

Introduction

Instructor's Guide and Notes

by Amy Lykosh & Sarita Holzmann

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"Do to others what you would have them do to you" (Matthew 7:12).

"The worker is worth his keep" (Matthew 10:10).

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Welcome to (Insert IG name here)

Welcome! This instructor's guide (IG) is completely different from all of our other guides. Rather than separating the reading into daily bits, we've opted to include a simple checklist for all the stories, poems, and instruction. This checklist is organized by trimester, roughly divided by difficulty level.

Along with each story, we have provided an optional activity. Frequently, the activities pertain to the story; sometimes, they are just an activity that's too good to miss. None of these are required. If they enhance your day, or build the bond between you and your child, you've reached the goal. If they cause stress and discontent, please, please don't do them. You are in charge!

Before You Start

We have several goals in mind for you, the teacher, this year.

- We want you to enjoy your time with your little one. We've searched through hundreds of children's books and found these few that our children (and we) love.
- We want you to take control of your schooling. Part of the reasoning behind offering a checklist is so that you have the freedom to read and re-read the stories without a strict schedule. You will not fall "behind" (you can't be behind yourself, right?). If you read *Go, Dog, Go* to your child every day in the month of May, that's great! Your child has developed a love for a classic book. You are doing great!
- We want you to understand more fully the philosophy of using real books for schoolwork. To that end, we've included quotes and tips we've found helpful in our homeschooling experiences. You can find these scattered throughout the IG. Just look for the handprint symbol!  We hope they encourage and challenge you, and that your homeschool journey will be richer as a result.
- We want you to experience "school" more as "life." Public school children go to "school" about 180 days a year, usually around seven hours a day. Then they are done. Many homeschooling families, instead, view "school" as a natural part of "life." We are fortunate enough to learn all the time, not just during "school" hours. Anytime is good to read; anytime is good to talk. Take advantage of this benefit of homeschooling—enjoy learning all the time.

Our goals for your child are simple.

- We want your child to fall in love with books and to have some books that he or she requests again and again.
- We want your child to enjoy being with you.

How much time will this course take? It's up to you. In my house, I've found that if I read to my children for perhaps 20-30 minutes early in the morning (say, right after breakfast), they are quite content to play on their own afterwards, sometimes until lunch. They've spent time with mother and are eager to pursue their own interests. Play is healthy and necessary for young children. We usually have a healthy mix of both new books and repeats to read.

Finally, here's a little plug for afternoon rest time. Whether your child will sleep or not, I recommend a one to two hour rest time in the early afternoon. In our house, the boys can listen to CD's and look at books, but they are to stay on their beds. This gives them a break from each other, as well as giving me a break from them.

Need More Information?

Visit our forums at www.sonlight-forums.com. Here you will receive encouragement from other homeschoolers as well as resources from people who have "been there."

Sign up for our exciting and inspiring newsletter "A Beam of Sonlight." It's free! Check it out at www.sonlight.com/beam.html.

Corrections and Suggestions

Since we at Sonlight Curriculum are constantly working to improve our product development, we would love it if we could get you to help us with this process.

Whenever you find an error anywhere in one of our Instructor's Guides, please send us a short e-mail to: IGcorrections@sonlight.com. It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, "Exploring God's World/Section Two/Week 1/Day 3." Then, in the message portion of the e-mail, tell us what the error is.

If while going through our curriculum you think of any way we could improve our product, please e-mail your suggestions to: IGsuggestions@sonlight.com. If you know of a different book we should use, if you think we should read a book we assign at a different point in the year, or if you have any other ideas, please let us know.

Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

Checklist for Books

First Trimester

- ☐ *Goodnight Moon*
 - ✧ Cook and enjoy cream of mushroom soup or cream of wheat.
- ☐ *Baby Says*
 - ✧ Build with blocks.
- ☐ *Noah's Arc*
 - ✧ Ask questions about this book. Count the animals, name the animals, or make animal noises. Put a blanket over a table and use the under part for an arc. Bring in toys that won't be left behind!
- ☐ *If You Give a Mouse a Cookie*
 - ✧ Bake cookies and eat them with milk for a snack.
- ☐ *George Shrinks*
 - ✧ Try to put on your child's socks to see what something is like if it is too small. What would you be like if you shrunk. Could your child sit on your shoulders? How much would they eat, what would clothes look like?
- ☐ *From Head to Toe*
 - ✧ Sing "Head and Shoulders, Knees and Toes."
- ☐ *Make Way For Ducklings*
 - ✧ Practice walking like a duck. Play follow the leader.
- ☐ *Katy and the Big Snow*
 - ✧ Talk about snow. Ask your child what activities they can do when it snows.
- ☐ *Busy Timmy*
 - ✧ Get ready for bed or bath time.
- ☐ *Guess Who Lives Here*
 - ✧ Guess where something is (this could be a family pet, a sibling, even mom or dad!)
- ☐ *Baby Listens*
 - ✧ Give your child a wooden spoon and some pans or tupperware to play "drum."
- ☐ *Baby Dear*
 - ✧ Play with a doll, visit the baby nursery at church or look at your child's old baby clothes or pictures.
- ☐ *Baby Looks*
 - ✧ Play "I spy."



Susannah Wesley was the mother of 19 children, including John and Charles Wesley. Through much adversity, she dedicated her life to instilling a sense of Christian Destiny into each of her children. Her children went on to change the world.

Here are 16 rules she laid down in her home.

1. Eating between meals not allowed.
2. As children they are to be in bed by 8 p.m.
3. They are required to take medicine without complaining.
4. Subdue self- will in a child, and those working together with God to save the child's soul.
5. To teach a child to pray as soon as he can speak.
6. Require all to be still during Family Worship.
7. Give them nothing that they cry for, and only that when asked for politely.
8. To prevent lying, punish no fault which is first confessed and repented of.
9. Never allow a sinful act to go unpunished.
10. Never punish a child twice for a single offense.
11. Comment and reward good behavior.
12. Any attempt to please, even if poorly performed, should be commended.
13. Preserve property rights, even in smallest matters.
14. Strictly observe all promises.
15. Require no daughter to work before she can read well.
16. Teach children to fear the rod.



"If you really read the fairy-tales, you will observe that one idea runs from one end of them to the other—the idea that peace and happiness can only exist on some condition. This idea, which is the core of ethics, is the core of the nursery-tales."¹



Reading List for Moms: JC Ryle's Duties of Parents¹

1. First, then, if you would train your child rightly, train them in the way they should go, and not in the way that they would.
2. Train up your child with all tenderness, affection, and patience. I do not mean that you are to spoil him, but I do mean that you should let him see that you love him.
3. Train your children with an abiding persuasion on your mind that much depends upon you.
4. Train with this thought continually before your eyes that the soul of your child is the first thing to be considered.
5. Train your child to a knowledge of the Bible.
6. Train them to a habit of prayer.
7. Train them to habits of diligence, and regularity about public means of grace.
8. Train them to a habit of faith.
9. Train them to a habit of obedience.
10. Train them to a habit of always speaking the truth.
11. Train them to a habit of always redeeming the time.
12. Train them with a constant fear of over-indulgence.
13. Train them remembering continually how God trains His children.
14. Train them remembering continually the influence; of your own example.
15. Train them remembering continually the power of sin.
16. Train them remembering continually the promises of Scripture.
17. Train them, lastly, with continual prayer for a blessing on all you do.



You may have tangible wealth untold: / Caskets of jewels and coffers of gold. / Richer than I you will never be-- / I had a mother who read to me. —Stricklin Gillilan.

- ☐ *Chicka Chicka Boom Boom*
 - ✧ Talk about letters, practice the ABC's and so on. Perhaps schedule this every two weeks. Plastic alphabets on the fridge are great practice tools!
- ☐ *Freight Train*
 - ✧ Talk about colors, count cars, make train sounds such as "chug, chug," and whistle.
- ☐ *A Boy, a Dog, and a Frog*
 - ✧ Run, hop, bark, wear a pail or pot on your head, take a bath.
- ☐ *Guess How Much I Love You*
 - ✧ Show how much you love each other: how high, how wide, how deep. Teach child opposites—the difference between high and low, lots, not much, big and little.
- ☐ *I Hear, I See, I Touch*
 - ✧ Touch rough objects and soft objects. Look for small and big objects. What is loud? What is quiet? Can you be as quiet as a mouse?
- ☐ *Titch*
 - ✧ Grow a seed, dig in the sandbox, beat a drum or ride a tricycle.
- ☐ *Good Night Gorilla*
 - ✧ Eat bananas, oranges, make animal noises or sleep with a stuffed animal.
- ☐ *Ten, Nine, Eight*
 - ✧ Play counting games. Count your own toes, fingers, nose, etc.
- ☐ *I Am a Bunny*
 - ✧ Talk about seasons. What season is it now? How can you tell?
- ☐ *Whose Mouse Are You?*
 - ✧ Play a sorting game.
- ☐ *Dan the Duncie*
 - ✧ Organize objects from big to little, such as toys, fruits, stuffed animals, etc.
- ☐ *Emperor's New Clothes*
 - ✧ Play dress up.
- ☐ *The Ugly Duckling*
 - ✧ Hard boil some eggs for breakfast so your child can explore how an egg feels.
- ☐ *The Nightingale*
 - ✧ Practice "flying." Flap wings around and chirp. This would be a good outside activity.

¹ (The first 17 points in this list) found at <http://www.anglicanlibrary.org/ryle/parents/index.htm>.

- ☐ *Thumbelina*
 - ✧ Put a face on each of your thumbs with a pen and pretend it is a puppet (perhaps on fingers, too, or play where is thumbkin.)
- ☐ *The Selfish Giant*
 - ✧ Feel the green grass in the backyard or a park. Care for a plant. Perhaps as a family project, build a garden.
- ☐ *Jack and the Beanstalk*
 - ✧ Plant a bean seed.
- ☐ *Sleeping Beauty*
 - ✧ Cut an apple sideways to see the star and eat it for a snack.
- ☐ *The Frog Prince*
 - ✧ Hop like a frog.
- ☐ *Diamonds and Toads*
 - ✧ Hop like a toad or slither like a snake.
- ☐ *The Fisherman and His Wife*
 - ✧ Serve fish for dinner. Talk about what other types of fish live in the sea.
- ☐ *The Princess and the Pea*
 - ✧ Eat peas for dinner. Glue dried peas on a sheet of paper.
- ☐ *The Snow Queen*
 - ✧ Put ice cubes in a bag. Hold them to feel how cold they are. Perhaps crush them and eat them.
- ☐ Social Studies: *Richard Scarry's What Do People Do All Day?*
 - ☐ Introduction (pp. 2-5)
 - ☐ Everyone is a worker (pp. 6-8)—Have your child help with chores. Take out the trash, feed the dog, or pick up toys, etc. Talk about how everyone is a worker.
 - ☐ Building a new house (pp. 9-14)—Build a house under the kitchen table. Leave room for a door!
 - ☐ Mailing a Letter (pp. 15-18)—Mail a letter to someone, go to the post office, or talk to the mailman.



"A rule of thumb for predicting future success is to know the number of books in the home." From the article "The Importance of Reading Great Books"¹



"If you're ever overwhelmed trying to find good picture books, consider checking out the following award winners from the library. Each year, one book is awarded the medal for "best in its class." The best picture book by an American author wins the Caldecott Medal, and a various number of other standouts receive a Caldecott Honor² The best picture book by a British author receives the Kate Greenaway Medal³



At a loss for what to read with your child?

The Newbery Medal is given to "the most distinguished children's book by an American Author."

⁴ See for a list of all Newbery Medal and Honor winners. The British counterpart to the Newbery Medal is the Carnegie Medal⁵

1 at <http://www.homeschoolmarketplace.com/booklists/index.htm>

2 See the list at <http://www.ala.org/ala/alsc/awardscholarships/literaryawards/caldecottmedal/caldecotthonors/caldecottmedal.htm>

3 See <http://www.arnegiegreenway.org.uk/green/list.html>

4 See <http://www.ala.org/ala/alsc/awardsscholarships/literaryawards/newberymedal/newberyhonors/newberymedal.htm>

5. See <http://www.carnegiegreenaway.org>

☐ Science: *Usborne Flip–Flap Body Book, Part I: What Happens to Your Food?*

- ☐ "What Is Food For?"
- ☐ "What Should You Eat?"
- ☐ "Is It Yummy?"
- ☐ "What Happens In Your Mouth?"
- ☐ "Into Your Stomach"
- ☐ "Where Food Goes Next"
- ☐ "Journey's End"

☐ Poetry: *Poems and Prayers for the Very Young*

- ☐ "Singing-Time"
- ☐ "Dear Father, Hear and Bless"
- ☐ "Clouds"
- ☐ "A Child's Prayer"
- ☐ "Father, We Thank Thee"
- ☐ "Song"
- ☐ "God Be in My Head"
- ☐ "Peace Be to This House"
- ☐ "All for Thee"
- ☐ "Table Blessing"
- ☐ "Out in the Fields with God"
- ☐ "The Creation"
- ☐ "Thank You for Summer" ■



Why build a personal library? "Although it may seem easier and cheaper to simply check books out from the library, children love to read and read and reread their favorites and they take pleasure in having copies of books that have become their special friends. Also, if you have a large family, the books become an investment to be passed down to each succeeding child, and perhaps even to grandchildren."¹



According to a survey of homeschooling families, five major reasons families fail at home education are:

1. They lack the personal conviction to persevere through the difficult times;
2. The father is not involved;
3. The children are undisciplined and resist parental instruction;
4. The parents cannot handle the added responsibilities;
5. The family has unrealistic expectations."²

Are any of these threats to your homeschool?

For encouragement for numbers (1) and (2), visit www.sonlight-forums.com. For (3), there are a number of helpful materials available. My favorite parenting book is titled "The Pursuit of Godly Seed", available from <http://www.homefirespub.com>. If you do not delight in your children—and it's hard to delight in disobedient children—your homeschooling will not be a joy. Housekeeping and meals are a part of number (4). If you do not have systems in place for housekeeping and cooking, you may want to develop some. The library has multiple titles to assist you.

¹ From <http://www.homeschoolmarketplace.com/booklists/index.htm>

² From <http://www.homeschoolmarketplace.com/choosing/index.htm>

Checklist for Books

Second Trimester

- ☐ *Go, Dog, Go*
 - ✧ Count dogs, talk about colors, pin socks to a hat and wear socks on hands to be a dog
- ☐ *Harold and the Purple Crayon*
 - ✧ Color
- ☐ *Crictor*
 - ✧ Roll snakes from “play” dough
Recipe for “play” dough: mix 1 cup flour, 1 cup water, ½ cup salt, 1 Tablespoonful oil, 2 teaspoons. cream of tartar; cook, stirring, over medium heat until mixture forms a ball. Cool on waxed paper. Knead food coloring into ball when cool enough to handle. Store in a Ziplock style bag. **Note:** Salt dough hardens either by being baked or merely being left out to dry; “play” dough remains elastic for a longer period.
- ☐ *Pete’s a Pizza*
 - ✧ Have pizza for supper.
- ☐ *Leo the Late Bloomer*
 - ✧ Plant seeds in dirt, perhaps place a potato in a glass of water to see it sprout
- ☐ *Lentil*
 - ✧ Have your child make their own music. Play a harmonica, sing through a paper towel roll, or place some objects in a plastic container and shake.
- ☐ *Maybelle the Cable Car*
 - ✧ Look for pictures that show wind, rain, and lights! For some fun, rub head with a balloon to demonstrate static electricity.
- ☐ *My Little Golden Book About God*
 - ✧ Learn to pray, and talk about things God made.
- ☐ *Wonders of Nature*
 - ✧ Take a nature walk. Look out the window at birds, trees, etc. Look for bugs and other creatures
- ☐ *We Help Mommy*
 - ✧ Do chores such as dust, polish, or set the table.
- ☐ *Madeline*
 - ✧ Play Simon Says. Take a walk down the street, brush teeth. Tell your child, “Good Night little one. Thank the Lord you are well! And now go to sleep,” at bedtime.



“Since words are the way we communicate experiences, truth, and situations, who should know how to use them more creatively than Christians? . . . And of all people on earth, committed Christians ought to be the most creative for they are indwelt by the Creator.”

(Honey for a Child’s Heart, 17)



A friend of mine said the following to me: “My high school daughter recently recited a song for me, perfectly. I don’t even remember the song! How I wish I had been playing Scripture—then, even if I didn’t remember it, she would.”¹



“The basic way to interest children in good books is to have good books in the home. Ideally, children should see both parents reading and even hear their parents talk about books. Unless you have a good reason for not doing so, buy some good books. It has been said that the United States will not ever be a literate nation until we spend as much for books as we do for chewing gum.”

(How to Grow a Young Reader, p. 30)



“He ate and drank the precious words, / His spirit grew robust, / He knew no more that he was poor, / Or that his frame was dust. / He danced along the dingy ways / And this bequest of wings / Was but a book. What liberty / A loosened spirit brings!” —Emily Dickinson

1 The fifteen Psalms of Ascent (Psalms 120-134) are available as a free download from 111.inthevine.net. I’d highly recommend it.



“Recently I read an article in which someone had asked a bunch of kindergarten teachers and a bunch of mothers of preschoolers what skills children needed before they started kindergarten. **There was no overlap at all between the answers of the two groups!** The mothers all mentioned academic things like letters and numbers. The teachers said listening skills, fine motor skills, and another foundational skill (which I forget at the moment)... So there’s nothing wrong with letters and numbers. But all the non-academic activities that people recommend for preschoolers are actually **better preparation** for school. Reading to your child develops listening skills and attention span. Projects like putting together puzzles, stringing beads, and cutting construction paper all develop fine motor skills and attention span. So does participating in household chores and cooking. There’s a lot of learning in sweeping a floor, planting a garden, or baking a batch of cookies - don’t sell them short! And of course, nature walks and trips to the zoo or train station or children’s museum develop curiosity and a love of learning. That’s probably the best school preparation of all.”¹

If you want some good suggestions for just about anything from creative lunch ideas to how to respond to a rude comment on a large family (“My OB has six kids. He told me what his wife would say to people who were rude to her. She would say, ‘My husband and I have decided that, due to our superior genetic make-up, it is our duty to have a large family. How many children do YOU have?’”), go to Paula’s Archives to find out. I am consistently impressed with the wealth of knowledge Paula has collected.

¹ This quote is from Bille in CT, from the excellent collection “Home-schooling 3 and 4-Year-Olds,” found at www.paulasarchives.com.

- ☐ *The Snowy Day*
 - ✧ Make snow angels by having your child lay on a large piece of wrapping paper and drawing around him so it looks like a snow angel.
- ☐ *Where the Wild Things Are*
 - ✧ Make a tent in your room out of a few chairs and a blanket. Pretend it is a jungle. What would you hear, what would you see?
- ☐ *The Berenstain Bears and the Spooky Old Tree*
 - ✧ Use a flashlight to explore a dark place. Practice counting.
- ☐ *D.W. the Picky Eater*
 - ✧ Eat some new foods.
- ☐ *Petunia*
 - ✧ Waddle like a duck, eat corn, make duck noises, or practice ABC’s.
- ☐ *First Tomato*
 - ✧ Eat some raw vegetables.
- ☐ *Amelia Bedelia*
 - ✧ Dust, sweep, and help with housework.
- ☐ *Harry the Dirty Dog*
 - ✧ Take a bubble bath
- ☐ *Owen*
 - ✧ Smell vinegar or soap. Use a hankerchief or tissue to blow your nose. Feel blankets and sheets to find one that feels fuzzy.
- ☐ *The Story of Ferdinand*
 - ✧ Smell flowers at the grocery store or outside.
- ☐ *The Wild Swans*
 - ✧ Create a sock puppet or finger puppet out of a ping pong ball and fabric. Decorate them according to characters from the story.
- ☐ *The Flying Trunk*
 - ✧ Sort silverware, buttons or blocks. Boil tea in a teapot to hear it “sing.”
- ☐ *The Little Tin Soldier*
 - ✧ Practice walking very straight like a tin soldier.
- ☐ *Cinderella*
 - ✧ Try on your child’s shoes. Have your child try on Daddy’s shoes. Practice sweeping.
- ☐ *Rapunzel*
 - ✧ Practice combing hair and other grooming, such as combing doll hair, brushing the dog or cat, whatever seems appropriate.

- ❑ *The Little Mermaid*
 - ✧ Play in the bathtub have your child pretend s/he is a fish or a mermaid.
- ❑ *Beauty and the Beast*
 - ✧ Dress up like a beauty or a beast. As a suggestion, pin socks on a hat for animal ears
- ❑ *The Twelve Dancing Princesses*
 - ✧ Put on music and dance as you feel led.
- ❑ *Rumplestiltskin*
 - ✧ Count money, sort money, or count and sort buttons.
- ❑ *Little Red Riding Hood*
 - ✧ Pretend you are a wolf. Try to skip or pin a pillow case onto your child's shoulders for a cape and serve snacks that way.
- ❑ *Goldilocks and the Three Bears*
 - ✧ Eat cooked cereal and take a nap in someone else's bed.
- ❑ *Chicken Little*
 - ✧ Make chicken noises.
- ❑ *The Tortoise and the Hare*
 - ✧ Hop like a bunny and walk slow like a tortoise.
- ❑ *The Three Little Pigs*
 - ✧ Try to huff and puff and blow down a stack of blocks or toys.
- ❑ *The Princess and the Pea*
 - ✧ Take a nap on lots of blankets. Place a tiny bean underneath. Can you feel it?
- ❑ Social Studies: *Richard Scarry's What Do People Do All Day?*
 - ❑ "Firemen to the rescue" (pp. 19-24)—Dress up like a fireman and pretend to put out a fire.
 - ❑ "A visit to the hospital" (pp. 25-28)— Put a bandage on a stuffed animal and make it comfortable, etc.
 - ❑ "The train trip" (pp. 29-35)— Put kitchen chairs in a row, place stuffed animals on the chairs, and let the child "drive" the train.
 - ❑ The story of seeds and how they grow (pp. 36-39)—Have your child pretend to be a seed that grows and comes to life., perhaps to classical music.



"Make 'looking it up' a family habit. We keep a dictionary near our dinner table so that in the course of discussion it is easy to verify meanings and learn new things. It doesn't have to be a big dictionary... Every home should have one handy. Dictionaries make wonderful graduation gifts for a personal library later on. We also think a good atlas needs to be part of a standard family library... The evening news becomes more meaningful, as well as places mentioned in other books read."

(Honey for a Child's Heart, 121)



"The most important organizational tasks are washing dishes and washing laundry. I place a priority on keeping up with these two things because they create a loss of time if I get behind. Dirty dishes take up space on the counter and make food preparation more time consuming. If I don't keep up with laundry I lose time 'hunting for matched socks.' In addition, these types of tasks accumulate if I don't keep up with them. "Tasks that are cleaning only tend not to accumulate. Vacuuming takes the same amount of time regardless of whether I do it every day or once a week ... "But if I postpone dishes it's just going to require more time when I finally wash them. So to save time I try to do the noncumulative cleaning less frequently. "I like things to be clean, but it's not important to survival when I'm busiest." (Amy Dacyczyn in *The Complete Tightwad Gazette*, p. 106).



"No book is really worth reading at the age of ten which is not equally worth reading at the age of fifty." (attributed to C.S. Lewis, *Honey for a Child's Heart*, 39)

- ☐ *Science: Usborne Flip–Flap Body Book, Part II: How Do Your Senses Work?*
 - ☐ "What are senses?"
 - ☐ "How do you see things?"
 - ☐ "How does hearing work?"
 - ☐ "Touch?"
 - ☐ "Smelling Things"
 - ☐ "Tasting"
 - ☐ "Clever Senses"
- ☐ *Poetry: Poems and Prayers for the Very Young*
 - ☐ "The Sun"
 - ☐ "A Kite"
 - ☐ "Grace"
 - ☐ "Who Has Seen the Wind"
 - ☐ "Rain"
 - ☐ "Brooms"
 - ☐ "I'm Glad"
 - ☐ "A Child's Prayer"
 - ☐ "God Made the Sun"
 - ☐ "The Sea Gull"
 - ☐ "He Prayeth Best"
 - ☐ "The Lord's Prayer"
 - ☐ "Firefly"
 - ☐ Selections from "A Child's Garden of Verses" (Eloise Wilkin Stories, pp. 115-118) ■



"Do not require your children to sit beside you on the couch perfectly still while you read. As long as they stayed in the room and were not distracting or interrupting, we allowed our children to play quietly with their toys, or to work on cross-stitching, or to draw, or some similar quiet project, while we read aloud. Many children listen much better when they are doing something with their hands – indeed, it seems some little boys cannot sit still long enough to listen unless they are holding something." (Teaching the Trivium, Harvey and Laurie Bluedorn, p. 315)



"Rule #1: Invest in yourself first. Like it or not, you are the glue that will hold this home schooling endeavor together, so you need to develop a strategy for staying sane and on top of it all (even if it means scheduling a nap every afternoon). You wouldn't dream of trying to build a house without a plan, the right materials, and the necessary tools. Home schooling is like building a house--you need to determine your plan, gather your materials, and be sure you have the right tools for the job. Take some time to read, to look around, to compare..."Begin rearranging your house so it will accommodate study without becoming too cluttered or stressful. Think through what you will do with infants and toddlers during school times; how you will handle meals, house cleaning, and laundry; and how you will deal with the other changes schooling at home brings." "Don't feel guilty about spending money on yourself. After all, if you were a professional teacher, you (or your parents) would have spent tens of thousands of dollars getting you ready to stand before a classroom of children. So think in terms of what will make you more confident and able to create a learning environment for your household. What will smooth your way mentally, emotionally, physically, and spiritually?"¹

¹ From <http://www.homeschoolmarketplace.com/choosing/index.htm>

Checklist for Books

Third Trimester

- ☐ *Horton Hatches the Egg*
 - ✧ Take care of a stuffed animal. Pretend to feed it, rock it and love it.
- ☐ *Nana Upstairs and Nana Downstairs*

Note to Mom or Dad: This book talks about the loss of a loved one.

 - ✧ Share some snacks or have a tea party.
- ☐ *Ian and the Gigantic Leafy Obstacle*
 - ✧ Collect pine cones, pine needles, leaves, small rocks and even a little dirt. Let your child paste them to a piece of cardboard cut in the shape of a palm tree for a forest collage.
- ☐ *The Bee Tree*
 - ✧ Taste some honey. Pretend to be a beekeeper by wearing big gloves and a coat to protect yourself from the sting.
- ☐ *Caps for Sale*
 - ✧ Play dress up.
- ☐ *A Baby Sister for Francis*
 - ✧ Talk about animal babies, what sounds they make, where they sleep, and so on.
- ☐ *William's Doll*
 - ✧ Bounce a ball.
- ☐ *One Morning in Maine*
 - ✧ Pretend to go on a shopping trip or go out for a real one!
- ☐ *Mike Mulligan and His Steam Shovel*
 - ✧ Dig in rice or a sandbox or visit a construction site. Boil water to see the steam and then make some tea or cocoa.
- ☐ *The Little House*
 - ✧ Figure out what season it is. How can you tell?
- ☐ *Swimmy*
 - ✧ Eat fish crackers. Group toys together to look like a fish. Have your family work together to do something that one person can't do alone. Talk about working together.
- ☐ *A Chair for My Mother*
 - ✧ Start a penny jar to save for something for the family.
- ☐ *"The Letter"*
 - ✧ Put stickers on a piece of paper, put it in an envelope, put a stamp on it and send it to a relative or a friend.



"Children and books go together in a special way. I can't imagine any pleasure greater than bringing to the uncluttered, supple mind of a child the delight of knowing God and the many rich things He has given us to enjoy. This is every parent's privilege, and books are his keenest tools."
(Honey for a Child's Heart, 14)



"Children have a voracious appetite and ability to learn in their first five years. Parents who provide for their growth will have enthusiastic, outgoing, and creative children. If their children are the reflective type, this will provide a depth which builds quiet confidence. Having been treated as persons, they are secure. This means they've been loved, respected, talked with, listened to, read to. They have shared experiences with the family, and have had freedom to play alone and with friends. Such children will be eager to exploit life without a sense of boredom. They will think, and express their thoughts. They are eagerly trying to master new skills."
(For the Children's Sake, 26.)



On Art: "We can't teach creativity. Children respond to life, each in his own individual way. How interesting to stand back and watch! Provide a time and place. It helps if they are allowed access to paper, wood, costumes, and so on. Children used to improvise creatively much more effectively without the fancy clutter which often takes away imagination today. Steer clear of coloring books. Provide good art paper, paint, markers, pencils, pens. Encourage creativity by your appreciation of what is produced."
(For the Children's Sake, 89)

- ☐ *A Million Fish, More or Less*
 - ✧ Count with fish crackers and eat them.
- ☐ *Millions of Cats*
 - ✧ Dress up like a cat and practice meowing and eating tuna fish.
- ☐ *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
 - ✧ Discuss a perfect day and its opposite. What are your child's favorite and least favorite things?
- ☐ *Curious George*
 - ✧ Pretend to be a monkey. Wear a big hat. Learn how to dial 911.
- ☐ *Miss Nelson Is Missing!*
 - ✧ Where would you look if your toys, keys, dog was missing? Perhaps play hide and seek.
- ☐ *The Cat Club*
 - ✧ Look out the window and tell what you see. Pretend you are skating. Wear socks and "skate" on non-carpeted floors.
- ☐ *Sylvester and the Magic Pebble*
 - ✧ Find a rock and paint it with paint, crayon, or marker. What would you wish for if you had a magic pebble? Be as still as a rock.
- ☐ *Stevie*
 - ✧ Baby sit someone else's toys, can you treat them nicely?
- ☐ *Tub People*
 - ✧ Float soap in the bath tub. Play with cups in the bath tub.
- ☐ *Chapter Two: "In Which Pooh Goes Visiting"*
 - ✧ Eat honey and bread or honey with anything. Have a tea party. Practice manners such as please and thank you, and "I've had a lovely time."
- ☐ *Bedtime for Frances*
 - ✧ Sing the ABC song, arrange alphabet letters on the fridge and take a nap without complaining.
- ☐ *The Stinky Cheese Man*
 - ✧ Eat cheese.
- ☐ *The Story of Babar*
 - ✧ Be an elephant, (use a sock fastened to a hat to hang down the face). Set the table nicely, practice manners, and dress up like a king or queen.
- ☐ *The Elves in the Shelves*
 - ✧ Run fast!



A wise teacher once said, **"You can become an expert in anything in five minutes a day."** It might take years, but even the busiest of moms can (usually) find five minutes to themselves. And if you're learning something new, it encourages your children to want to learn, too. I have also heard that you might overestimate the amount you can accomplish in one year, but underestimate the amount you can learn in five years. Latin, anyone?



Some concept of art values will begin to form in the child's mind as he looks at pictures. Don't take the illustrations in a book lightly. . . . Exposing him to a variety in art helps him to choose what he likes. Make a point of commenting on colors and artistic expression to help him see." (Honey for a Child's Heart, 27)



"Christian parents and teachers who love children with Christ's love are doing better than they think. Recent education writings may tend to make them feel that science has moved ahead and left them behind with ineffective approaches from their dusty Bible. But the world's education emphasizes the intellectual and a superficial emotional development, and it gives little thought to the spiritual. Even when they see it . . . educators do not advocate beginning at the spiritual. Thus they miss the foundation of all development. Christian parents and teachers know the proper order of things. They know that the fear of God is the beginning of wisdom. Children under their care are not deprived of this essential ingredient in their learning. Neither are they deprived of love. With these two basics in their lives there is not much to worry about in the intellectual realm. The intellect will grow in a healthy, normal manner unhampered by a lack of the basics. (The Language Wars, 234)

- ❑ *Stellaluna*
 - ✧ Try to move in the dark like a bat.
- ❑ *The Sneetches*
 - ✧ Roast or eat hot dogs. Make stars and put them on your clothes or in the windows.
- ❑ *The Story of Little Babaji*
 - ✧ Be a tiger, growl and put a tail on (use a sock and tuck it into the back of pants). Use an umbrella. Make butter: put heavy cream in a jar with lid and shake until it turns into butter. Eat the butter on the crackers. (Make sure to salt the butter.)
- ❑ *The Country Mouse and the City Mouse*
 - ✧ Take a walk and try to figure out if you live in the city or the country. How can you tell?
- ❑ *The Gingerbread Man*
 - ✧ Buy or make gingerbread men or ginger snaps. Have them as a treat. Play hide and seek or tag with child saying "You can't catch me, I'm the Gingerbread Man."
- ❑ *Cinderella*
 - ✧ Dress up like Cinderella, the henchman, the mice or horses. Draw a pumpkin carriage.
- ❑ *Jack and the Beanstalk*
 - ✧ Play with stuffed animals and pretend you are a giant.
- ❑ *The Little Red Hen*
 - ✧ Feed the birds, bake bread, talk about sharing and selfishness. Talk about being lazy versus being busy.
- ❑ *The Ugly Duckling*
 - ✧ Make animal noises.
- ❑ *Social Studies: Richard Scarry's What Do People Do All Day?*
 - ❑ "Wood and how we use it" (pp. 40-45)— Find some trees. Touch them, smell them, do a bark rubbing. Try to put your arms around them.
 - ❑ "Building a new road" (pp. 46-53)— Build a road with blocks. Use match box cars.
 - ❑ "A voyage on a ship" (pp. 54-59)— Twirl around in circle to simulate a trip on a ship.
 - ❑ "Where bread comes from" (pp. 60-63)— If possible, crack open wheat berries with a hammer. and taste. These can also be soaked in water and eaten.



On Fairy Tales "Our ten-year-old was in on a discussion with university students traveling along in a car together. One student said he would never tell his child about Santa Claus because when he found out he wasn't real maybe the child would conclude Jesus Christ wasn't real either. After listening to the debate, our son came up with his contribution. 'I knew about Santa Claus, like I knew about elves and other pretend things. I never got him mixed up with the Lord Jesus because I could tell from the way my parents talked and acted all year long that Jesus was true.'" (Honey for a Child's Heart, 34)



Your children may not coax you to read a poem. Sometimes when you are bent upon sharing one, they may give you a look of patient endurance. But valuable experiences are not always appreciated at the time; later they yield their rewards. We do many things for our families because we decide they are right to do. The spirit, the attitude, the sense of adventure with which they are done makes all the difference! And I have often seen in our house a warm look of love that says secretly, 'My father is special!' when my husband reads a poem, introducing it with, 'My dad used to read this to us...'" (Honey for a Child's Heart, 68)



"We cannot underestimate the use of words in creative thought!" Proverbs says, 'A word fitly spoken is like apples of gold in pictures of silver.' The right word in the right place is a magnificent gift. Somehow a limited, poverty-stricken vocabulary works toward equally limited use of ideas and imagination. On the other hand, the provocative use of the right words, of a growing vocabulary gives us adequate material with which to clothe our thoughts and leads to a richer world of expression." (Honey for a Child's Heart, 14-15)

☐ *Science: Usborne Flip–Flap Body Book, Part III: How Are Babies Made?*

- ☐ "There's A Baby In There"
- ☐ "Life Inside"
- ☐ "Baby's Getting Big"
- ☐ "Even Bigger"
- ☐ "The Baby Is Ready"
- ☐ "The New Baby"

☐ *Poetry: Poems and Prayers for the Very Young*

- ☐ "A Great Gray Elephant"
- ☐ "Stars"
- ☐ God Watches Over Us"
- ☐ "Twinkle, Twinkle, Little Star"
- ☐ "I See the Moon"
- ☐ "Night"
- ☐ "Good Night Prayer"
- ☐ "Bedtime Prayer"
- ☐ "Sleepy Song"
- ☐ "Lullabye"
- ☐ "Slumber Song"
- ☐ "The Gift"
- ☐ "Good Night! Good Night!"
- ☐ "Little Boy Blue" (Eloise Wilkin Stories, pg. 205)
- ☐ "At Sunset" (Eloise Wilkin Stories, pg 206) ■



"A busy schedule is the enemy of reading. Agreeing in principle with all the benefits of books, you may at this point simply sigh and say, "I wish we had more time for reading." But the fact remains that we arrange time for what we think is truly important. Perhaps some other activities will have to be curtailed—committees, hobbies, clubs, church meetings, a wife's job—in order to free you to do what you decide is right to do." (Honey for a Child's Heart, 24-25)



"A new report from the American Academy of Pediatrics (AAP) says free and unstructured play is healthy and - in fact - essential for helping children reach important social, emotional, and cognitive developmental milestones as well as helping them manage stress and become resilient."¹ It's okay to play with your child, and to let your child play on his or her own. Let the child be a child! It's one of the best things you can do, developmentally.



"If young people develop a love of reading, they will have better lives. That objective is not listed in our state curriculum standards. Our assessment of reading may begin with standardized test score, but in the end we must measure a child's reading ability by the amount of laughter exhaled and tears shed as the written word is devoured. Laughter and tears may not be listed in the state curriculum of reading objectives, but they are the standard in Room 56. These kids read for life. (Teach Like Your Hair's on Fire, 44)

¹ <http://www.aap.org/pressroom/play-public.htm>

Checklist for Books

Any Time

- ☐ *Wee Sing Nursery Rhymes and Lullabies*
 - ✦ Practice these with your child
- ☐ *Colorix*
 - ✦ Talk about colors.
- ☐ *Child Scissors*
 - ✦ Practice cutting. (Use a child-friendly brand such as Fiskars)
- ☐ *Construction Paper*
 - ✦ Practice cutting and gluing shapes together.
- ☐ *Mighty Mind*
 - ✦ Talk about shapes and colors. Count the blocks. Lay the blocks on plain paper so your child can make their own shapes and patterns.
- ☐ *Teddy Mix and Match*
 - ✦ Trace a pattern around a teddy bear. Have your child decorate the pattern or use a picture of your child for the face! You could even use this pattern to make a sandwich for lunch. ■



If you are looking for more intellectual stimulation, consider ordering materials from The Teaching Company.

¹ Listen to the best professors teach science, literature, history, philosophy, and more while you fold laundry, wash dishes, or drive. You can learn, too! And note: all of The Teaching Company courses go on sale at least once a year. Take advantage of the sales where \$175 courses for only \$50!



On narration “To begin with, a small child tells back the stories he has heard. If he has a good grounding in the mechanical skills of writing, Charlotte Mason considered the child able to use his own writing to give back the narration by the time he was about nine years old. It was always based on reading which had interested him. She had the startlingly progressive view that such early writing should not be hindered by worry about detail (spelling, punctuation, etc.). That skill can be worked on separately. / After all, by the time they reached nine years of age, they would have had three years of narrating on a wide variety of subjects. They would be quite experienced. They would also have had three years to learn spelling and writing as a skill. At some moment, the child is ready to translate his advanced narration skill into the harder skill of transcribing his own thoughts and expressions in writing. The changeover is not made all at once. It will be at a different age for different children. Some learn the technical skills of writing faster than others.” (For the Children’s Sake, 122)