

Week 1—Five-Day Schedule

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
Reading <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 Introductory material in Sec. 1				
Memorization <input type="checkbox"/> <i>Sing the Word from A to Z</i>	All have sinned and fall short of the glory of God. (Romans 3:23) "All have sinned"—Track 1				
History/Geography <input type="checkbox"/>					
Hero Tales History Guide ¹ pp. 5-11 ²	pp. 68-73 "Martin Luther"	pp. 74-76	pp. 77-79 > <input type="checkbox"/>	pp. 164-169 "William Tyndale"	pp. 170-175 > <input type="checkbox"/>
Read-Aloud(s)					
The Boxcar Children Read-Aloud Guide pp. 5-6	chap. 1	chap. 2	chap. 3	chap. 4	chap. 5
The Llama Who Had No Pajama		"Hello and Good-by" pg. 7		"Birthdays" pg. 8	
The Real Mother Goose	"Little Bo-Peep" pg. 11	"Little Boy Blue" "Rain" pg. 11	"The Clock" pg. 12	"Winter" pg. 12	"Fingers and Toes" "A Seasonable Song" pg. 12
Miscellaneous					
Field Trip/Practical Life Skills <input type="checkbox"/>	Do various practical activities (found in Section Three at the back of this manual) with your child and take at least one field trip each month. Read our comments in the Notes on the next page. Note also Dr. Beechick's recommendations on pp. 69-71 in <i>Language and Thinking for Young Children</i> . We provide several copies of the Field Trip Record Sheets following Appendix 3.				
Physical Education					
Other Notes					
<p>Note: There are no notes for the Real Mother Goose. Please read and enjoy the poetry.</p>					

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² These page numbers refer to the pages within the appropriate Study Guide: History or Read-Aloud. The Study Guides follow Section Three: Appendices.

Week 1—Four-Day Schedule

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
Reading <i>Egermeier's Bible Story Book</i>	pp. 10-12	pp. 12-16	pp. 16-18	pp. 18-21	
	See "About Biblical Dates" in Introductory material in Sec. 1				
Memorization <i>Sing the Word from A to Z</i>	N All have sinned and fall short of the glory of God. (Romans 3:23) "All have sinned"—Track 1				
History/Geography					
Hero Tales History Guide ¹ pp. 5-11 ²	pp. 8-10 "Gladys Aylward"	pp. 11-13	pp. 14-16	pp. 17-19 > <input type="checkbox"/>	
Read-Aloud(s)					
The Boxcar Children Read-Aloud Guide pp. 5-6	chap. 1	chaps. 2-3	chap. 4	chap. 5	
The Llama Who Had No Pajama		"Hello and Good-by" pg. 7		"Birthdays" pg. 8	
The Real Mother Goose	"Little Bo-Peep" pg. 11	"Little Boy Blue" "Rain" pg. 11	"The Clock" "Winter" pg. 12	"Fingers and Toes" "Dame Trot..." pp. 13-14	
Miscellaneous					
Field Trip/ Practical Life Skills	N Do various practical activities (found in Section Three at the back of this manual) with your child and take at least one field trip each month. Read our comments in the Notes on the next page. Note also Dr. Beechick's recommendations on pp. 69-71 in <i>Language and Thinking for Young Children</i> . We provide several copies of the Field Trip Record Sheets following Appendix 3.				
Physical Education					
Other Notes					

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Week 1—Notes

Bible

Memorization

This year's memorization project is to be done over the next 30 weeks or so. We will memorize one Bible verse per week (and one verse per letter of the alphabet). When your child has mastered the entire group of verses, we encourage you to have him present the verses to an audience—either you, your family and guests, a home-school group, or your church or Sunday school.

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. To this end, we want them not merely to memorize the passages, but to interpret them with appropriate dramatic inflection, intonation, and motion. Over the course of the year, as your child memorizes more and more verses, have him also think of the meaning of the words, how they might be spoken in a dramatic setting, and what hand or body motions might improve communication.

Please don't be afraid of drama. Encourage your child to say his verses loudly, boldly, and with a lot of expression. (I remember one Sunday morning I was asked to read Psalm 22 as an introduction to worship. I had played lead roles in several high school presentations, and have always enjoyed public reading and speaking. That one Sunday, however, despite my background—or perhaps because of it—I may have gone a bit overboard. I read the passage several times to become familiar with it before I had to read it to the congregation. I was struck by the screaming agony of the speaker. It's no milquetoast, mousy statement! When the organist finished her introit, I stood, walked over to the microphone, paused, then shouted the beginning words with all the dramatic force I could muster: "My God! My God! Why have you forsaken me?! . . ." The congregation half leaped out of its seats. One woman told me later that she thought maybe I'd been shot. Whatever: they had been unprepared for what I did.)

But while in that context I may have overdone the drama, it is highly improbable that your child will become too dramatic. He may be inappropriately dramatic (acting goofy or melodramatic when he should be acting serious), but he can hardly overdo a quality dramatic presentation. Encourage drama. Help your child to practice speaking in a dramatic fashion. He will find it easier to start out being overly dramatic (perhaps) and then having to *move back*

to normalcy than having to slowly inch forward from a mouse-like, fearful mumble toward appropriate dramatic intonation.

* * *

All the verses your child will memorize are contained in the weekly schedule. When he memorizes these verses, we recommend that he should 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 child memorize the verse *and the reference* to help in locating the verse in the Bible itself.

One last note: you may notice that in the verses for the letters *H, O, R, T, W* and *Z*, the word "lord" appears in all-CAPS: *LORD*. There is a reason for this. *LORD* (all-CAPS) is a different word in the Hebrew from the word translated *Lord* or *lord*. *LORD* (all-CAPS) is the translation of the name of God YHWH, Yahweh. Yahweh doesn't *mean* "lord." Yahweh Himself explains the meaning of His name in Exodus 34:6 and 7. It is in those two verses that He proclaims His name (see Exodus 33:19) in a way that He never proclaims it anywhere else: *And he passed in front of Moses, proclaiming, "[Yahweh], [Yahweh], the compassionate and gracious God, slow to anger, abounding in love and faithfulness, maintaining love to thousands, and forgiving wickedness, rebellion and sin. Yet he does not leave the guilty unpunished; he punishes the children and their children for the sin of the fathers to the third and fourth generation."*

This, the entire two sentences, beginning with *Yahweh, Yahweh* and ending with . . . *the third and fourth generation*, is the complete name of God. And while some of God's people have been motivated by that name to go out and preach the good news (see, for instance, 3 John 1:7), others have been specifically *demotivated* by that name: they would prefer that their neighbors die than hear about God and His mercy (see Jonah 3:10–4:2).

* * *

Sing the Word

We include the album *Sing the Word* in the "Introduction to the World: Cultures" curriculum. We believe with this great mnemonic aid, the entire set of 26 scripture verses in the "Introduction to the World: Cultures" Bible program will be easier to memorize and a blast to learn!

Week 18—Five-Day Schedule

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					
Reading <i>Egermeier's Bible Story Book</i>	pp. 253-257	pp. 257-260	pp. 260-263	pp. 264-266	pp. 267-268
Memorization <i>Sing the Word from A to Z</i>	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				
History/Geography					
Living Long Ago: Travel & Transport History Guide pp. 13-17	pp. 82-83	pp. 84-85	pp. 86-87	pp. 88-89	
Read-Aloud(s)					
The Story of Doctor Dolittle Read-Aloud Guide pp. 53-60	chap. 6	chap. 7	chap. 8 > <input type="checkbox"/>	chaps. 9-10 > <input type="checkbox"/>	chap. 11
The Llama Who Had No Pajama		"A Year Later" pg. 41		"The Llama Who Had No Pajama" pp. 42-43	
The Real Mother Goose	"Boy and..." pg. 66	"Old Woman..." "First of May" pp. 66-67	"Sulky Sue" pg. 68	"The House..." pp. 68-69	"Saturday, Sunday" pg. 69
Miscellaneous					
Create-a-Calendar	<input type="checkbox"/>				
Developmental Activity	Sort through your clothes; whatever doesn't fit or you don't wear anymore—pass on!				
Field Trip/Practical Life Skills					
Physical Education					
Other Notes					

Week 18—Four-Day Schedule

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					
Reading <i>Egermeier's Bible Story Book</i>	pp. 203-206	pp. 206-208	pp. 209-213	pp. 213-216	
Memorization <i>Sing the Word from A to Z</i>	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				
History/Geography					
Living Long Ago: Food & Eating History Guide pp. 13-17	pp. 66-67	pp. 68-69	pp. 70-71	pg. 72	
Read-Aloud(s)					
The Story of Doctor Dolittle Read-Aloud Guide pp. 53-60	chaps. 9-10 ➤ <input type="checkbox"/>	chap. 11	chap. 12	chap. 13 ➤ <input type="checkbox"/>	
The Llama Who Had No Pajama		"A Year Later" pg. 41		"The Llama Who Had No Pajama" pp. 42-43	
The Real Mother Goose	"I Saw A Ship..." "A Walnut" "The Man In The Moon" pg. 73	"One, He Loves" "Bat, Bat" pg. 73	"Hark,! Hark!" "The Hart" pg. 75	"My Love" "The Man of Bombay" pg. 75	
Miscellaneous					
Create-a-Calendar	<input type="checkbox"/>				
Developmental Activity	Sort through your clothes; whatever doesn't fit or you don't wear anymore—pass on!				
Field Trip/Practical Life Skills					
Physical Education					
Other Notes					

Week 36—Five-Day Schedule

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					
Reading <i>Egermeier's Bible Story Book</i>	pp. 547-552	pp. 552-555	pp. 556-560	pp. 560-564	pp. 564-568
Memorization	Review verses that go with second half of the alphabet (M through Z).				
History/Geography					
Hero Tales History Guide pp. 5-11	pp. 8-13 "Gladys Aylward"	pp. 14-16	pp. 17-19 > <input type="checkbox"/>		
Read-Aloud(s)					
Richard Scarry's Please & Thank You Book Read-Aloud Guide pg. 49	First half	Second half			
Capyboppy Read-Aloud Guide pp. 7-8			pp. 1-21	pp. 22-41	pp. 42-62 > <input type="checkbox"/>
The Llama Who Had No Pajama	"I Was Riding... " pg. 65			"Good Morning... " pg. 66	
The Real Mother Goose	"Hot-Cross Buns" "Bobby Shaftoe" pg. 127	"The Bunch of Blue Ribbons" pp 126-127	"The Woman of Exeter" "Sneezing" pg. 128	"Pussy-Cat By The Fire" pg. 128	"When The Snow Is On The Ground" pg. 128
Miscellaneous					
Create-a-Calendar	<input type="checkbox"/>				
Developmental Activity	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 have always passed stories from one generation to the next.)				
Field Trip/Practical Life Skills					
Physical Education					
Other Notes					
<h3>You're Done!</h3>					

Week 36—Four-Day Schedule

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					
Reading <i>Egermeier's Bible Story Book</i>	pp. 552-555	pp. 556-560	pp. 560-564	pp. 564-568	
Memorization	Review verses that go with the second half of alphabet (M through Z).				
History/Geography					
Hero Tales History Guide pp. 5-11	pp. 80-82 "Dwight L. Moody"	pp. 83-85	pp. 86-88	pp. 89-91 > <input type="checkbox"/>	
Read-Aloud(s)					
A Grain of Rice Read-Aloud Guide pp. 23-24	pp. 1-15 > <input type="checkbox"/>	pp. 16-31	pp. 32-47	pp. 48-65	
The Llama Who Had No Pajama		"I Was Riding..." pg. 65		"Good Morning..." pg. 66	
The Real Mother Goose	"Hot-Cross Buns" "Bobby Shaftoe" pg. 127	"The Bunch of Blue Ribbons" pg. 127	"The Woman of Exeter" "Sneezing" "Pussy-Cat By The Fire" pg. 128	"When The Snow Is On the Ground" pg. 128	
Miscellaneous					
Create-a-Calendar	<input type="checkbox"/>				
Developmental Activity	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 have always passed stories from one generation to the next.)				
Field Trip/Practical Life Skills					
Physical Education					
Other Notes					
<h3>You're Done!</h3>					

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Living Long Ago

NOTE: There are several *Living Long Ago* assignments with a “Before You Read” section. Be sure to look over this important information before reading those assignments. All of the assignments also have extra discussion questions, as set forth below.

Some children have a hard time becoming interested in this book, because the material presented doesn’t fit into their understanding of time and space. It isn’t important that they are able to differentiate between time periods in history yet (that will come as their understanding of the world and time grow), so you can simply explain that over a progression of time these were ways that people lived and changed.

If you want to explore the material further, try building models of the different types of houses, making appropriate outfits for their dolls, creating some of the weapons and armor from cardboard and tinfoil, or building forts, castles, teepees, etc. You can also try dressing up as characters or making food from a certain time period. Remember, the goal of this book is to expand your children’s awareness of history and of the world around them.

pp. 2-3

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!*)

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?

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.

pp. 4-5

Ancient Egyptians (2000-1000 BC)

➤ *Egypt* ❶ (map 1)

Both men and women wore make-up and jewelry in Ancient Egypt. What about where you live today? Do men and women still wear make-up and jewelry? Do you?

Why do you think the ancient Egyptians ever started to wear make-up and jewelry in the first place? Why do people still wear make-up and jewelry today?

For fun, try making an Egyptian collar using the instructions in the book.

pp. 6-7

Roman Empire (500 BC-AD 300)

➤ *Italy* ❷ (map 1)

How did the Ancient Romans live differently than we do now? What do you like about the way they lived?

Use an old sheet to make your own homemade tunic!

pp. 8-9

Vikings (AD 1000)

➤ *Norway* ❸; *Denmark* ❹; *Sweden* ❺ (map 1)

Why did the Vikings’ houses, food, and clothing need to be different from those of the Romans and Egyptians? (*they lived in a much colder climate*)

For fun, try to make swords and shields like the Vikings used. Cardboard and tinfoil may come in handy for this project!

pp. 10-11

Medieval Times (1000-1500)

What do you think of the clothing of the Medieval Times? Is medieval clothing more similar to ours?

Try to make a medieval pouch using the directions in the book.

Use small strips of cloth to swaddle a doll like medieval people did their babies. Do you think doing this really made their limbs grow straight? Why or why not?

pp. 12-13

➤ *Europe* ❻ (map 1)

In Europe, clothes showed how rich and important a person was. Is this still true today?

Make a ruff using the directions in the book.

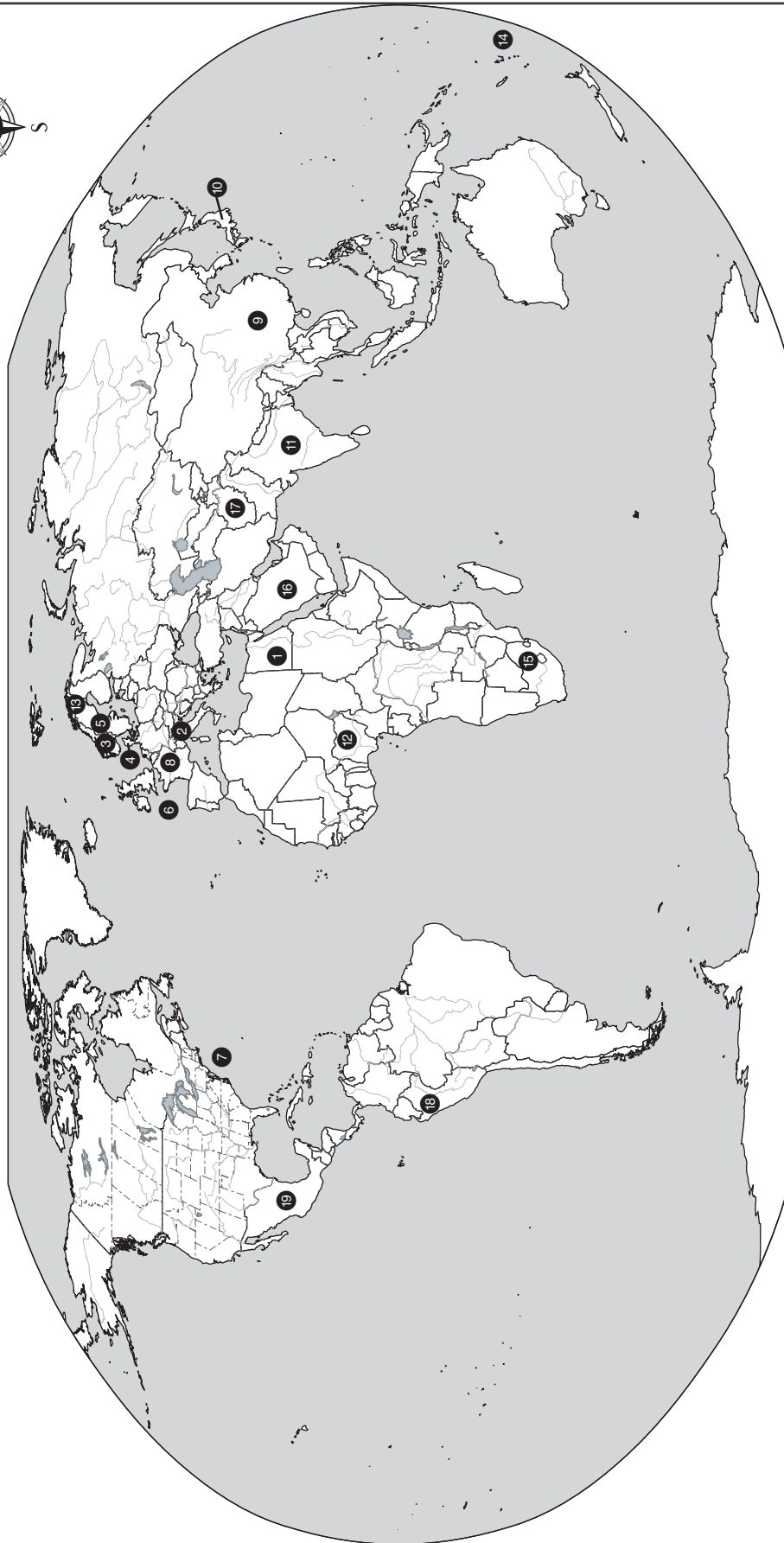
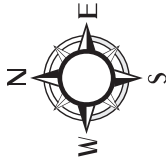
Can you imagine wearing a corset? Why or why not? Is there anything we still wear today that is similar? (*perhaps a girdle?*)

pp. 14-15

➤ *North America* ❼ (map 1)

North American Indians made clothes from leather and deerskin and decorated them with shells, bones, claws, feathers, and stones. Why were their clothes different from

Living Long Ago - Map 1



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Five True Dog Stories

Dox

To Discuss After You Read

What did the policeman train Dox to find? (*hidden things such as jewels, money or people*)

How many criminals did Dox catch in his fifteen-year career? (*more than 400 criminals*)

Describe how Maimone trained Dox. (*Maimone got a handkerchief and a cigarette case that belonged to someone else. They carried the person's own special smell. Maimone hid the cigarette case behind a chair cushion. Then, he let Dox sniff the handkerchief and said, "Find it!" Dox didn't understand at first, so Maimone led him over to the chair and showed him where the cigarette case was, and let him smell it. Soon, Dox learned that every time Maimone asked him to sniff something and then said, "Find it!" he should find something that smelled the same*)

Time Line and Map Activities

➤ Turin, Italy ❶ (map 2)

Grip

To Discuss After You Read

What did Tom train Grip to do? (*to steal money from people's pockets*)

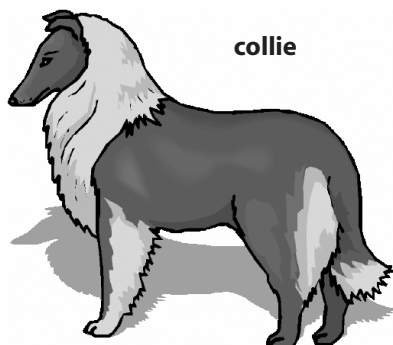
Time Line and Map Activities

➤ London, England ❷ (map 2)

Wolf

Concepts and Vocabulary to Watch For

Collies were developed in Scotland and used for generations in herding sheep. A collie weighs about 50 or 60 pounds. (How much do you weigh?) It has a long pointed muzzle and is usually long-haired with a thick coat and plumed tail.



To Discuss After You Read

What kind of dog was Wolf? (*a collie*)

What was Wolf's self-inflicted role in life? (*to save other dogs from harm*)

Time Line and Map Activities

➤ Pompton Lakes, New Jersey (Sunnybrook Farm) ❶ (map 1)

Barry

Concepts and Vocabulary to Watch For

The **St. Bernard** is a large, intelligent dog that became famous for rescuing lost travelers. The St. Bernard is valued as a watchdog. It is also a good pet and guide for explorers. The dog has a white and red or white and brownish-yellow coat. The St. Bernard has a large, square head, a short muzzle, and a short neck.



St. Bernard

To Discuss After You Read

When did Barry live? (*he was born in the spring of 1800*)

What is an avalanche? (*a great slide of snow that buries everything in its path*)

How many people's lives did Barry save? (42)

Describe the training Barry received. (*first, Barry learned to obey. Then, he learned how to walk in the deep snow without sinking down into it. After that, he learned to lead people through the pass even when it was buried under many feet of snow. He learned to find people who might be lost in a storm. He also learned to search for people who were lost under the snow*)

Time Line and Map Activities

➤ Switzerland ❸ (map 2)

