

| 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. ^N | 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 ¹ | |
| World Cultures | | | | | |
| Things People Do | | | | | “The Island of Banilla” pp. 4–5 |
| Other | | | | | |
| Song | ^N ¹ | Jesus Loves Me | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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1. The ¹ 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 \diamond 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, filed 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.

| 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> |
|--|---|--|--|-------------------------------|--------------------------------|
| Bible | | | | | |
| <i>Family-Time Bible</i> | Introduce the memory verse for the week. | chap. 59 pp. 146–147 | chap. 60 pp. 148–149 ✧ ¹ | chap. 61 pp. 150–151 | chap. 62 pp. 152–153 |
| Memory Verse | Only fools insist on quarreling. (TLB) Proverbs 20:3 | | | | |
| Storybook | | | | | |
| <i>A Treasury of Mother Goose Rhymes</i> | “Sing a Song of Sixpence” pp. 84–85 | “The Wise Men of Gotham” p. 84 | “The Soldier and the Maid” pp. 86–87 ✧ | “The Queen of Hearts” p. 88 ✧ | “Pussy-Cat” p. 89 |
| <i>The Classic Tales of Brer Rabbit</i> | “Brer Fox, Brer Rabbit, Brer Bear and the Peanut Patch” pp. 4–12 ✧ ¹ | “Brer Rabbit Goes Fishing for Suckers” pp. 13–17 | “Dead Foxes Tell No Tales” pp. 18–24 | | |
| <i>The Children’s Book of Virtues</i> | | | | “It Can Be Done” p. 11 | |
| <i>Eric Carle’s Animals Animals</i> | “Every Insect” p. 18 ✧ ¹ | | | | |
| <i>A Child’s Book of Art</i> | | | | | “The Five Senses” pp. 46–47 ✧ |
| Readiness Skills | | | | | |
| <i>Developing the Early Learner 2</i> | pp. 49–50 | p. 51 | p. 52 | pp. 53–54 | p. 55 |
| Language Arts | | | | | |
| <i>Dr. Seuss’ ABC</i> | “I” pp. 22–23 ✧ | | | | |
| <i>First Thousand Words</i> | | “People” pp. 40–41 ✧ | | “My Clothes” p. 39 ✧ | |
| Science | | | | | |
| <i>What’s Under the Sea?</i> | p. 7 | p. 8 | p. 9 | pp. 10–11 | |
| World Cultures | | | | | |
| <i>Stories from Africa</i> | | | | | Story #1: “Jabo’s Mystery Box” |
| Other | | | | | |
| Song | <i>Be Careful Little Eyes What You See</i> | | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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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

The Classic Tales of Brer Rabbit

Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch

Materials: ingredients for Peanut Butter Balls (see the recipe below)

After reading “Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch” help your children make Peanut Butter Balls—there is no cooking or baking required. Children can help measure, stir and form balls.

Peanut Butter Balls

Combine together in a bowl:

- 1/2 cup peanut or other nut butter (like almond butter)
- 1/4 cup non-fat instant dried milk
- 2 tablespoons honey
- Cereal such as cereal flakes or crispy rice or chopped nuts

Mix together until smooth. If dough is too sticky add more powdered milk. Pinch off dough into small pieces and roll into small balls. Roll balls in crushed cereal or nuts. Eat at once or store in the refrigerator. Makes about 2 dozen.

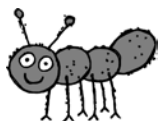
Eric Carl’s Animals Animals

Every Insect

Materials: paper and drawing utensils, ink pad, raisin

Have your children draw pictures of insects. They can look in the *Eric Carl’s Animals Animals* to get ideas on how to draw them.

To draw an ant, you could have them make “raisin print ants.” You will need an ink pad and a raisin for each child. Tell them not to eat the raisin. Have them put the raisin in the inkpad and then make a raisin print on a small piece of paper, a file card would work well. Then have them put another raisin print right behind the first one, in a line—like links in chain—this forms the body. Then put one more print above and to the left of the first print (this is the head-see drawing). They can draw two legs from each body section and an eye and two antennas on the head.



Dr. Seuss’ ABC

pp. 22–23

The letter of the week is “I.” Continue with letter games as in previous weeks. Look for things that start with this letter around the house, in the pantry, as you read stories, etc. Play “I Spy” often this week, emphasizing the letter “I.”

Day 2

First Thousand Words

People

While reading *First Thousand Words*, ask your children to pick a person from those pages and make up a story about them. You can start or they can, each of you adding alternate sentences. Ask your children what they want to be when they grow up and why? What will they do on a daily basis? Will it be fun? Hard work? Scary?

Day 3

Family-Time Bible

Ravens feed Elijah, pp. 148–149

After reading “Ravens feed Elijah,” talk about what would happen if you were fed by birds. What would they bring? Could they carry much? Would it take a lot of birds to feed you? Pretend to be a bird and fly, run, hop, jump off of something and flap wings.

Materials: bird identification book (optional)

Help your children identify any birds that you see. This week’s stories had ravens and red birds in them, but see what birds live around your home. You may want to identify them by looking in a bird book, or just have your children draw pictures of or describe to a family member any birds they see this week.

A Treasury of Mother Goose Rhymes

The Soldier and the Maid

Materials: pan, wooden spoon

After reading “The Soldier and the Maid,” let your children make a drum out of a pan and wooden spoon and pretend to be a drummer in a marching band or use a paper towel tube as a flute or horn.

Day 4

A Treasury of Mother Goose Rhymes

The Queen of Hearts

Materials: deck of playing cards

After reading “The Queen of Hearts,” use a deck of cards and play sorting games. Have your children sort by colors, by numbers, then by suit.

First Thousand Words

My Clothes

After reading “My Clothes” in *First Thousand Words*, have your children help fold and put away clothes. Sorting and matching socks is a great exercise for children. You could also have them fold washcloths and small towels. They could turn socks inside out and back the right way, or teach them how to turn a sleeve the right way if it is inside out when they take their shirt or coat off.

Day 5

A Child’s Book of Art

The Five Senses

Materials: sandpaper and cotton, sugar and lemon juice or a piece of fruit

After reading “The Five Senses” in *A Child’s Book of Art*, have your children taste sugar and lemon juice, or touch sandpaper and cotton, or listen to a whistle and drum—anything you have around the house that uses the senses. Ask them to compare the two things. What is different? What is the same? Or have them close their eyes and try to identify a piece of fruit or other food by touch and smell. Then let them taste it. ■

Remember: All of these Activities are optional. Choose ones that fit well into your school day, but do not feel obligated to do them all! Focus on spending time with your children—help them develop a curiosity for God’s World.

| 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> |
|--|--|---|---|--|---------------------------------|
| Bible | | | | | |
| <i>Family-Time Bible</i> | Introduce the memory verse for the week. | chap. 125 pp. 294–295 | chap. 126 pp. 296–297 | chap. 127 pp. 298–300 | chap. 128 pp. 301–303 |
| Memory Verse | For God so loved the world that he gave his only Son, that everyone who believes in him will not perish but have eternal life. (TLB) John 3:16 | | | | |
| Storybook | | | | | |
| <i>A Treasury of Mother Goose Rhymes</i> | “Bedtime” p. 152 ✧ | “The Moon” p. 153 | “A Prayer” p. 153 | | |
| <i>The Children’s Book of Virtues</i> | “The Stars in the Sky” pp. 20–30 | | | | “A Child’s Prayer” p. 63 |
| <i>Uncle Wiggily’s Story Book</i> | | “Uncle Wiggily and the Wild Rabbit” pp. 229–236 | “Uncle Wiggily and the Tame Squirrel” pp. 237–242 | “Uncle Wiggily and the Wolf” pp. 243–247 ✧ | |
| <i>A Child’s Book of Art</i> | | | | “Action Words” pp. 24–25 | |
| Readiness Skills | | | | | |
| <i>Developing the Early Learner 4</i> | pp. 49–50 | p. 51 | p. 52 | pp. 53–54 | p. 55 |
| Language Arts | | | | | |
| <i>First Thousand Words</i> | | “The Workshop” pp. 10–11 ✧ | | | |
| Science | | | | | |
| <i>Why Do Tigers Have Stripes?</i> | pp. 18–19 | p. 20 | p. 21 | pp. 22–23 | |
| World Cultures | | | | | |
| <i>New Toes for Tia</i> | chap. 1 ✧ | chap. 2 | chaps. 3–4 ✧ | chap. 5 ✧ | chap. 6 |
| Optional Activities | | | | | |
| Song | <i>When the Saints Go Marching In</i> | | | | |
| Developmental Activities | | | | | Magnets ✧ Cereal Snack Mix ✧ |
| | | | | | |
| Other Notes | | | | | |
| You’re All Done! | | | | | |

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Optional Activities

Day 1

A Treasury of Mother Goose Rhymes

Bedtime

Tonight, have your children get ready for bed all by themselves. Ask them to tell you everything they must do before they go to their rooms to get ready.

New Toes for Tia

Chapter 1

Materials: globe or map

Find Thailand on a map or globe. This is where *New Toes for Tia* takes place.

Day 2

First Thousand Words

The Workshop

Materials: large nut and bolt, tools, especially a measuring tape

While reading “The Workshop” in *First Thousand Words* have your children look for the items in the big picture that are around the outside of it. Ask your children to tell you what some of the tools are for. Let your children put large nuts on bolts or use sandpaper or a screwdriver, tape measure or hammer. They might like to measure themselves, their feet, the table, etc. with a tape measure. Have them compare two things visually (like a table and a couch or a wooden spoon and a ladle) and ask them what they think is bigger. Then, have them measure to be sure.

Day 3

New Toes for Tia

Chapters 3–4

Materials: rice, measuring cup, bowls and various containers

Have your children practice pouring un-cooked rice from a measuring cup into another container. You may want to cook rice and one vegetable for supper like Tia’s family eats in *New Toes for Tia*.

Day 4

Uncle Wiggily’s Story Book

Uncle Wiggily and the Wolf

Have your children practice skipping, just like the Skee-zicks in “Uncle Wiggily and the Wolf.” This would be a good time to practice jumping, hopping and swinging too. You may want to have them do jumping jacks, or try jumping on one foot and then the other.

New Toes for Tia

Chapter 5

Materials: colored paper in these colors: gold (or yellow), black, red, white, stapler

Before reading *New Toes for Tia*, have your children make wordless books by cutting out and stapling together four pieces of paper, in this order: gold (or yellow), black, red and white. They can cut the pieces into circles, triangles, rectangles, etc. Just have them make them all the same, or they can leave the paper full size. Have them staple it together and have it with them when you read *New Toes for Tia*. Page 23 explains the wordless book. After reading the chapter, have your children narrate back to you what the book means. If they are not sure, read and explain again, then have them narrate to you or tell another member of the family what it means.

Day 5

Developmental Activities

Magnets

Materials: magnets, stainless steel cookie sheet, cooking pan or cake pan

Let your children play with magnets on a cookie sheet, cooking pan or the refrigerator (aluminum cookies sheets do not work). They could also take the magnets and try to attach them to various objects to see which ones they stick to. If you have letter magnets you could show your children how to make their own names.

Cereal Snack Mix

Materials: ingredients for Cereal Snack Mix (see the recipe below)

Have your children help make the cereal snack mix, recipe below. This is great for a summer snack to take to parks, on trips or for a quick snack during the day. Celebrate all that you have done this year!

Cereal Snack Mix

Combine the following ingredients in a large plastic bag or bowl:

- 1-2 pounds salted nuts, such as peanuts or mixed nuts
- 1 12 oz box Corn Chex
- 1 20 oz box circular oat cereal
- 1 12 oz box Rice Chex
- 12 oz of mixed pretzels: thins, nuggets, twists, any combination (You may want to double the amount of pretzels.)

In a small bowl combine with a wire whisk, or have your children combine:

- 2 cups vegetable oil
- 1 tablespoon Worcestershire Sauce
- 1 tablespoon garlic powder

Pour oil over cereal mixture and shake till well coated. Put in a large roasting pan or in two cake pans. Bake at 250 degrees for 2 hours, stirring every 15 minutes. This will keep for many weeks in a sealed container. Use this for snack time or to take on picnics, long car trips, etc. It keeps well and is a healthy snack.

Continue the Adventure!

Do you know, if you have done all 36 weeks of the Sonlight *Exploring God's World* program, you have homeschooled your preschooler for a complete school year? If you are like the majority of our preschool families, you have experienced lots of Ooh's and Ah-ha's. You've enjoyed dozens of fun and enlightening conversations with your little one. The memories of all the stories and adventures you've shared will last a lifetime.

What a wonderful gift you have given your little explorer and yourself!

But why should the adventure end here? Our home-school program for Kindergarten is no more difficult.

Kindergarten is just like the *Exploring God's World* program—36 weeks long. *Introduction To the World: Cultures* is designed to open the eyes of early elementary age children to the much bigger world of which they are a part so that they yearn to learn more.

Cuddle up with the little ones as you discover together the astonishing world beyond the limits of most early elementary children's imaginations.

Request your copy of the Sonlight Curriculum catalog by completing the form at www.sonlight.com/request-catalog.html or by sending an e-mail with your name and mailing address to catalog@sonlight.com.

10 Top Reasons To Homeschool Your Children

1. Instill your values and beliefs in your children.
2. Meet your children's unique, individual needs.
3. Instill in your children a life-long love for learning—learning is fun!
4. Build intimate and meaningful relationships with your children.
5. Share with your children the common, everyday joys of life.
6. Help your children wrestle with the hard questions they face.
7. Show your children daily how much you love them.
8. Be there when your children need you most.
9. Be your children's mentor, spiritual leader, role model, friend, and teacher.
10. Protect your children from the negative influences they may encounter outside the home. ■