Reading

Reading with Longer Chapter Books
Introduction

How to Use This Guide

Place each schedule page behind the correct tab in your Instructor’s Guide. We provide a 5-day schedule because we believe beginning readers should read each day.

In this guide, you’ll find general comprehension questions by chapter, vocabulary definitions, and map assignments for appropriate books.

The vocabulary definitions add depth and context to the stories and to help your children develop what E. D. Hirsch calls “cultural literacy”—a knowledge of those things children must know in order to be appropriately conversant about subjects they may encounter throughout their lives. You can find these terms in the notes under the heading “Vocabulary.”

For instance, students read about “wigwams” in our Level D book *The Courage of Sarah Noble*. We explain what a wigwam is so you can share with your children. This adds a layer of understanding to your children.

If you think we’ve asked a particularly picky question, please feel free to skip it! To learn to answer questions is a skill your children will use.

Timelines

**Note to Mom or Dad:** Timeline suggestions are in **bold** type with this symbol: ⌚. Those Timeline suggestions that are preceded by a ⌚ symbol have an accompanying Timeline Figure. Timeline Figure packets are included in Level packages or may be purchased separately. See www.sonlight.com for more details.

When there is a range of dates (e.g., 1865–1890), we recommend that you use the ending date when placing the figure on your Timeline. We have taken our dates from various authorities. Because even the best authorities do not agree on specific dates, you will occasionally find discrepancies among the dates we suggest. Feel free to adapt as you see best.

Geography

Sonlight’s geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your student the importance of map skills while enhancing the learning adventure. Look for the ⬤ symbol on the schedule page. This tells you to find a map in that day’s assignment. Use the key (see sample below) to find each location on the map located in this study guide. Then mark each location on your Markable Map with a washable pen. (We recommend Vis-a-Vis pens. If you should accidentally use a non-washable marker, rubbing alcohol can remove those errant marks.) Use the box following the ⬤ to remind yourself that you completed the assignment.

If you want your children to receive even more practice with maps, consider this idea shared by one of our Sonlight Forums users: Replace your tablecloth with a map! Cover it with a sheet of clear vinyl (available at fabric stores). Then, while your children are eating, watch in wonder as they look at the map over and over again, reading all the words, asking questions, and learning all about the map. As a bonus, spills wipe up easily from the vinyl!

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<th>The Markable Map assignment indication</th>
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<th>The map on which you will find the assigned place</th>
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<tr>
<td>London, England (F2) South Wales (F3) (map 3)</td>
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### Week 1

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#### Day 1

**More Stories from Grandma’s Attic** | “When Grandma Was Young” and Chapter 1

**Setting**
Michigan; 1880.

**Overview**
Set on a farm in Michigan more than one hundred years ago (1880), the stories are remembrances of the author’s grandmother.

**To Discuss After You Read**
- Q: Why did Pa bring the goat into the house?
  - A: *its mom had twins and refused to care for the little goat; Pa hoped Ma could nurse the baby goat to health*
- Q: How did Mabel survive her night in the barn?
  - A: *her big brother came and kept her company*

**Timeline and Map Activities**
- Michigan (C9) (map 1)

#### Day 2

**More Stories from Grandma’s Attic** | Chapters 2–3

**To Discuss After You Read**
- Q: Why didn’t Mabel win the contest? [chap. 2]
  - A: *she was careless and misspelled a word on her sampler*
- Q: Why do the girls decide to dress a pig? [chap. 3]
  - A: *the size of the animal was right and it was a living creature—more fun than a doll*

#### Day 3

**More Stories from Grandma’s Attic** | Chapter 4

**To Discuss After You Read**
- Q: What does the author learn about prayer?
  - A: *God is concerned about the big and small things*

#### Day 4

**More Stories from Grandma’s Attic** | Chapters 5–6

**Vocabulary**

**The Village Blacksmith**: a classic poem by Henry Wadsworth Longfellow that is a tribute to American blacksmiths; based upon an actual blacksmith shop on Brattle Street in Cambridge, Massachusetts. [chap. 5]

**To Discuss After You Read**
- Q: Was the family sorry they took in a stranger? [chap. 5]
  - A: *no*
- Q: How did the family prepare for a snowstorm? [chap. 6]
  - A: *they brought in extra food for the animals, extra wood for the stove, extra food from the cellar, and tied a rope from the house to the barn*
- Q: How did the Lord answer their prayers? [chap. 6]
  - A: *the doctor was lost and saw their light, he came and cared for Ma*

#### Day 5

**More Stories from Grandma’s Attic** | Chapters 7–8

**Vocabulary**

**truant officer**: an employee of a school system who investigates the absences of students.

“A pig in a poke”: to buy “a pig in a poke” means to make a blind bargain or to make a deal without sufficient scrutiny or knowledge. This phrase came from a formerly common trick of trying to pass off a cat as a suckling pig on an unsuspecting buyer by concealing it in a bag or “poke.” The companion phrase “to let the cat out of the bag” refers to the point at which the trick was revealed. [chap. 8]

**To Discuss After You Read**
- Q: Why did Roy’s parents make him give Mabel the slate? [chap. 7]
  - A: *he told her he would and they made him keep his word*
- Q: Did the boy’s trunk contain treasure? [chap. 8]
  - A: *no, only rusty nails*
- Q: Have you ever bought “a pig in a poke?” Did you learn your lesson as well as Reuben & Roy? [chap. 8]
## Week 2

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### Day 1

**More Stories from Grandma’s Attic** | Chapter 9

To Discuss After You Read

**Q:** Why are chores important?  
**A:** they make you a part of the family, and work is a good thing

### Day 2

**More Stories from Grandma’s Attic** | Chapters 10–11

To Discuss After You Read

**Q:** Describe how the farm was different when Grandma was a child. [chap. 10]  
**A:** no phone, no electricity, no running water

**Q:** Why would a rag doll be stuffed with food, like popcorn or rice? [chap. 11]  
**A:** it was the materials they had available and allows for relatively free movement—like a bean bag

### Day 3

**More Stories from Grandma’s Attic** | Chapters 12–13

**Vocabulary**

biography: a book about a person’s life along with the interesting things they do. [chap. 13]

To Discuss After You Read

**Q:** Mabel hadn’t told a lie about the pencil, but what did she do wrongly? [chap. 12]  
**A:** she had kept back the truth

**Q:** Where do many good stories come from? [chap. 13]  
**A:** writing about things in our lives

### Day 4

**More Stories from Grandma’s Attic** | Chapter 14

To Discuss After You Read

**Q:** Why doesn’t it work to try to cover up sin?  
**A:** sin usually comes to light and even if it doesn’t, God knows

### Day 5

**More Stories from Grandma’s Attic** | Chapter 15–end

To Discuss After You Read

**Q:** Why does Ma recommend confessing sin early? [chap. 15]  
**A:** your conscience bothers you

**Q:** What does the Bible mean by “your brother”? [chap. 16]  
**A:** any other person

**Q:** What sometimes happens when you pray for your enemies? [chap. 16]  
**A:** they become friends
Week 3

Day 1

The Whipping Boy | Chapters 1–6

Setting
ca. AD 1000–1400.

Overview
While living as a whipping boy for "Prince Brat," Jemmy dreams of returning to the sewers as a rat catcher. When Prince Brat is bored and decides to run away, he takes Jemmy with him.

Caught by highwaymen just after setting off for their adventure, the boys must use their wits and work together to escape.

Vocabulary
ferret: a type of weasel that resembles a yellow mink, with dark tail, feet, and mask. [chap. 2]
highwayman: a person who robs along a public road. [chap. 5]

"Prince on the hoof": means a prince that rides a horse—sometimes livestock being sold for meat is referred to as "on the hoof", meaning it hasn't yet been slaughtered, the animal is still living. [chap. 5]

To Discuss After You Read
Q: What was Jemmy's role at the palace? [chap. 1]
A: to take whatever punishment was due to the prince
Q: How did Jemmy become educated? [chap. 2]
A: he had to be on hand for the prince's lessons, and he learned inadvertently
Q: Why does the prince decide to run away? [chap. 3]
A: he's bored
Q: Why does Billy decide to ask for 55 pounds of gold for Prince Brat's ransom? [chap. 6]
A: that is what he figures the prince weighs—and he is asking for his weight in gold

Day 2

The Whipping Boy | Chapters 7–11

To Discuss After You Read
Q: Why does Jemmy pretend to be the prince? [chap. 8]
A: to rescue the true prince
Q: What does Jemmy say is a prince's ransom? [chap. 8]
A: a wagon full of gold and jewels
Q: Explain Jemmy's plan to get the prince back to the palace safely. [chap. 9]
A: he pretends to be the prince and demands that his "whipping boy" [the prince] deliver the message and the crown; that way the king will know that the thieves have the "right" prince

Day 3

The Whipping Boy | Chapters 12–15

To Discuss After You Read
Q: How does the thieves' message get delivered? [chap. 12]
A: in the saddlebags of the horse
Q: Why doesn't the prince want to go back? [chap. 14]
A: he likes being dirty, he is having fun, he doesn't figure anyone will miss him

Day 4

The Whipping Boy | Chapters 16–18

To Discuss After You Read
Q: Why do the highwaymen believe Jemmy fooled them with his note? [chap. 16]
A: a wagon full of gold would slow them down
Q: How do Jemmy and the prince reach the city? [chap. 17]
A: they ride in a coach
Q: How do the prince's subjects view him as future king? [chap. 18]
A: they dread his rule
Day 5

_The Whipping Boy_ | Chapter 19–end

To Discuss After You Read

Q: What happened to the highwaymen? [chap. 19]
A: _they stowed away on a convict ship_

Q: How did the prince change? [chap. 20]
A: _he wanted friends and to learn to stop causing mischief and to be brave_