

Date:	Day 1 <sub>1</sub>	Day 2 <sub>2</sub>	Day 3 <sub>3</sub>	Day 4 <sub>4</sub>	Day 5 <sub>5</sub>
<b>Bible</b>					
<i>Egermeier's Bible Story Book</i>	pp. 10–12	pp. 12–16 🕒†	pp. 16–18 🕒†	pp. 18–21 🕒†	pp. 22–27
	See "About Biblical Dates" in Section Four				
<b>Memorization &amp; Sing the Word: From A to Z</b>	A: All have sinned and fall short of the glory of God. (Romans 3:23) "All have Sinned"—Track 1				
<b>History/Geography</b>					
<i>The Usborne Children's Encyclopedia</i>	pp. 114–115 📍	pp. 116–117			
<i>Living Long Ago</i>			pp. 2–3; 26–27	pp. 50–51	
<i>5-Day: I Heard Good News Today</i>					chap. 60 🌐
<b>Read-Alouds</b>					
<i>The Boxcar Children</i>	chap. I	chaps. II–III	chap. IV	chap. V	
<i>The Llama Who Had No Pajama</i>	p. 7		p. 8		
<i>The Arnold Lobel Book of Mother Goose</i>		pp. 5–6		p. 7	
<i>5-Day: The Story About Ping</i>					Entire book 🌐
<b>Miscellaneous</b>					
<b>Create-a-Calendar</b>	Weekly and Monthly Activities.				
<b>Field Trip/Practical Life Skills</b>					
<b>Other Notes</b>					

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## 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

Listen to this track the entire week

### 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

Listen to this track the entire week

### History/Geography

### **Living Long Ago** | pp. 2–3

#### 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]

## Living Long Ago | pp. 26–27

**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

Listen to this track the entire week

## 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

Listen to this track the entire week

## 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 comorants. 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 \(D10\) \(map 1\)](#) ■



Date:	Day 1 <small>86</small>	Day 2 <small>87</small>	Day 3 <small>88</small>	Day 4 <small>89</small>	Day 5 <small>90</small>
<b>Bible</b>					
<i>Egermeier's Bible Story Book</i>	pp. 253–257	pp. 257–260	pp. 260–263	pp. 264–266	pp. 267–268
<b>Memorization</b> <i>Sing the Word: From A to Z</i>	<b>R:</b> Remember the Sabbath day by keeping it holy. Six days you shall labor and do all your work, but the seventh day is a Sabbath to the LORD your GOD. (Exodus 20:8–10) “Remember the Sabbath Day”—Track 18				
<b>History/Geography</b>					
<i>I Heard Good News Today</i>	chap. 37 	chap. 49 	chap. 29 		
<i>The Usborne Children's Encyclopedia</i>				pp. 144–145	
<i>5-Day: I Heard Good News Today</i>					chap. 41
<b>Read-Alouds</b>					
<i>No Children, No Pets</i>	chap. 9 	chap. 10 	chap. 11	chap. 12 	
<i>The Llama Who Had No Pajama</i>	p. 36		p. 37		
<i>The Arnold Lobel Book of Mother Goose</i>		pp. 84–85		pp. 86–87	
<i>5-Day: In Grandma's Attic</i>					chaps. 17–18
<b>Miscellaneous</b>					
<b>Create-a-Calendar</b>	Weekly and Monthly Activities.				
<b>Developmental Activity</b>	Sort through your clothes.				
<b>Field Trip/Practical Life Skills</b>					
<b>Other Notes</b>					

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## Day 1

## Bible

**Egermeier's Bible Story Book** | pp. 253–257

**Memorization** | Exodus 20:8–10

**Sing the Word: From A–Z** | “Remember the Sabbath Day” Track 18

Listen to this track the entire week.

## History/Geography

**I Heard Good News Today** | Chapter 37

Timeline and Map Activities

🌐 *China* (D10) (map 1)

## Read-Alouds

**No Children, No Pets** | Chapter 9 “Big Wind”

To Discuss After You Read

Q: Why did Mike eat large meals with the family?

A: *that one meal a day was all had*

Timeline and Map Activities

🌐 *Caribbean* (G8); *Palm Beach* (G8); *Miami* (H7); *Key West* (H7); *Melbourne Lake* (G7); *Lake Okeechobee* (G7) (map 2)

**The Llama Who Had No Pajama** | p. 36

This poem plays with words. A “waiter” is a person who cares for customers in a restaurant. Normally we say someone “waits” for something, but the person in this poem links a person who waits with a “wait-er.” Thus playing on the sound of the word waiter.

## Miscellaneous

**Create-a-Calendar** | Weekly and Monthly Activities

Sometime this week create a calendar.

Weekly Activities:

- Talk about events happening this week and count the number of days until they happen
- Add stickers to the calendar pages

Monthly Activities:

- Write the days of the month in the calendar boxes
- Review the months of the year
- Discuss the number of days in the current month

- Add the holiday stickers for the current month and talk about the holidays
- Find the country featured in the picture on a map and have your children color while you talk about the country

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

**Developmental Activity** | Sort through your clothes

Sometime this week sort through your clothes; whatever doesn't fit or you don't wear anymore—pass on!

## Day 2

## Bible

**Egermeier's Bible Story Book** | pp. 257–260

To Discuss After You Read

Q: When Elijah saves the widow's son she exclaims “Now I know for sure that you are a man of God and that your words are true.” Remember, her food had not run out for several months. Why wouldn't this have been enough of a miracle for her to recognize that Elijah was a man of God?

Q: Ahab believes Elijah brought trouble to Ahab's land. Is this right thinking?

**Memorization** | Exodus 20:8–10

**Sing the Word: From A–Z** | “Remember the Sabbath Day” Track 18

Listen to this track the entire week.

## History/Geography

**I Heard Good News Today** | Chapter 49

Timeline and Map Activities

🌐👤 **Toyohiko Kagawa (ca. 1909)**

🌐 *Kobe, Japan* (D11) (map 1)

## Read-Alouds

**No Children, No Pets** | Chapter 10 “Coconuts for Free”

Vocabulary

**reform school**: a jail for young people.

Timeline and Map Activities

🌐 *Pennsylvania* (D9); *Maryland* (E9) (map 2)

**The Arnold Lobel Book of Mother Goose** | pp. 84–85

Date:	Day 1 <small>176</small>	Day 2 <small>177</small>	Day 3 <small>178</small>	Day 4 <small>179</small>	Day 5 <small>180</small>
<b>Bible</b>					
<i>Egermeier's Bible Story Book</i>	pp. 547–552	pp. 552–555	pp. 556–560	pp. 560–564	pp. 564–568
<i>Sing the Word: From A to Z</i>	Review the verses that go with second half of the alphabet (M through Z).				
<b>History/Geography</b>					
<i>Wild Places</i>	pp. 82–85	pp. 86–89	pp. 90–93	pp. 94–95	
<i>5-Day: I Heard Good News Today</i>					chap. 92
<b>Read-Alouds</b>					
<i>The Hundred Dresses</i>	chap. 4	chap. 5	chap. 6	chap. 7	
<i>The Llama Who Had No Pajama</i>	p. 66				
<i>The Arnold Lobel Book of Mother Goose</i>		pp. 168–169	pp. 170–171	pp. 172–173	
<i>5-Day: Least of All</i>					Entire Book
<b>Miscellaneous</b>					
<b>Developmental Activity</b>	Tell a story.				
<b>Field Trip/Practical Life Skills</b>					
<b>Other Notes</b>					
You're all done!					

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## Day 1

## Bible

**Egermeier's Bible Story Book** | pp. 547–552

**Sing the Word: From A to Z** | Review

Review verses that go with the second half of alphabet (M through Z).

## History/Geography

**Wild Places** | pp. 82–85

To Discuss After You Read

Q: What is a caravan and what is the advantage of one?

A: *a group of people who travel the deserts together—to find their way and to stay safe*

Q: Would you want to live in the desert? Why or why not?

## Read-Alouds

**The Hundred Dresses** | Chapter 4

Vocabulary

Suddenly she **paused** and shuddered. (*stopped for little bit*)

\* \* \*

**Cerise**: a deep pinkish-red color.

To Discuss After You Read

Q: Why did Maddie decide to not write a note to Peggy to stop the teasing?

A: *she thought it was safer to let Wanda be teased; plus, Peggy was the most popular girl in the school and therefore “couldn’t do any wrong”*

Q: Maddie describes Wanda as “just some girl who lived up on Boggins Heights and stood alone in the school yard.” Do you think this is a good description of Wanda?

**The Llama Who Had No Pajama** | p. 66

## Miscellaneous

**Developmental Activity** | Tell a story

Sometime this week tell a story. Either one you make up, or one you have heard. (There is no shame in retelling good stories. That is what storytellers have always done. They pass stories from one generation to the next.)

## Day 2

## Bible

**Egermeier's Bible Story Book** | pp. 552–555

**Sing the Word: From A to Z** | Review

Review verses that go with the second half of alphabet (M through Z).

## History/Geography

**Wild Places** | pp. 86–89

To Discuss After You Read

Q: List some advantages and disadvantages of living underground.

A: *it’s cool, dark after the bright light, quiet; dark, maybe dirty*

Q: Have you ever seen a mirage?

A: *perhaps when traveling in a car on a highway in hot weather*

Wood that has changed to stone over time is called petrified wood. Note that the time needed to petrify is approximately 100 million years.

## Read-Alouds

**The Hundred Dresses** | Chapter 5

Vocabulary

**exquisite**: beautiful.

**Polack**: a rude nickname for a person from Poland.

**expectant**: waiting.

To Discuss After You Read

Q: Does Maddie think she has done wrong by keeping quiet? What do you think?

A: *she thought she had behaved worse than Peggy because she had acted in a cowardly manner; she had known they were mean, whereas Peggy was clueless*

Q: Do you think Peggy felt badly for how she behaved?

A: *yes, she opted to visit Wanda’s house with pretended casualness*

**The Arnold Lobel Book of Mother Goose** | pp. 168–169