

Ask your children what winter is like where you live. How is it different than spring, summer and fall? How do they dress? What do they like to do?

Have your children hold an ice cube and ask them to describe:

1. how it feels
2. what it looks like
3. what it tastes like
4. what it smells like.
5. what it sounds like (How does it sound when you drop it in a cup of cold water?) ■

1. To use scissors, teach your children to put their thumb in the one handle and their middle finger in the other.



CORE P 4/5		WEEK 2			SCHEDULE	
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰	
Bible						
Family-Time Bible	Introduce the memory verse for the week.	chap. 4 pp. 10–11	chap. 5 pp. 12–13 ✧ ¹	chap. 6 pp. 14–17 ✧		
Memory Verse	Now faith is being sure of what we hope for and certain of what we do not see. (NIV) Hebrews 11:1 Faith: I believe and act on God’s promises.					
Storybook						
A Treasury of Mother Goose Rhymes	“One, Two” pp. 18–19 ✧ ¹	“The Pumpkin Eater” p. 20 ✧	“Jack Sprat” p. 21	“Doctor Foster” p. 21		
Uncle Wiggily’s Story Book	“Uncle Wiggily and the Freckled Girl” pp. 10–17 ✧		“Uncle Wiggily and the Mud Puddle” pp. 18–25			
The Lion Storyteller Bedtime Book		“Three Months’ Night” pp.16–17		“Tiger Eats a Monkey” pp. 83–84		
Stories From Around the World					“The Four Brothers” pp. 87–93	
Eric Carle’s Animals Animals	“The Duck-Billed Platypus” p. 26					
Readiness Skills						
Developing the Early Learner 1	pp. 8–9	p. 10	p. 11	p. 12	p. 13	
Science						
The Berenstain Bears’ Big Book of Science and Nature (Almanac)	pp. 20–21	pp. 22–25	pp. 26–28	pp. 29–32 ✧		
World Cultures						
Things People Do					“The Fisherman” pp. 6–7	
Other						
Song	This Little Light of Mine					
Developmental Activities					Sequence ✧	
Other Notes						

1. The ✧ symbol indicates there is an optional activity in the notes section, immediately after the schedule page. Don't feel you have to do all the activities given—pick and choose what will work well for your family!

Optional Activities

Day 1

A Treasury of Mother Goose Rhymes

One, Two

Materials: 10 blocks or sticks (all the same length)

After reading “One, Two” have your children practice putting on their shoes, or laying blocks or sticks straight. Have them lay 5 blocks out in a straight line; then have them take 5 blocks and put them in a pile. Ask them which has more. Then have them lay the pile of blocks in a straight line under the other 5 blocks (the ones in a line). Now which has more, or are they the same? Children will probably get confused, but help them count the 5 blocks in each group, one by one. They may not understand that the number does not change when you rearrange the blocks, and that is fine. They will begin to figure it out as they have more experience.

Uncle Wiggily’s Story Book

Uncle Wiggily and the Freckled Girl

Practice walking softly like Uncle Wiggily in “Uncle Wiggily and the Freckled Girl.”

Day 2

A Treasury of Mother Goose Rhymes

The Pumpkin Eater

Materials: ingredients for pumpkin pancakes (below)

After reading “The Pumpkin Eater” make something out of pumpkin, such as pumpkin muffins or pumpkin pancakes.

Pumpkin Pancakes

Mix together:

- 2 1/2 cup pancake mix
- 3 tablespoons brown sugar
- 2 1/2 teaspoons pumpkin pie spice (or 1 tsp. ground cinnamon, 1/2 tsp. ground ginger, 1/4 tsp. ground cloves)
- 1 egg
- 1 3/4 cup milk
- 2 tablespoons oil
- 2 tablespoons vinegar
- 1 cup pureed pumpkin (canned is fine)

Oil pan and fry like other pancakes. Serve with butter and maple syrup, or top with applesauce or sprinkle with powdered sugar.

Day 3

Family-Time Bible

Noah Builds an Ark, pp. 12–13

Materials: real or child-tools such as a hammer, nails, screwdriver, sandpaper, block of wood

After reading “Noah Builds an Ark,” have your children play with tools and try to hammer a nail into a piece of wood, or use a screwdriver to tighten cupboard handles or put a screw into a piece of soft wood, or use sandpaper to smooth a piece of wood. **Note to Mom or Dad:** hammering golf tees into a thick piece of Styrofoam works well too.

Day 4

Family-Time Bible

Saved From Drowning, pp. 14–17

Materials: paper and markers or crayons

After reading “Saved From Drowning” have your children make a rainbow by using markers, crayons, colored pencils or water colors.

The Berenstain Bears’ Big Book of Science and Nature

Almanac, pp. 20–32

Materials: calendar

After reading this week’s *The Berenstain Bears’ Big Book of Science and Nature* assignments, put Valentine’s Day (Feb 14), April Fool’s Day (April 1) and the first day of spring on a calendar (this varies from year to year, you can look on a calendar or do an internet search to find out when it is this year). You may want to do some “spring cleaning” by having your children sweep the floor, dust or pick up toys. Ask your children what spring is like where you live. How is it different than summer, fall and winter? What do they wear?

Day 5

Developmental Activity

Sequence

Sometime this week, show your children a sequence of actions and see if they can predict the next action in the sequence. For example, “touch your nose, clap your hands, touch your nose, clap your hands, touch your nose ...” Then ask your child what comes next. This is a great game to play anytime using different motions and sequences. ■



CORE P 4/5

WEEK 3

SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
Family-Time Bible	Introduce the memory verse for the week.	chap. 7 pp. 18–19 ✧	chaps. 8–9 pp. 20–23 ✧	chap. 10 pp. 24–25	
Memory Verse	God loves a cheerful giver. (RSV) 2 Corinthians 9:7 Generosity: I share my things with a cheerful spirit. ✧				
Storybook					
A Treasury of Mother Goose Rhymes	“The Owl” p. 22	“Ring-a-Ring o’Roses” p. 22	“Ding, Dong, Bell” p. 23	“What Can the Matter Be?” pp. 24–25	
The Lion Storyteller Bedtime Book	“Tiger Tries to Cheat” pp. 102–104 ✧		“The Greedy Farmer” pp. 76–78 ✧		“The Girl Who Played with the Stars” pp. 12–15
Uncle Wiggily’s Story Book		“Uncle Wiggily and the Bad Boy” pp. 26–31		“Uncle Wiggily and the Good Boy” pp. 32–37	
Eric Carle’s Animals Animals	“If a rooster ...” p. 52			“When a peacock ...” pp. 54–55	
Readiness Skills					
Developing the Early Learner 1	pp. 14–15	p. 16	p. 17	pp. 18–19	p. 20
Science					
The Berenstain Bears’ Big Book of Science and Nature (Almanac)	pp. 33–35	pp. 36–37	pp. 38–39 ✧	pp. 40–43 ✧	
World Cultures					
Things People Do					“The Builder” pp. 8–9 ✧
Other					
Song	Father Abraham				
Developmental Activities	Skip ✧				
Other Notes					

Optional Activities

Day 1

Memory Verse

2 Corinthians 9:7

Because the memory verse this week is about generosity, you may want to have your children do an generous act such as donating a toy to charity, drawing a picture for a family member or neighbor, do a chore that they would not normally do, take cookies to a neighbor, sing a song to someone, etc.

The Lion Storyteller Bedtime Book

Tiger Tries to Cheat

Let your children make a “cave” under a table by tossing a blanket over it, and act out the story “Tiger Tries to Cheat” you can help them make the cave and let them make up their own stories.

Developmental Activity

Skip

Materials: Scarf or ribbon

Show your children how to play “Ring-A-Ring O’Roses,” or practice skipping around in a circle. Skipping can be more fun if the children hold a piece of ribbon, crepe paper streamers or a silk scarf (2-3 feet long).

Day 2

Family-Time Bible

The Tower of Babel. pp. 18–19

Materials: blocks

After reading “The Tower of Babel” have your children build a tower with blocks. You might also tell your children to do something: perhaps to pick up their toys, but use nonsense words instead of real words. Talk about how hard it is to know what to do if you can’t understand another person’s language. Ask them if they know any other languages, or anyone who uses other languages. If you know any foreign words, this might be a good time to share them with your children.

Day 3

Family-Time Bible

God’s Friend Abraham & MAP: Abraham’s Journey, pp. 20–23

Materials: flashlight

Tonight or on another night that is clear, have your children look up at the stars and talk about how many there are and how God promised Abraham that his family would be as numerous as the stars in the heavens. Would that be a large family? How many do you have in your family? Help your children count all descendants from one set of their grandparents so they can see how a family can grow large over time.

Let your children pretend they are a star, perhaps flashing a flashlight in a dark room and dancing around.

The Lion Storyteller Bedtime Book

The Greedy Farmer

Materials: milk or cheese, two clear glass containers (such as a 12-16 oz glass that is tall and thin and a shorter, fatter jar or glass that holds about the same amount)

After reading “The Greedy Farmer,” pour your children a glass of milk in a tall narrow glass and talk about where it comes from, how cows make milk and how milk is made into butter, cream and cheese. Then have them pour it into a short fat cup or jar. Ask them to compare which container has more milk or is it the same. Have them pour it back in the tall glass. If they are not convinced that the milk stays the same, that is fine. You may want to repeat this activity now and then so they can gain understanding of amounts. Let them drink the milk after pouring it back and forth a few times.

The Berenstain Bears’ Big Book of Science and Nature

Almanac, pp. 38–39

When reading from *The Berenstain Bears’ Big Book of Science and Nature* help your children count the various animals. How many squirrels are there? How many puppies? How many chicks and ducklings?