

A INTRO TO THE WORLD: CULTURES



Temple of Athena
Athens, Greece

FUN FACT

John Montague, the Earl of Sandwich, invented the ... Sandwich!



Thank you for downloading this sample of Sonlight's History / Bible / Literature A Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

Here's a quick overview of what you'll find in this sample.

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Discussion questions, notes and additional features to enhance your school year
- A Scope and Sequence of topics and skills your children will be developing throughout the school year
- A schedule for Timeline Figures
- Samples of the full-color laminated maps included in History / Bible / Literature IGs to help your children locate key places mentioned in your history, Reader and Read-Aloud books

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

We believe most children respond more positively to great literature than they do to textbooks. To properly use this sample to teach your student, you will need the books that are scheduled in it. We include all the books you will need when you purchase a package from sonlight.com.

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at sonlight.com/advisors.

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: sonlight.com/ig. It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit sonlight.com/hbl to order your History / Bible / Literature package.

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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History Bible Literature (5-Day)

Intro to the World: Cultures

By the Sonlight Team

“How much better to get wisdom than gold, to choose understanding rather than silver!”

Proverbs 16:16 (NIV)

Sonlight Curriculum® “Intro to the World: Cultures” (5-Day) Instructor’s Guide and Notes, Thirtieth Edition

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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).

Published by

Sonlight Curriculum, Ltd.
8042 South Grant Way
Littleton, CO 80122-2705
USA

Phone (303) 730-6292 Fax (303) 795-8668

E-mail: main@sonlight.com

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Printed in the United States of America.

For the latest information about changes in this guide, please visit www.sonlight.com/curriculum-updates. Please notify us of any errors you find not listed on this site. E-mail corrections to IGcorrections@sonlight.com and any suggestions you may have to IGsuggestions@sonlight.com.

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- A Weekly SCHEDULE for History, Bible, and Read-Alouds
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- NOTES for Read-Alouds and Readers

(In the early elementary Levels K-C programs, Readers are packaged separately to allow an adjustable reading level and pace for your children. We have not included them in this sample. Learn more about Readers packages at sonlight.com/readers.)

4 Instructor’s Guide Resources

- “Intro to the World: Cultures”—Scope and Sequence: Schedule for Topics and Skills
- Maps—Answer Keys

HISTORY / BIBLE / LITERATURE Quick Start Guide

What's included in your History / Bible / Literature Instructor's Guide.

With Sonlight's daily readings all scheduled, you'll read good books and talk with your children about what you're learning. You'll be amazed at how much you all learn, so easily and enjoyably. With notes and teaching tips along the way, the Sonlight History / Bible / Literature Instructor's Guide is guaranteed to help you love to learn, and love to teach.

1

Level A: History/Bible/Literature						
Days 26–30: Date: _____ to _____						
Week Overview						
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18						
19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36						
Week 6						
Date:	Day 26	Day 27	Day 28	Day 29	Day 30	
BIBLE	<i>Egermeier's Bible Story Book</i>	pp. 86–88	pp. 88–90	pp. 91–93	pp. 94–96	pp. 96–98
	Memorization	F: Fear not, for I have redeemed you; I have summoned you by name; you are mine. (Isaiah 43:1)				
	<i>Sing the Word: From A to Z</i>	"Fear Not"—Track 6. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	<i>Adventures in Ancient Greece</i>	pp. 32–33	pp. 34–35	pp. 36–39	pp. 40–47	
	<i>The Usborne Internet-Linked Children's Encyclopedia</i>					pp. 124–125 ↑ ↓ ↻
READ-ALOUDS	<i>Dolphin Adventure</i>	chaps. 1–2 ↻	chaps. 3–4	chaps. 5–6	chaps. 7–8	
	<i>The Llama Who Had No Pajama</i>	p. 15				
	<i>The Arnold Lobel Book of Mother Goose</i>		pp. 28–29	pp. 30–31	pp. 32–33	
	<i>James Herriot's Treasury for Children</i>					"Oscar, Cat-About-Town"
MISCELLANEOUS	Developmental Activity	Act out a play on politeness.				
	Field Trip/Practical Life Skills					
Additional Subjects:						

2

3

4

1 Complete, ready-to-use lesson plans

All your books and activities are fully scheduled for the entire year. No need to create your own lesson plans or coordinate the reading. This IG covers Bible, History, Geography, Read-Alouds, and Readers. Each day you open your IG, do the given assignments, and—if you want a formal record of what you have done—check or date each box as you complete it. If your state requires a record of how many hours you dedicated to a subject, you also have space to record the time you spent.

2 Day-by-day Schedule

The Sonlight IG schedule lets you see your entire week at a glance. Each schedule is broken out into either four or five days of material for each of the 36 scheduled weeks. The first column indicates the various subjects or topics you will be studying. (i.e. Bible, History, Read-Alouds, etc.) The second column lists the titles of each book or assignment. The remaining columns include the day-by-day assigned pages or tasks.

3 Discussion Questions

Each IG includes various types of discussion questions—including review, comprehension, and open-ended questions, with answers. Focus on the key points, maximize the time spent, and assess how well your children understand what they're learning. Use it as best suits your needs.

4 Timeline and Map Points

Incorporate geography naturally into your school day. Students use the Markable Map to make a visual connection to how all their Readers, history books, and Read-Alouds relate geographically. A hole-punched, laminated answer key map folds into your IG. Timeline activities tell you when to add people, events, and dates to your Timeline Book.

5 Vocabulary and Cultural Literacy notes

Find clear definitions for important vocabulary that appears in your reading. Enjoy useful Cultural Literacy notes that add depth to your reading and explain things students probably don't know (e.g., what a hoop skirt looks like).

6 Notes

Immediately following the schedule, you will find each week's Bible and history notes. These extensive teaching notes help you instruct your students with excellence, and ensure that they grasp key concepts. Notes provide counter-balancing arguments, clarification, further explanations, and commentary. The IG notes also offer warnings about specific books or difficult content, so you can discuss important issues—such as racism and poverty—with thoughtfulness.

Note: At the back of your History / Bible / Literature Guide, you will find reading assignments and notes for the Read-Alouds and Readers. (In the early elementary Levels A-C programs, Readers are packaged separately to allow an adjustable reading level and pace for your children. We have not included them in this sample. Learn more about Readers packages at sonlight.com/readers.) Follow the notes for Read-Alouds and Readers as you would the History/Bible notes.

7 Teaching tips

Detailed teaching notes each week explain assignments and provide extra information about important topics to help you get the most from your materials. You will teach with confidence!

Flexible format

Because many families end up ahead of behind in a subject—at least occasionally—the IGs are structured for maximum flexibility. Some customers follow the schedule religiously. They do everything scheduled each day during that day. Others read ahead, or drop a book, or work through several days' worth of one or two subjects in a day (reading, or history, for example), and similarly the next day, and so on, until they have completed all the assignments for the week.

The IG is a guide, not a task master.

As you become comfortable teaching your children, you can skip or alter assignment to fit your family's unique needs.

6

Bible Reading

James is a very practical book. He reminds us that life isn't all rainbows and roses, but that we must work hard, turn to God in difficult times, and do what the Word says. We can be part of God's story if we follow Him. James also urges us to live in the freedom Christ brings through His forgiveness. This kind of life, one that is firmly set on being part of God's story through trouble and hard work, is exactly what Daniel and his friends demonstrate in your children's reading.

Memorization (Bible)

Psalm 42:1–6

Continue to memorize Psalm 42.

- 1 As the deer pants for the water brooks,
So my soul pants for You, O God.
- 2 My soul thirsts for God, for the living God;
When shall I come and appear before God?
- 3 My tears have been my food day and night,
While they say to me all day long, "Where is your God?"
- 4 These things I remember and I pour out my soul
within me.
For I used to go along with the throng and lead
them in procession to the house of God,
With the voice of joy and thanksgiving, a multitude
keeping festival.
- 5 Why are you in despair, O my soul?
And why have you become disturbed within me?
Hope in God, for I shall again praise Him
For the help of His presence.
- 6 O my God, my soul is in despair within me;
Therefore I remember You from the land of the Jordan
And the peaks of Hermon, from Mount Mizar.

The Beginner's American History

pp. 200–205

Cultural Literacy

steamboat: a ship using steam-driven propellers for propulsion.

To Discuss After You Read

- Q: Why didn't France want to buy Fulton's diving boat?
Who did want to buy it?
A: *Napoleon found a leak; the English government*
- Q: Where did Robert Fulton make and try his first steamboat?
A: *France*
- Q: How far up the Hudson did his New York steamboat go?
A: *150 miles*
- Q: Describe the route of the first steamboat in the West.
A: *starting from Pittsburgh, it went down the Ohio River, then down the Mississippi to New Orleans*

Timeline and Map Points

New York (D3) (map 5)

Day 165 pp. 228–232

To Discuss After You Read

- Q: Did the telegraph idea come easily to Samuel Morse?
A: *no; he worked on it with little profit; Alfred Vail helped him financially and got the patent and helped with the design*

Landmark History of the Amer. People, Vol. 1

Day 162 Chapter 19 pp. 134–136

Cultural Literacy

pipe dream: a saying that means that something is unrealistic or unattainable. The phrase originated in late 19th century America in reference to dreams or visions people would experience from smoking opium pipes. [p. 136]

Monticello: Thomas Jefferson's estate in Charlottesville, Virginia. [p. 136]

To Discuss After You Read

- Q: Why were Barber-Surgeons thought of as members of a lower class than doctors? [p. 135]
A: *because they dirtied their hands, they didn't have to know any special languages, they didn't need to read books, they were just seen as craftsmen who knew how to carve, cut, and sew up the human body*
- Q: What did apothecaries do? [p. 135]
A: *they mixed medicines*

The book mentions that "people thought it was indecent or irreligious to dissect a human body. And if anyone did such a thing, he did it in secret if he did it at all." Why do you think people of the time took this perspective? Some of the influence came from Christianity, which believes every human being is uniquely made in God's image. As such, there is a certain amount of holy respect and awe for God's creation, especially the human body since people are said in the Bible to be made in the image of God (see Genesis 1:26-27, for instance). Fortunately, some Christians also understood that since God created the world and everything in it, they had a duty to explore and seek to understand God's creation, which included learning how the human body works. This is why many Christians were eventually on the forefront of science and medicine. Still, given that human beings are made in God's image, Christians who work with human remains for scientific purposes should do so with "trembling awe," as C.S. Lewis put it (*God in the Dock*, "Vivisection," p. 226). [p. 136]

Timeline and Map Points

Every Man his own Doctor; or, the Poor Planter's Physician is first published by Benjamin Franklin in Philadelphia (1734)

London (E3); Oxford (E3); Cambridge (E3) (map 4)

114 | Week 33 | Section Two | 5-Day | Intro to American History, Year 1 of 2

How it works:

1. Read the assigned pages from the schedule.
2. Do the vocabulary and Discussion Questions.
3. Do the timeline, Map, and any other activities.
4. Now you're ready to move on to the next subject!

TRY BEFORE YOU BUY!

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sonlight.com/samples

Section Two

Schedule and Notes

Level A: History/Bible/Literature

Days 1–5: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 1

Date:		Day 1	Day 2	Day 3	Day 4	Day 5
BIBLE	Egermeier's Bible Story Book	pp. 10–12	pp. 12–16 ↓	pp. 16–18 ↓	pp. 18–21 ↓	pp. 22–27
	Memorization	A: All have sinned and fall short of the glory of God. (Romans 3:23) ¹				
	Sing the Word: From A to Z	"All have Sinned"—Track 1. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	The Usborne Internet-Linked Children's Encyclopedia²	pp. 114–115	pp. 116–117			
	The Usborne Book of Living Long Ago²			pp. 2–3	pp. 26–27	pp. 50–51
READ-ALOUDS	Mrs. Piggle Wiggle³	chap. 1	chap. 2	chap. 3	chap. 4	chap. 5
	The Bill Martin Jr Big Book of Poetry³	p. 11	pp. 14–15	p. 16		
MISCELLANEOUS	Create-a-Calendar	Weekly and Monthly Activities.				
	Field Trip/Practical Life Skills	Monthly Activities.				
Additional Subjects:						

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1. We cite the KJV versions in our schedule table for your convenience, since it correlates to the version used in *Sing the Word*. However, if you would prefer to have your children memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.
2. See the notes for the **History** titles below, following the schedule.
3. Assignment notes for the Read-Alouds will be found in **Section Three**.

"How to" Quick Start Information

Record Keeping

To keep track of your progress, simply place a check mark in the corner of each assignment on the weekly schedule chart as your children finish it. If your state/country requires you to keep a daily record of when (what date) you completed a project, and/or how many hours you spent on a subject, then record that information as well. If you decide to reuse your Instructor's Guide with a second

child, then add each child's initials next to the check mark or hours.

Vocabulary & Cultural Literacy

Knowing definitions is critical to understanding. That's why we've included important vocabulary terms in your Instructor's Guide.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts—not just

those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the bold italicized terms.

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn't expect your students read or hear them on a regular basis. You may use these words, formatted in bold followed by a colon and their definitions, more like a convenient glossary.

To Discuss After You Read

In the "To Discuss After You Read" section, the comprehension questions are meant to help your children focus on some of the more important aspects of the stories you read together. Our intent with this additional material is to provide you with the resources you need to get every bit of enjoyment you possibly can from a book.

Timeline

Your children will record significant people and events in a spiral-bound timeline book. Over the years, you'll fill this book as your children's knowledge and understanding of history expands.

The † symbol indicates it has an accompanying figure in the Sonlight Timeline Figure packet. Place these stickers into your timeline book. Timeline suggestions are marked with a 🌐 symbol. Handwrite these suggestions into the timeline book as well.

When a timeline suggestion denotes a range of dates (e.g., 1865–1890), we recommend that you use the ending date when placing the figure on your Timeline.

All suggestions and figures can be found on the Timeline Figure Schedule, in **Section Four**.

Map Points

We provide map suggestions from the assigned reading in the Study Guide. Look for the 🌐 symbol on the schedule page and in the notes. Use the coordinates and the location name in the notes to find each location on the laminated colorful maps in the front of the guide. Then, have your children note each location on your blank, **Markable Map** using a washable pen.

Complete the map assignments included in all of the guides to lend context to the stories your children are reading and improve their knowledge of geography.

Further information and useful documents

If you would like further information on how to use the instructor guide, please login to your Sonlight Account and go the **My Downloads** section to access the "Understanding the Structure of Your Guide" and "Getting Started" documents.

For extra schedule pages, field trip planning sheets, practical life check off lists, and other documents specific to your guide go to the **My Downloads** section of your Sonlight Account (available to original purchaser only).

Egermeier's Bible Story Book

This story Bible gives our children the full flow of the Bible's content. *Egermeier's* chooses the stories well, and 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.

We have scheduled the entire book this year, though some of the readings you might find extremely long. If you find the reading schedule too robust, please just do what you can in a day, perhaps reading on the weekends as well, or continuing on through the summer. Don't make God's story drudgery!

Also, please note the comprehension questions at the back of the book, and use if interested. And make use of the maps in the frontispiece and back cover as you read.

Day
1

pp. 10–12

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*

Day
2

pp. 12–16

Timeline and Map Points

† Adam and Eve (ca. 5000 BC)

Day
3

pp. 16–18

Timeline and Map Points

† Noah's Ark (ca. 3500 BC)

Day
4

pp. 18–21

Timeline and Map Points

† Abraham (ca. 2100 BC)

Memorization (Bible)

Day
1

Romans 3:23

Over the next 28 weeks, your children will memorize 26 Bible verses, 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—probably you, but maybe also your family and guests, a homeschool group, or your church or Sunday school.

As your children memorize these verses, we strongly encourage you to have your children memorize the verse *and the reference* to help in locating the verse in the Bible itself. Your children could also 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.

Our primary purpose in this assignment is to fill our children’s hearts and minds with Scripture.

A secondary purpose is to help them develop confidence and ability in public speaking. Encourage your children to say their verses boldly and with a lot of expression, as this adds a sense of drama to the words.

This week memorize a bible verse that starts with the letter A—Romans 3:23:

All have sinned and fall short of the glory of God.

Sing the Word: From A–Z

Day
1

“All have Sinned” Track 1

Because music is a great tool when trying to remember something, *Sing the Word* makes the entire set of 26 scripture verses easier to memorize and fun to learn. Listen to the A song every day this week, and the B song every day the second week, and so on.

The Usborne Children’s Encyclopedia

Day
1

pp. 114–115

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?

Day
2

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 could magically help them with their hunting. This may be true, but the artists may have simply wanted to create works of art to make something of beauty, as we do today.

The Usborne Book of Living Long Ago

Day
3

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]

Day
4

pp. 26–27

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]

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?

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

The inside cover of the calendar suggests ways to use the calendar both weekly and monthly. The schedule reminds you weekly to update your calendar. Have fun with the stickers!

Field Trip/Practical Life Skills

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 located in the **'My Downloads'** section of your Sonlight account to help plan and record your trips. ■

Level A: History/Bible/Literature

Days 6–10: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 2

Date:							Day 6	Day 7	Day 8	Day 9	Day 10
BIBLE	Egermeier's Bible Story Book	pp. 28–31	pp. 32–34 †	pp. 35–39	pp. 39–41	pp. 41–42 †					
	Memorization	B: Believe in the LORD Jesus, and you will be saved—you and your household. (Acts 16:31)									
	Sing the Word: From A to Z	"Believe in the Lord Jesus"—Track 2. Listen to this track the entire week.									
HISTORY & GEOGRAPHY	The Usborne Book of Living Long Ago	pp. 74–75			pp. 4–5 †	pp. 28–29					
	The Usborne Internet-Linked Children's Encyclopedia		pp. 118–119	pp. 120–121 🌐							
	Optional: Hands-On History Kit: World Cultures	Ancient Egypt: Obelisk— Complete the Obelisk project this week to enhance your studies of the Ancient Egyptians.									
READ-ALOUDS	Mrs. Piggle Wiggle	chap. 6	chap. 7	chap. 8							
	Sled Dog School				chap. 1 📖	chap. 2 🌐					
	The Bill Martin Jr Big Book of Poetry	p. 17	pp. 18–19	p. 20	p. 21						
MISCELLANEOUS	Developmental Activity	Sort.									
	Field Trip/Practical Life Skills										
Additional Subjects:											

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Egermeier's Bible Story Book	Day 10	pp. 41–42
Day 7	pp. 32–34	

Timeline and Map Points
 † Isaac (ca. 2100–2000 BC) † Jacob (ca. 2100–2000 BC)

Memorization (Bible)

Day
ALL

Acts 16:31

This week memorize a bible verse that starts with the letter B:

Believe in the LORD Jesus, and you will be saved—you and your household.

The Usborne Book of Living Long Ago

Day
6

pp. 74–75

To Discuss After You Read

- Q: Which boat would take the least amount of time to make? Which would take the longest?
- Q: Discuss with your Mom or Dad the different kinds of boats you've seen or been on. How do they compare to the ancient boats discussed in the book? Try to make a model coracle using the instructions found in the book.

Day
9

pp. 4–5

To Discuss After You Read

- Q: 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? [p. 4]
- Q: Why do you think the ancient Egyptians wore make-up and jewelry in the first place? Why do people still wear make-up and jewelry today? [p. 4]

For fun, try making an Egyptian collar using the instructions in the book. [p. 5]

Timeline and Map Points

† **Ancient Egyptians (2000–1000 BC)** [pp. 4–5]

Day
10

pp. 28–29

To Discuss After You Read

When the Hebrews were slaves in Egypt, they made mud bricks for the Pharaoh. When Moses asked permission for them to leave, Pharaoh made them search for their own straw and their bricks. See Exodus 5. [p. 29]

- Q: How do the Egyptians' beliefs about what happens when we die differ from our beliefs today? [p. 29]

The Usborne Children's Encyclopedia

Day
7

pp. 118–119

You may like to know in advance that your reading this week in *The Usborne Internet-Linked Children's Encyclopedia* briefly addresses "The first people" from a subtle evolutionary perspective. While the book does not openly discuss the theory of evolution, it does use a range of dates (20,000 to 12,000 years ago) that some may feel uncomfortable with from a biblical perspective.

Rationale: One of our values at Sonlight is to help you raise your children to be ambassadors for Christ, by teaching them as they mature to defend themselves against evil, and to learn even from an early age to contend for that which is good. Therefore, we sometimes select books that have Sub-Christian themes in them because we believe their excellent and praiseworthy content far outweighs their blemishes. It is our hope that these books will present you with many opportunities to have meaningful discussions with your children through the years—to help them weigh information they'll encounter in the world, and eventually learn to successfully debate and defend their beliefs in an environment that is safe and not bent on their destruction.

So what should you do when you encounter ideas that you object to? Discuss them! Simply start by asking some questions. For example, this week you can remind your children of the story of creation you read last week during your Bible time. Did God create ape-like creatures to turn into humans, or could he have created Adam and Eve to look just like we do? Let your children do the thinking and provide them with guidance when needed. Remember, you're just beginning your educational adventure together, so please don't feel like you have to have all of the answers today. Use this time to practice discerning what you believe is right and good.

To Discuss After You Read

- Q: What do farmers in your area grow?
- Q: Why did people farm and tame animals?
- A: *it allowed them to stay in one place rather than moving around constantly to find food and freed people who didn't need to gather food to try new skills*


To Discuss After You Read

For another perspective on Ancient Egypt, read about Moses' adventures there in Exodus in the Bible.

Did you know that Egyptian pharaohs are mentioned several times in the Bible? See, for instance, Genesis 12, 40–42, 45–47, 50, and many other examples in Exodus and elsewhere.

Q: Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again? The Bible tells us we will have new bodies in heaven. (1 Cor. 15)

Timeline and Map Points

 Egypt (D7) (map 1)

Optional: Hands-On History: World Cultures

We have scheduled the activities in the World Cultures History Project Kit to be used with Sonlight's History / Bible / Lit A—Intro to the World: Cultures program. Please note that some activities may be spread out over a few days (or the whole week!) if that works better for you and your child.

Developmental ActivityDay
ALL

Sort

Sometime this week choose some group of objects to sort (buttons, beads, pictures). Discuss how and why each of you sorted your items as you did. (Did you sort by size? Color? Shape? Weight? ...)

Please take these ideas as suggestions and do them as they fit in your schedule.

Field Trip/Practical Life Skills

Take a field trip each month as you can fit it in. You can also include activities like walks, bike rides, sports, etc. ■

Level A: History/Bible/Literature

Days 11–15: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 3

Date:	Day 11	Day 12	Day 13	Day 14	Day 15	
BIBLE	<i>Egermeier's Bible Story Book</i>	pp. 43–45	pp. 45–48	pp. 49–53 †	pp. 54–55	pp. 56–59
	Memorization	C: Children, obey your parents in everything, for this pleases the LORD. (Colossians 3:20)				
	<i>Sing the Word: From A to Z</i>	"Children Obey"—Track 3. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	<i>The Usborne Book of Living Long Ago</i>	pp. 52–53	pp. 76–77			
	<i>The Usborne Internet-Linked Children's Encyclopedia</i>			pp. 122–123 †🌐		
	<i>Game On in Ancient Greece</i>				pp. 3–9	pp. 10–11
READ-ALOUDS	<i>Sled Dog School</i>	chap. 3	chap. 4 †	chap. 5	chap. 6	chaps. 7–8
	<i>The Bill Martin Jr Big Book of Poetry</i>	p. 22	p. 23	p. 24		
MISCELLANEOUS	Developmental Activity	Cutting with scissors.				
	Field Trip/Practical Life Skills					
Additional Subjects:						

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Egermeier's Bible Story Book

Day **13** pp. 49–53

Memorization (Bible)

Day **ALL** Colossians 3:20

Timeline and Map Points
† **Joseph (ca. 1914 BC)**

This week memorize a bible verse that starts with the letter C:

Children, obey your parents in everything, for this pleases the LORD.

The Usborne Book of Living Long Ago

Day
11

pp. 52–53

To Discuss After You Read

Q: Do you think you would enjoy eating at an Egyptian feast? Why or why not? Which of your favorite foods did the Egyptians also eat?

Day
12

pp. 76–77

To Discuss After You Read

Early Egyptians didn't use wheels until the early Bronze age, around 3500 BC. The mud and sand present in the area made the wheel less useful.

Q: Why did the Egyptians use the Nile for travel?
A: *it was easy; the wind pushed one way, and the current the other*

The Usborne Children's Encyclopedia

Day
13

pp. 122–123

To Discuss After You Read

Q: Today's modern Olympic games date all the way back to Ancient Greece. What events do you think might have been featured in Ancient Greece?

A: *running, jumping, wrestling*

Q: What modern events probably were not featured in Ancient Greece?

A: *beach volleyball, basketball*

Timeline and Map Points

i **First Olympiad (776 BC)**

📍 *Athens (I8); Olympia (J8) (map 3)*

Game On in Ancient Greece

Day
14

pp. 3–9

To Discuss After You Read

Q: Why do the children visit the time travel agency?

A: *to visit the Olympic games in the future*

Q: Can you think of any reason why the Binkertons should not visit the agency?

A: *when they had traveled in time in the past, it had been dangerous; the store front looks quite dilapidated*

Q: Does the shop have anything in it from modern times?

A: *the cats and the parrot and maybe the clock*

Q: Why does Emma agree with Mr. Pettigrew when he says, "No time like the present."?

A: *she is content in her current life*

Q: Why do the children end up in the wrong time period?

A: *the proprietor is hard of hearing and missed that the children wanted to go to the future, and Libby distracts her older siblings with her wild behavior*

Q: Why were battles common in ancient Greece?

A: *the city-states would fight one another for valuable farm land*

Q: Describe the fighting style of the ancient Greeks.

A: *hoplites would line up in a phalanx and advance with spears stretched out; the phalanx would protect the soldiers if each soldier would stand firm*

Day
15

pp. 10–11

To Discuss After You Read

Q: What were the Olympic games?

A: *a sporting competition for all Greeks to honor their gods*

Q: What was an Olympic truce?

A: *a time of peace to play the games*

Developmental Activity

Day
ALL

Cutting with scissors

Sometime this week practice cutting with scissors: see how straight you can cut. Cut as many strips as possible from a sheet of paper. ■

Section Three

Reading Assignments and Notes

Day
1

Chapter 1

Cultural Literacy

cambric tea: a hot drink made of water, milk, sugar, and a small portion of tea given to children as a tea substitute.

To Discuss After You Read

- Q: Why do all the children of the town consider Mrs. Piggle-Wiggle their friend?
 A: *because Mrs. Piggle-Wiggle lets the children do things they enjoy at her house without a lot of limitations*
- Q: How does Mrs. Piggle-Wiggle make washing dishes and making beds enjoyable?
 A: *she pretends she is forced by some evil queen and makes it a game, and thus, makes the chores fun*
- Q: What kinds of work do children love to do even though they do not know how to do it very well?
 A: *painting, ironing, cooking, and carpentry*

Day
2

Chapter 2

Cultural Literacy

“all brawn and no brain”: has a lot of strength in body, but little intelligence.

To Discuss After You Read

- Q: Describe the won’t-pick-up-toys cure.
 A: *Hubert’s mother was not to pick up any of his toys, make up his bed, or even go into his room. By the seventh day, Hubert’s room was such a mess that he couldn’t get out of it. Mrs. Piggle-Wiggle told his mother to feed him by sticking the food on a rake and offering it to Hubert through the window. Hubert didn’t mind. The next day Mrs. Piggle-Wiggle marched by the house with all the children and a circus parade. Hubert wanted to go join the fun, but he couldn’t get out because of the mess. Mrs. Piggle-Wiggle passed a note to him through the window telling him to put his things away to get out*

Day
3

Chapter 3

Cultural Literacy

hideous: very ugly.
impudent: bold, saucy.

To Discuss After You Read

- Q: Why does Mrs. O’Toole figure Penelope Parrot has been around rude people?
 A: *parrots only repeat what they have heard and the parrot repeats rude words*

- Q: Describe the “answer-backer” cure.
 A: *Mrs. Piggle-Wiggle loaned Penelope Parrot to Mary’s mother. Penelope talked very rudely to Mary. This helped Mary to realize how she sounded when she was rude*

Day
4

Chapter 4

Cultural Literacy

measles: a contagious disease that causes a pink rash all over the body. It used to be very common, but most children in the United States today get a shot that prevents measles, so it is pretty rare now. It was still common when the book was written.

Chickenpox: is also a contagious childhood disease. It is generally milder than measles, and a shot to prevent chickenpox has been available since 1995, so most children do not get it now. With chickenpox, a person will break out in blistery, itchy pimples all over the body.

ailments: bodily sickness.

loathsome: offensive to the senses; nauseating.

To Discuss After You Read

- Q: Describe the selfishness cure.
 A: *Mrs. Piggle-Wiggle had Dick’s mother put a label on everything Dick owned with his name and “Don’t Touch.” She also had Dick put padlocks on each and every item so no one could bother his things. The other children made fun of the labels, and the padlocks turned out to be very bothersome. So Dick learned to share*

Day
5

Chapter 5

Cultural Literacy

repulsive: disgusting, gross.
paraphernalia: personal belongings.

To Discuss After You Read

- Q: Why did Patsy not want to take a bath?
 A: *it made her feel important*
- When Patsy’s father says, “Behold the bloom of youth” normally, “the bloom of youth” would refer to a fresh-faced, healthy-looking young person, who reminds one of a lovely flower just beginning to bloom. In this case, Patsy’s father was being sarcastic because she was anything but fresh. And she was actually sprouting green leaves!
- Q: Describe the radish cure.
 A: *Mrs. Piggle-Wiggle advised Patsy’s mother not to make her take a bath. She became so caked with dirt that she couldn’t open her mouth and no one wanted to see her. After about a half-inch of dirt had accumulated on her,*

Patsy's mother sprinkled radish seeds on her head and arms while she was sleeping. Eventually the radishes sprouted. Then Patsy decided she wanted a bath!

Day
6

Chapter 6

Vocabulary

ambled: walked slowly.

The Boer War: Boers were descendants of Dutch settlers to South Africa. Boers fought Britain to gain power over gold mines located there 🇱🇷.

To Discuss After You Read

Q: Describe the “never-want-to-go-to-bedders” cure.

A: *Mrs. Gray let the children stay up as long as they wanted to. This caused them to sleep too late in the morning or go to sleep in the middle of activities*

Q: Describe some of the activities the three children missed out on because they were too sleepy.

A: *they missed going to the beach with friends. They went to sleep in the middle of the matinee. They were too tired to enjoy Patsy's birthday party*

Day
7

Chapter 7

Vocabulary

He had curly brown hair and **sturdy** legs and a very shiny smile. (*strong*)

Did that **vicious** horse throw you? (*savage, untamed*)

* * *

Cultural Literacy

infinitesimal: immeasurably small; very tiny.

cornmeal: ground corn; looks like a bag of flour.

To Discuss After You Read

Q: Discuss how much food is in a 1–inch square of toast, a teaspoon of scrambled eggs, and a tablespoon of orange juice.

Q: Why does Allen's father call him his “little doughboy”?

A: *Allen is pale from not eating, and unbaked dough is pale in color as well*

Q: How do most of Mrs. Piggle-Wiggle's cures work?

A: *she lets the children do what they want—to an extreme; then when the children don't feel good about what is happening because of their bad behavior, she gives them the opportunity to do something they want to do even more than misbehave*

Q: Describe the “slow-eater-tiny-bite-taker” cure.

A: *Allen's mother served him just enough food to fill a saucer-sized plate the first night. The next night she used a smaller plate the size of a doll's dish. The third day the plate was the size of a silver dollar. And on the fourth day the plate was the size of a penny. Allen became very weak from not eating enough. He was too tired to exercise Mrs. Piggle-Wiggle's pony. He decided it would be good to eat a normal meal to get his strength back*

Day
8

Chapter 8

Cultural Literacy

ensuing: following.

To Discuss After You Read

Q: What does Mrs. Piggle Wiggle believe causes quarreling?

A: *the bad habit of not speaking kindly one to another*

Q: Describe the “fighter-quarrelers” cure.

A: *Mrs. Russell wrote down all the fighting things that Anne and Joan said for one whole day. The next day Mr. and Mrs. Russell repeated their quarrels in front of the children so they could hear how they sounded. The girls hated hearing their parents quarrel ■*

Day
9

Chapter 1

Note to Mom or Dad: Find the glossary with pictures, beginning on p. 190. We will point out several words throughout the book that you will want to help define to your children.

Vocabulary

“Matt knew he’d been **played**... (from the phrase, “to play someone for a fool,” when one person orchestrates events mainly to make someone else look bad)

“**Errant** children!” (to err, stray, disobey, act lawlessly, guilty)

Cultural Literacy

“**Haw:**” command to turn left.

yearling: an animal that is a year-old, and is in its second year.

basket sled: see p. 190.

snow hook: see illustration on p. 190, and refer to definition on p. 192.

To Discuss After You Read

Q: Why does Matt’s former friend think Matt’s parents are weird?

A: *Matt’s dad works as a potter and wears an apron, works from home and he speaks loudly; his mom works as a researcher, dresses for the weather, and speaks enthusiastically—it sounds like they enjoy their jobs and their children—maybe weird, but in a good way!*

Day
10

Chapter 2

Cultural Literacy

propane lamp: a type of gas lamp.

To Discuss After You Read

Q: Why was Matt on probation at school?

A: *for fighting—to protect his mother’s name from the teasing of the other children who teased him about his parents, and a home with no electricity*

Q: Why does Matt want to start a business?

A: *to keep from failing math*

Assignment Report #1

Cultural Literacy

“**flash drive into the Smart Board laptop:**” a flash drive is a small, portable, storage device that can be connected into a computer’s universal port. In a house with no electricity, Matt probably doesn’t have easy access to a computer.

remedial: tutoring for students who need extra help.

net profits or losses: the final amount of money a business has after paying all expenses and taxes.

gross sales: all the money that comes in before any money is subtracted.

Timeline and Map Points

📍 Michigan (D8) (map 2)

Day
11

Chapter 3

Vocabulary

...no sense of **self-preservation**... (to keep oneself free from harm or death)

Cultural Literacy

cell phone vs. old fashioned landline: a cell phone works like a two-way radio with a transmitter and a receiver, it converts speech into an electric signal which travels by radio waves to a cell tower; prior to the invention of the cell phone, most people used a phone connected to a cable, called a landline. It used a metal wire or optical fiber telephone line to transmit the electrical signals.

Alaskan Huskies: see p. 190.

To Discuss After You Read

Q: Why do the kids on the bus call Matt, Smokey?

A: *his family heats their home with a wood burning stove*

Q: Matt wonders why Tubbs identified himself by his negative nickname—he could have used his real name. Maybe Tubbs was so used to his nickname? Or used it in self-defense?

Q: Why did Tubbs bring his dog to sled school?

A: *to get training as well*

Day
12

Chapter 4

Cultural Literacy

wheel dog: closest dog to the sled; p. 193.

lead dog: p. 192.

herd of manatees: a water animal that is also called a sea cow; a descriptive way of saying the puppies weren’t easy to direct.

kiln shed: potters use a kiln, or a type of very hot oven to bake their soft pottery hard; this action is called firing.

To Discuss After You Read

- Q: How does Matt solve the problem of Tubbs not wanting to learn dogsledding? And potentially not passing the class or asking to get his money back?
- A: *Matt asks Tubbs to gain two more clients and then plans to train Tubbs' dog*

Timeline and Map Points

 Detroit (D8) (map 2)

Day
13

Chapter 5

Vocabulary

...when you need the **dexterity** of your finger... (*agility, skill to perform tasks, nimbleness*)

They **spewed** foam from their mouths. (*spit, expelled, poured out*)

Cultural Literacy

hooking tree: when snow hooks are attached to a tree to hold the sled in place.

gang lines: see p.191.

stand on the runners: see picture on p. 190.

To Discuss After You Read

- Q: While Matt is excited to go sledding, do you think Tubbs is as well?
- A: *no, I think Tubbs is intimidated and scared. I would be overwhelmed by the chaos with no mention on how to control the wild dogs nor how to stay on a sled that Matt compares to skiing*

Day
14

Chapter 6

Vocabulary

...could hear his dogs going **berserk**... (*erupt in furious rage, go crazy*)

To Discuss After You Read

- Q: Matt figures that Tubbs will learn by running a team, following Matt and just watching what he does. Do you think Tubbs learns this way?
- A: *no, Matt does; but some people, like Tubbs, learn from instruction, not demonstration—remember how Tubbs did research on alternative energy source (like a potato to light a light bulb)*
- Q: How did Tubb's first dogsled run go?
- A: *not well—he fell off and got pulled through the snow by the dogs; but he didn't complain*

Assignment Report #2

Expenses (divided by) Unit = Cost Per Unit

While this assignment is easier to figure out when you sell individual items, Matt has a tougher time because he is selling lessons. What the students did, was add up all of their expenses (or money they spent), and cut all of those expenses into the chunks (or items) they will sell. Because Matt is dealing with dogs that his family already owns, he somehow needs to figure out how much each dog costs to keep and then decide if his lessons cover those costs (a somewhat false number, since his parents have the dogs because they love them, not as a business).

Day
15

Chapters 7–8

Vocabulary

...since its **inception**... (*beginning*) [chap. 8]

What are the **parameters** of success? (*framework, boundary, limits*) [chap. 8]

Cultural Literacy

Young American Girls' Etiquette and Manners Club: a club to teach girls how to behave—does that sound like fun? [chap. 8]

dressage: a highly-skilled form of riding often used in competition. [chap. 8]

English riding lessons: to ride with a smaller, lighter saddle without a saddle horn or the rim that can hold a rider in place. [chap. 8]

extracurricular activity: activities beyond normal activities like school; activities often added for fun. [chap. 8]

To Discuss After You Read

- Q: What does Matt decide he needs to do to keep his school alive? [chap. 7]
- A: *to teach his students how to dogsled step-by-step*
- Q: Matt seems to find Alex annoying. Why? [chap. 8]
- A: *she uses big words, she reminds him of overachieving people from his school; she acts like she is in charge, she is very confident, and she has an overbearing mother*

Cultural Literacy**tug line:** p. 194.**gang line:** p. 193.**To Discuss After You Read**

Q: Why does Matt think he would never like Alex?

A: *she learns so quickly, she seems to look down her nose at him; it is strange—he should like her—she learns by example and seems to love dogsledding like he does***Assignment Report #3****Cultural Literacy****projected sales:** a prediction of how much money (revenue) a business plans to earn or make; companies use this guess to see if they are succeeding (and buy more inventory and hire more people to give good service) or need to make adjustments—if sales are below the projection, a company may want to change its marketing message, or where it is advertising; if the numbers are really low, a company may need to lay off staff or stop the sled school.**how much do you make per hour:** for someone who sells cocoa, he would add up the time he spent going to the store, setting up his stand, and how long he spent selling cocoa plus the clean up time. You then take net profit (all the money earned divided by all the expenses) and divide that by the hours you worked, and that's how much you earn per hour; again, Matt has a tough time with this assignment, he already cares for the dogs, so how much time does he need to add in?**double the sales:** when Matt went from one client to two, he had 100 percent growth.**percentage growth:** percents take fractions and help us easily see what part of a total (100) is there.**one-hundred percent growth:** if 100 is a total amount, an additional 100 percent growth is double what we started with.**revenue to work on your balance sheet:** revenue is the income that comes in and is the number on the top of a balance sheet; a balance sheet is a summary of a business's assets (the dogs, sleds, equipment, clothing), liabilities (any debts—Matt has none), cash (the money Matt gets for teaching), expenses (dog food, vitamins, vet bills, Matt's labor), (and in larger companies more categories).**Cultural Literacy****“Watch Gem—she's in heat:”** when female dogs are open to mating, when female dogs can get pregnant. [chap. 10]**operating costs:** vet bills, sled, equipment, dog food, vitamins. [chap. 10]**assets:** stuff we already own, such as: minerals, chicken fat, rice, ground meat slabs— this breaks down to roughly \$20 a month/dog. [chap. 10]**hacksaw:** a saw with narrow teeth set in a frame. [chap. 11]**point dogs/swing dogs:** pp. 192–193. [chap. 11]**irrationally happy:** illogical, unreasonable, not logical. [chap. 11]**To Discuss After You Read**

Q: Do you think Jacob is a nice person? [chap. 10]

A: *no, he mocks, knocks off Matt's hat, laughs at Matt's family, he seems mean all over*

Q: What does Matt learn when Alex doesn't set the snow hook? [chap. 11]

A: *students need teachers to tell them what to do***Vocabulary**...their branches **morphing** into frowns. (*changing*) [chap. 12]**Dislocated** an arm... (*to move from its proper position, to remove the upper part of the arm bone from its socket*) [chap. 12]...his poor sister **maimed** for life. (*to injure permanently*) [chap. 12]**To Discuss After You Read**

Q: What is the outcome of Matt putting seven dogs on a line? [chap. 12]

A: *he lost Lily, and he could have injured the dogs; he had not made a good decision to try to disquiet Alex*

Q: How does Matt find Lily? [chap. 13]

A: *Alex looked up into the trees and spotted her*

Section Four

Instructor's Guide Resources

"Intro to the World: Cultures"—Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Bible Reading	History	Geography	Biography
1	Romans 3:23	The Patriarchs	Dinosaurs; Ancient Civilizations		
2	Acts 16:31	The Patriarchs	Ancient Civilizations; Ancient Egypt	<i>Egypt; Michigan</i>	
3	Colossians 3:20	The Patriarchs	Ancient Egypt; Ancient Greece	<i>Egypt; Greece; Athens; Olympia; Detroit</i>	
4	Matthew 7:12	The Patriarchs	Ancient Greece	<i>Greece; Athens</i>	
5	Proverbs 20:11	Moses	Ancient Greece	<i>Greece; Canada</i>	
6	Isaiah 43:1	Moses	Ancient Greece; Ancient Rome	<i>Greece; Roman Empire; Egypt</i>	
7	I Thessalonians 5:18	Moses	Ancient Rome; Vikings	<i>Norway; Denmark; Sweden</i>	
8	Exodus 20:12	Moses	Medieval Times; Vikings	<i>Roman Empire; Norway; Denmark; Sweden</i>	
9	John 15:5	Moses/Joshua and the Judges	Medieval Times	<i>Europe; India; Mumbai</i>	
10	Hebrews 13:8	Joshua and the Judges	Medieval Times; China	<i>Europe; China; Michigan</i>	
11	Psalms 34:13	Joshua and the Judges	Explorers; Early America; Homes and Houses	<i>North America; Europe</i>	
12	Isaiah 45:22	Joshua and the Judges	Food and Eating; France	<i>North America; Europe; France; Netherlands (Holland); Amsterdam</i>	
13	John 3:7	Joshua and the Judges/Kings of Israel	Travel; Transportation; American West; French Revolution; Braille System	<i>North America; France</i>	Louis Braille
14	Matthew 6:24	The Kings of Israel	Braille System	<i>France; Switzerland; Alps; Germany; Austria; Italy</i>	Louis Braille
15	Psalms 89:8	The Kings of Israel	Industrial Revolution; American West; Transportation	<i>England; North America</i>	
16	Ephesians 6:11	The Kings of Israel	Innovation; Industrial Revolution; First World War	<i>Europe; North America; Finland; Norway</i>	
17	I Thessalonians 5:19	Kings of Israel/The Divided Kingdom		<i>St Louis; New York City; Poland; Africa; France; Central African Republic</i>	Gypsy Smith
18	Exodus 20:8–10	The Divided Kingdom			
19	Matthew 6:33	The Divided Kingdom		<i>Paris, France; Colorado; Kansas City; Rhone River; Normandy; Congo River</i>	

(continued on the following page)

Week	Memory Work	Bible Reading	History	Geography	Biography
20	Proverbs 3:5–6	The Divided Kingdom	Second World War; Culture; Houses and Homes; Transportation	<i>Normandy; Europe; Japan; St John; New Brunswick; Canada</i>	
21	Isaiah 9:6–7	Divided Kingdom/The Jews	Houses and Homes; Food and Clothing	<i>Milan, Italy</i>	
22	Isaiah 9:6–7	The Jews	Food and Clothing; Work	<i>China; Japan; India; Africa; Saudi Arabia; Afghanistan; Peru; Mexico; Nigeria; Fiji; Lesotho; Appalachian Mountains; Kentucky; Scotland; West Virginia</i>	Mary Breckinridge
23	Romans 12:19–21	The Jews	Leisure; Culture	<i>Philadelphia; PA; FL</i>	
24	Romans 12:19–21	Jews/Years Between Old & New/Jesus	Music; Religion; Mountains	<i>Solomon Island; North China; Great Wall</i>	
25	Psalms 27:14	Jesus	Mountains	<i>Caribbean; Florida; Palm Beach; Miami; Key West; Melbourne; Lake Okeechobee; China Sea; Illinois</i>	
26	Matthew 18:3	Jesus	Mountains	<i>Paris; Seine River; France</i>	
27	Matthew 5:14, 16	Jesus	Mountains; Jungles	<i>Brazil; Mediterranean Sea</i>	
28	Psalms 97:8–9	Jesus	Jungles; Rain Forests	<i>Denmark; Greenland; Oslo, Norway</i>	
29	Poem: Trees	Jesus	Jungles	<i>Frankfurt; Germany</i>	
30	Poem: Trees	Jesus	Rain Forests; Deserts	<i>Hong Kong; Portugal</i>	
31	Poem: Trees	Jesus	Deserts		
32	Poem: Trees	Jesus	Deserts	<i>Pennsylvania; Massachusetts; Ohio; Indiana; New York; Hudson Valley; Great Lakes</i>	John Chapman
33	Poem: Trees	Jesus	Deserts	<i>Burma; Kansas; Boston</i>	George Boardman; Saul of Tarsus/ St. Paul the Apostle
34	Poem: Trees	Jesus		<i>Mediterranean Sea</i>	
35	Review	The Apostles		<i>Burma</i>	
36	Review	The Apostles			

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Intro to the World: Cultures (5-Day)—Map 1

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Intro to the World: Cultures (5-Day)—Map 3





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