An amoeba can swallow food from anywhere on its body.
Thank you for downloading this sample of Sonlight’s Science D 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
- A 3-week Schedule
- Activity Sheets and Parent Answer Keys
- A Scope and Sequence of topics and and skills your children will be developing throughout the school year

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/science to order your Science package.

Blessings!

Sarita Holzmann,
Co-founder and president of Sonlight Curriculum
Homeschool questions?
Sonlight advisors have answers.

“I was feeling overwhelmed and afraid that I lacked what it takes to successfully homeschool my kids,” writes Jennifer A of Battle Creek, MI. “I contacted an Advisor and got the help I needed!”

Contact a Sonlight Advisor today—FREE

CHAT
sonlight.com/advisors

CALL / TEXT
303-730-6292

EMAIL
advisor@sonlight.com
Science (4-Day)

Biology, Taxonomy, and Human Anatomy

By the Sonlight Team

“The heavens declare the glory of God; the skies proclaim the work of his hands.”

Psalm 19:1 (NIV)
Table of Contents

1 Introduction to Your Instructor’s Guide
   • Table of Contents
   • Quick Start Guide
   • Introduction
     • Welcome
     • Evolution and the Age of the Earth
     • Student Activity Sheets
     • A Practical Suggestion for Experiments
     • Supplementary Websites
     • Corrections and Suggestions
     • Summary
     • Science Supplies List

2 Schedule, Notes and Activity Sheets
   • A Weekly SCHEDULE for Science
   • ACTIVITY SHEET ANSWER KEYS

3 Appendices
   • Appendix 1: Weekly Subject List
Special features of Sonlight’s Science Instructor’s Guides:

1. **Complete, Ready-to-Use Lesson Plans**
   All your science books and experiments are fully scheduled for the entire year. No need to create your own plans.

2. **Detailed Teaching Notes**
   Notes explain each assignment and activity, point out fun facts about your reading, and provide extra information about important topics so you get the most from your materials.

3. **Organizational Tools to Help You Plan Ahead**
   See at a glance the supplies you need for experiments this week and the following week. Know what supplies you’ll find in the Sonlight Science Kits, and which household items you’ll want to have ready.

4. **Weekly Assignments and Engaging Activities**
   Simple, engaging experiments coordinate with your reading and provide hands-on learning. Sonlight’s Science kits provide the key supplies . . . so you actually do the experiments.

Many experiments are intriguing, yet simple, activities—such as exploring taste buds using basic ingredients like lemon juice and sugar. Again, no planning necessary!

Your children will relish the discoveries they make throughout the year. And you’ll love that they are actively exploring Science, Technology, Engineering, Math (STEM) concepts, and making their learning stick.

---

**INSTRUCTOR’S GUIDES**

**SCIENCE**

---

**Try Before You Buy!**

Get a three-week sample of any Sonlight Instructor’s Guide—FREE!

sonlight.com/samples
Instructor’s Guides K-J also include:

1. **Interactive Activity Sheets**

Your Activity Sheets—with hundreds of activities, illustrations, charts, and pictures—help your children remember what they’ve learned. A variety of activity options coordinate with your students’ science studies and draw on a range of skills and interests.

Activities progress with your children’s abilities: from cutouts, matching, circle-the-answer, and dictation, to fill-in puzzles and sequencing analysis.

2. **Complete Answer Keys**

Separate Answer Keys mirror your Student Activity sheets for easy grading. No need to test—you have ongoing, reliable insight into your children’s comprehension.

---

**Science A: Week 1 Activity Sheet**

4. **Challenge:** Make the statement true. (Please find Cut-Out #1 in the Appendix.) (p. 10)

   - The Sun rises in the __________ and sets in the __________

5. **Can you name the four seasons?** (p. 12)

   1) __________  
   2) __________  
   3) __________  
   4) __________

6. **Use the map to help you answer.** (Please find Cut-Out #2) (p. 13)

   - North America
   - South America
   - ...it is winter in:
   - winter
   - spring
   - summer
   - fall

---

“Sonlight keeps our family learning together.” shares Mackenzie B of Morristown, AZ. “The beautifully illustrated books captures the attention of a wide age range of children and makes homeschooling more enjoyable for the parent as well. With Sonlight’s grab-and-go Instructor’s Guides, it’s so easy for Dad to do a quick lesson before bed. Sonlight is the perfect family curriculum.” Here, Dad is reading a science book to Corbin (6, Science B), Eden (2) and Ebban (6 months).
Welcome!

In Science D, you will learn about physics, zoology, botany, and human anatomy. This study also includes ten weeks of intensive experimental studies in plant biology.

Sonlight Science programs include introductory studies in a range of experimental sciences. The main point of all the reading, activities, and (if you choose) experiments is to introduce your children to the scientific method and the joy of discovery.

We want children to be *introduced* to a lot of different subjects, *intrigued* by the concepts and ideas, and *enticed* to come back to the same themes again in the future. And so you will find we follow a spiral pattern of education, touching on certain topics repeatedly this year and again in future years.

This way the basic *vocabulary* of science becomes ingrained not only in short-term, but also long-term memory. “Oh, yeah. I vaguely remember hearing about pistils and stamens earlier this year,” a child may say—late in the program. When the child studies biology again in future programs, the names and concepts will be vague, but recognizable, as the child gains deeper understanding. Please don’t expect mastery of the vocabulary at this age. That will come in time.

We want our children to *remember* what they have learned because they can’t help it; because they want to. We don’t want them merely to *memorize* what they are supposed to learn so they can pass a test.

The science experiments in this package, although not larger than life, work well.

As you do the experiments and demonstrate care in reading and following directions, recording data, and such, your children learn to follow your lead. An attitude of success—“Sure. We can do this!”—rubs off as well. These cannot be taught simply by reading books; they have to be modeled.

One quick note before you begin: The experiments also don’t coordinate with the other science reading. We have not found any single book that coordinates great information and exciting illustrations (as found in the majority of our science books) with great hands-on activities and experiments. We believe we have selected the best cluster of books for both interest and excitement, but know up front: the science reading will not match the experiments.

My Downloads

Find extra schedule pages, new user information (how to use a Sonlight guide) and further helpful information specific to the guide you have purchased from Sonlight on our website: www.sonlight.com. Go to Your Account and select the Downloads section to find all of the downloads for your guide.

Evolution and the Age of the Earth

Two science-related issues require some special attention. The first has to do with evolution, while the second relates to the age of the earth.

Evolution

Some of the book selections in our science programs contain material supportive of evolution. Why do we include these books? First, we include them because the majority of the content in these resources is of high quality, offering visually and intellectually appealing material. Second, we don’t take an isolationist approach to knowledge. The subject of evolution is not something we want to teach children to avoid or put down without adequate understanding. Third, as the dominant perspective in contemporary science, evolution deserves mention and attention, even from those who disagree with its arguments. With that said, we do our best to provide balanced perspectives in relation to any potentially divisive content such as evolution.

When it comes to evolution, there are a few important points to keep in mind. In particular, differences between *macroevolution* and *microevolution* are crucial. These terms are sometimes used to clarify what is meant by evolution. *Macroevolutionists* accept evolution as the overarching explanation for all life, believing that evolution is responsible for significant changes in life forms such as a land-based mammal changing into an oceangoing mammal or dinosaurs allegedly evolving into birds. These supposed evolutionary changes are big, hence the term *macro*, meaning something very large in scale, is used in reference to this kind of evolution.

*Microevolution*, however, refers to small changes within different kinds of life. This approach grants the reality of changes within kinds such as birds or dogs. Obviously, there are many kinds and sizes of birds and dogs, but despite the variations these creatures remain birds and dogs. As a result, someone can adhere to *microevolution* without granting all the beliefs of *macroevolutionists*, who tend to accept the basic underlying principles of Darwinian evolution.

Religious objections to evolution tend to stem from the accusation that *macroevolution* leaves God out of the picture, instead leaving the entire process of the emergence and development of life to chance and time. Of course, this means that evolution is undirected by any sort of intelligence, while Christianity, for instance, believes in the reality of the existence of God as Creator. In other words, one approach to evolution is based on a worldview known as *naturalism*, while another is based on *theism*.

Naturalism here does not refer to enjoying nature, as in being a naturalist, but in a worldview that denies the existence of anything beyond the material world. In other words, anything supernatural, such as the existence of God, is rejected by naturalists.
Theistic evolutionists accept the existence of God, but view Him as being active in the process of evolution. Christian theistic evolutionists may appeal to Scripture supporting God’s active involvement in His creation (such as 1 Corinthians 8:6, Hebrews 1:3, etc.). In areas where a naturalist sees random processes and events, the theistic evolutionist argues that God is actively involved in directing matters.

Theism accepts that there is more to reality than the material world. There is a supernatural world and God exists as a personal being, active in His creation. By definition, naturalism excludes God. Christian theists who reject macroevolution and theistic evolution argue that God is Creator and Designer, having made all life without resorting to any macroevolutionary processes.

Scientific objections to macroevolution include, for instance, allegations that the fossil record lacks transitional forms, that genetic mutations are commonly harmful not helpful, and claims that life shows signs of intelligent design.

One goal we have at Sonlight is to present fair and balanced perspectives on issues, including science and evolution. As a result, some of the materials we choose to utilize will at times present evolutionary points of view, while other selections will not. As the parent, we encourage you to provide guidance for your children on these topics. In our assessment, it’s better for your children to have some exposure to controversial topics at home, with intelligent and caring guidance, rather than have them be surprised by ideas they will eventually encounter anyway.

The Age of the Earth

Another issue that will come up in the course of studying science has to do with questions about the age of the earth. Secular books in some of our science programs will at times refer to “millions” or “billions” of years. For Christians who hold to a young earth perspective, believing the earth may only be several thousand years old rather than billions, such phrasings pose a problem.

We suggest two solutions. First, whenever you encounter “millions” or “billions” in a science book, feel free to rephrase the sentences in question with phrases such as “a long time,” “a very long time,” or variations of this phrasing. Second, you may wish to state that although the book uses millions and billions of years, there are other perspectives on the age of the earth and the age of the universe.

If your children ask why there is disagreement on the age of the earth and/or universe, you can explain that not everyone interprets the data in the same way. In addition, not everyone employs the same research methods or believes in the same data. Young earth creationists, for example, include their interpretation of the Bible as a primary source of data. Those who hold to an old earth tend either to ignore the Bible (if they are non-Christian) or interpret the biblical creation account in such a way that allows for an old earth without diminishing essential Christian doctrine. The Bible, from this old earth perspective, may be a supplementary witness regarding the question of the age of the earth, but traditional interpretations of it in reference to the age of the earth need to remain open to reinterpretation.

You may also wish to add, “We aren’t sure about how old the earth is, but I happen to believe … ” Then state your position on the matter.

Our goal here is not to present a definitive position on the age of the earth or to present nuanced arguments for each side in the debate, but to leave it to you, as parent, to discuss with your children as you see fit.

Discussion and disagreement about the age of the earth leads to another important point: is a particular view of the age of the earth an essential Christian doctrine? Sometimes nonessential beliefs can lead to problems with essential beliefs, so this point needs to be approached carefully and thoughtfully. In general, however, we do well to follow the maxim, “In essentials unity, in nonessentials liberty, and in all things charity.” In other words, we should foster Christian unity on essentials, rather than division about nonessentials.

Student Activity Sheets

In this Instructor’s Guide, you will find Activity Sheets to reinforce what you are teaching and engage your student. Each Activity Sheet lists the week it is used at the top of the page. The questions coordinate with what you are reading and each activity is assigned on the schedule page. It is not necessary to complete every activity provided. These are merely suggestions and you, as the teacher, can determine which are best suited for your children. You will find a variety of activities included in the Activity Sheets that are designed to draw on different skills and interests. Please feel free to assist your children by doing the hard work of handwriting the answers.

Note: If you might reuse your Instructor’s Guide and Student Activity Sheets in the future (for a younger child, for instance), we strongly suggest that you purchase an extra set of Activity Sheets when you buy the Instructor’s Guide. That way, when we update our Instructor’s Guides you will have matching Activity Sheets when you need them. Please contact us if you are looking for Activity Sheets from the past.

Practical Suggestions for Experiments

Please be aware that some of your books may imply that an experiment will knock your socks off: the results will be “bigger than life.” The reality, we’ve found, is rarely so exciting. Often what you should be looking for is a very small change. The experiments suggested in your books are basic ideas. Try them, improve them! If you figure something out that works better than the instructions in your book, please tell us! Some experiments work every time, some may take several tries. Even the most famous scientists have had to try the same (or similar) experiments over and over. If an experiment does not work the first time, please try again.
Supplementary Websites

We know that there are times throughout our curriculum when we simply cannot cover all the material on a given subject. In these instances we will provide internet search instructions for you to find more information. Please use caution and your own discretion as you look at different internet sites. We highly recommend that you as the parent and teacher look before allowing your student to do the search with you or on their own. We hope you find this helpful!

Corrections and Suggestions

Since we at Sonlight Curriculum are constantly working to improve our product development, we would love it if we could get you to help us with this process.

Whenever you find an error anywhere in one of our Instructor’s Guides, please check our updates page for the latest information at www.sonlight.com/curriculum-updates. Report new information by sending a short e-mail to: IGcorrections@sonlight.com. It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, “Science D/Section Two/Week 1/Schedule.”

If, while going through our curriculum, you think of any way we could improve our product, please e-mail your suggestions to: IGsuggestions@sonlight.com. If you know of a different book we should use, if you think we should read a book we assign at a different point in the year, or if you have any other ideas, please let us know.

Summary

We hope that you enjoy your adventure this year and that it helps you learn more about the world we live in. If we can be of any assistance, please do not hesitate to e-mail us at main@sonlight.com, call us at (303) 730-6292, or better yet, join our Sonlight Connections Community (sonlight.com/connections), where you can chat with others who are going through this same program. You can ask questions, learn new ideas, share with others what you have learned, problem-solve, or just talk. Happy exploring!
### DSK (Science Supplies Kit) Item

<table>
<thead>
<tr>
<th>Item</th>
<th>Week(s) Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>4”x 6” index cards</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>foil cutting mat</td>
<td>21, 22, 24</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
<tr>
<td>aluminum foil</td>
<td>21, 22, 23, 24, 26</td>
</tr>
<tr>
<td>potting soil</td>
<td>21, 22, 23, 24, 27</td>
</tr>
<tr>
<td>radish seeds</td>
<td>21, 22, 23, 24</td>
</tr>
<tr>
<td>Styrofoam tray</td>
<td>22, 23, 24, 31</td>
</tr>
</tbody>
</table>
### Real Science 4 Kids: Biology Level 1

The book credits Carolus Linneaus as being the founder of taxonomy, but a case can be made for Aristotle (ca. 384–322 B.C.) being the founder of taxonomy. The beginnings of taxonomy, then, resulted from the interests of an ancient philosopher trying to make organizational sense out of life. It may be better to say that Linneaus refined taxonomy, resulting in its modern scientific form, or that he is the founder of "modern" taxonomy. [p. 3]

### Activity Sheet Questions #1–3

**Note to Mom or Dad:** Find each week’s Activity Sheets immediately after the notes and answer the questions assigned on the schedule page. Each Activity Sheet has a corresponding Answer Key page at the end of each week’s notes.

You do not have to do every question on the Activity Sheets. Feel free to adjust and/or omit activities to meet the needs of your children. We cover the same concepts repeatedly throughout the year (and years to come!) to enable students to learn “naturally” through repetition and practice over time.

Any question marked **Challenge:** will be just that—a challenge for your children. While we believe the material covered in the challenge questions is worthwhile for your children to know, it may not be specifically explained in their reading assignment. As always, if you think any question is too difficult for your children, please feel free to skip.

Please don’t expect your children to write the answers until they gain considerable proficiency at handwriting. We have provided a variety of activities to interest and challenge your children. Feel free to let your children do those activities that he enjoys and simply talk through others.

We have provided space for you to fill in answers as your children respond verbally, or simply check off the items that you discuss.

**Remember:** This program is designed for you to use to meet your children’s needs. It is not meant to use you!

**Suggestion:** Your Activity Sheets might work more easily in a small binder for your children to keep and use as assigned. If you have more than one child using this program, extra Activity Sheets can be purchased for each child (Item #DSG41).
Do Together

**Day 2 | Kingdom Poster Board**

For a fun time, help your children create a poster board about one of the five Kingdoms. You’ll need a piece of poster board, as well as pencils, pens, crayons, colored pencils, scissors, and glue.

Help your children choose one of the five Kingdoms that they would like to learn more about, and then help them find more information on the Internet. As they learn new and interesting facts, help them to make notes about this information. If they find interesting pictures, be sure to print some of them for your children to use on their poster board.

When they have learned a lot about their chosen Kingdom, help them to gather their pictures and facts. Which pictures and facts do they want to highlight on their poster board? Which things would other people most want to know about this Kingdom? Do they have pictures of sample species from within the Kingdom? When your children are finished with their poster board, find a place to hang it so that others can see their work.

**Day 4 | What's in a Name?**

And the LORD God said, “It is not good that man should be alone; I will make him a helper comparable to him.” Out of the ground the LORD God formed every beast of the field and every bird of the air, and brought them to Adam to see what he would call them. And whatever Adam called each living creature, that was its name. So Adam gave names to all cattle, to the birds of the air, and to every beast of the field. But for Adam there was not found a helper comparable to him. Genesis 2:18–20 (NKJV)

The process that scientists use today to name new species seems much more complicated than the plan God used with Adam. Ask your children: if they had been Adam, would they have enjoyed naming all the animals? Why or why not?

Today, give them a chance to do just that. That’s right! Let them name some animals. Use an encyclopedia or the Internet to find some pictures of animals that your children may not recognize. Pick 5 or 10 animals and then show the pictures to your children. What would they name the animal? Why? When they're done, share with them the real names of the animals. Did they come close on any of them?

If they enjoy this activity, feel free to repeat it with additional animals. Have fun!

### Optional: Lyrical Life Science 1

**Day 1 | Introduction**

Note to Mom or Dad: The publisher of *Lyrical Life Science* has created 2 new songs for volume 1: one song about cell organelles and the other about protists. To accompany these songs, they have created new text and workbook pages. All of these new materials are now available for FREE on their website.
4. Write the names of the five kingdoms scientists use below. (1.3)

P (Plantae) P (Protista) A (Animalia) M (Monera) F (Fungi)

5. Which characteristic determines the kingdom in which an organism will be placed? Circle your answer. (1.3)

- where it lives
- bone structure
- its coloring
- cell structure

6. Fill in the chart below with the missing information about the different kingdoms. (1.3)

<table>
<thead>
<tr>
<th>Kingdom</th>
<th>Sample Creature</th>
<th>Interesting Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animalia</td>
<td>(Answers will vary)</td>
<td>All animals have animal cells</td>
</tr>
<tr>
<td>(Plantae)</td>
<td>Sycamore tree</td>
<td>All plants have ___________ cell structure.</td>
</tr>
<tr>
<td>Fungi</td>
<td>(Answers will vary)</td>
<td>Members of this kingdom were once grouped with plants in the Plant Kingdom.</td>
</tr>
<tr>
<td>(Protista)</td>
<td>Euglenas, Amoebas</td>
<td>Some members in this group have plant-like features, and others have ______________ features.</td>
</tr>
<tr>
<td>Monera</td>
<td>Common creature shapes include rods, spheres and spirals</td>
<td>Most members are __________ unicellular _______, which means they only have one cell.</td>
</tr>
</tbody>
</table>

7. Why aren’t frogs and cats part of the same class? (1.4)

- because frogs live on both land and water and cats nurse their young.
- because frogs live in the water and cats live on land.

8. Match the characteristic descriptions to the animal pair that best define each. Write the letter on the line. (1.4)

- a. has a horny beak / is cold-blooded
- b. has a soft body / has a backbone
- c. sharply hooked beak / flightless/live near oceans

   Phylum: Mollusca (b)    Phylum: Chordata
   Class: Aves             Class: Reptilia
   Order: Falconiformes    Order: Sphenisciformes

9. Use the words in the box to order the classification categories. Write them in the funnel below. (1.4–1.5)

   Species     Family     Kingdom     Phylum     Class     Order     Genus     (Kingdom)     (Phylum)     (Class)     (Order)     (Family)     (Genus)     (Species)

10. Are you a Homo sapien? (1.5)

   Yes  No
Real Science 4 Kids: Biology Level 1

1. Write the meanings of the two Greek words that make up the word biology below. (1.1)

   Remember, it is okay for you to act as a scribe on these sheets until your child is proficient at writing.

   **bios:** ____________________________  **logos:** ____________________________

   Write your own definition of biology here: ________________________________________

2. Circle the characteristics of living things. (1.1)

   - can smile
   - they reproduce
   - have skin
   - require food
   - some move freely in their environment
   - have legs
   - breathe air
   - eventually die

3. Why is taxonomy helpful to scientists? (1.2)

   - [ ] because it better shows scientists each animal’s particular color
   - [ ] by organizing types of living things, scientists can better study their similarities and differences
   - [ ] by organizing types of living things, scientists better know what to feed them at the zoo
   - [ ] because organizing living things into groups helps scientists share the work of studying them

   Write the name of the scientist who founded taxonomy here:

   ____________________________________________
4. Write the names of the five kingdoms scientists use below. (1.3)

P __________ P __________ A __________ M __________ F __________

5. Which characteristic determines the kingdom in which an organism will be placed? Circle your answer. (1.3)

- where it lives
- bone structure
- its coloring
- cell structure

6. Fill in the chart below with the missing information about the different kingdoms. (1.3)

<table>
<thead>
<tr>
<th>Kingdom</th>
<th>Sample Creature</th>
<th>Interesting Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animalia</td>
<td>______________________</td>
<td>All animals have animal cells.</td>
</tr>
<tr>
<td>Sycamore</td>
<td>______________________</td>
<td>All plants have ______________________ cells.</td>
</tr>
<tr>
<td>Fungi</td>
<td>______________________</td>
<td>Members of this kingdom were once grouped with plants in the Plant Kingdom.</td>
</tr>
<tr>
<td>Euglenas, Amoebas</td>
<td>______________________</td>
<td>Some members in this group have plant-like features, and others have</td>
</tr>
<tr>
<td>Monera</td>
<td>Common creature shapes include rods, spheres and spirals.</td>
<td>Most members are ______________________, which means they only have one cell.</td>
</tr>
</tbody>
</table>

7. Why aren't frogs and cats part of the same class? (1.4)

☐ because frogs live on both land and water and cats nurse their young.
☐ because frogs live in the water and cats live on land.
8. Match the characteristic descriptions to the animal pair that best define each. Write the letter on the line. (1.4)

- a. has a horny beak / is cold blooded
- b. has a soft body / has a backbone
- c. sharply hooked beak / flightless; live near oceans

Phylum: Mollusca  ________  Phylum: Chordata

Class: Aves  ________  Class: Reptilia

Order: Falconiformes  ________  Order: Sphenisciformes

9. Use the words in the box to order the classification categories. Write them in the funnel below. (1.4–1.5)

Species  
Family  
Kingdom  
Class  
Order  
Phylum  
Genus

10. Are you a Homo sapien? (1.5)  
   Yes  
   No
**Week 2**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Real Science 4 Kids: Biology Level I</strong></td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity Sheet Questions</strong></td>
<td></td>
<td>#1-3</td>
<td>#4-9</td>
<td>#10-13</td>
</tr>
<tr>
<td><strong>Optional: Lyrical Life Science 1</strong></td>
<td></td>
<td>chap. 2</td>
<td>chap. 13</td>
<td></td>
</tr>
<tr>
<td><strong>Optional: Lyrical Life Science 2</strong></td>
<td></td>
<td></td>
<td></td>
<td>chap. 4</td>
</tr>
<tr>
<td><strong>Incredible Creatures That Defy Evolution I (DVD)</strong></td>
<td></td>
<td>Giraffe (track III)</td>
<td>Platypus (track VIII)</td>
<td></td>
</tr>
<tr>
<td><strong>Do Together</strong></td>
<td></td>
<td></td>
<td>Let’s Fight!</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Subjects:**

---

**Mysteries and Marvels of Nature**

Day 6  pp. 14–15

While not overtly supporting macroevolution (see our note in the Introduction), the phrase, “Mammals have developed” is at least suggestive of evolution. The book covers many “mysteries and marvels” of nature, but appears to presuppose that these mysteries and marvels are simply the result of chance and time. Interestingly, page 27 notes, “Every part of a cheetah’s streamlined body is designed for speed.” So are the amazing creatures featured throughout the book the product of randomness or design? You really can’t have both because design entails intelligence, while chance does not. [pp. 26–27].

**Incredible Creatures That Defy Evolution I**

Day 6  Giraffe (track III)

**Note:** Incredible Creatures That Defy Evolution I offers some amazing insights that coincide well with other things you and your children will learn about animals. As a result, we’ve scheduled different tracks on the DVD to fit with studies in Mysteries & Marvels of Nature and The Magic School Bus: Inside the Human Body. However, if you prefer, you are welcome to watch the entire 50-minute DVD in one sitting.
**Do Together**

**7. Let's Fight**

Most children find it fascinating to study the peculiar defense mechanisms that many animals possess. Who wouldn't be intrigued by the poisonous spurs of the duck-billed platypus? Or the vicious tusks of the Arctic walrus?

But what about us humans? Do we have any special defense mechanisms? We don’t mean guns and knives either! Ask your children to brainstorm about what they might use to defend themselves in the wild.

After they’ve thought about it for a while, challenge them to either (1) write a short story, (2) draw a picture, or (3) give a brief oral report that highlights at least two human defense mechanisms. Some candidates: teeth, hands (fists), fingers (nails, claws!), feet (kicking), etc.
7. How do many mammals impress their mates? (Circle the correct answer.) (p. 38)
   - A) by fighting with each other
   - B) by their plumage
   - C) by their smell

8. Match each animal below with the “weapon” it uses to win a mate or territory. (pp. 38–39)

   - walrus
   - spur
   - moose
   - tusks
   - platypus
   - antlers

9. Challenge: Circle the correct answer to complete the sentences. (p. 39)
   - Antlers or Horns are shed each year and regrown. (Hint: a bull moose has these)
   - Antlers or Horns are permanent.

10. How does a mammal’s fur usually help to defend the animal? (p. 50)
    - A) it provides camouflage
    - B) it’s too thick to bite
    - C) it keeps the animals warm

11. Why does a zebra’s black and white stripes help it to blend in with the green and yellow grasslands where it lives? (p. 50)
    Since lions, the zebra’s main predator, can only see in black and white, the zebra’s striped coat blends in with the way grasses grow, providing great camouflage.

12. Check the boxes in front of two ways a polar bear’s coat helps it to survive. (p. 51)
    - Clear hairs reflect light which makes them look white so they easily blend in with their surroundings.
    - It grows algae to help it hide in water
    - Hollow hairs trap and magnify sunlight which helps keep the bear warm.
    - It is extra large to give the polar bear mobility.

13. Does a skunk warn attackers before it sprays its smelly liquid, or will it spray without warning? (p. 51)
    (A skunk will move into a warning position—raising its tail—when it feels threatened.)
Mysteries and Marvels of Nature

1. Mammals have ________________________ on their bodies and feed their babies ________________________. (p. 14)

2. How does a Tamandua make sure it will have a meal another day? (p. 14)

3. Match the animals below to the special tools each is equipped with to help it find food. (pp. 14–15)
   - vampire bat: curved claw to dig out bugs
   - giraffe: excellent hearing, vision and sense of smell
   - aye-aye: long, sharp front teeth
   - tiger: long tongue

4. Kangaroos' legs are like … (Check the box that is true.) (pp. 26–27)
   - □ a spring
   - □ an iron
   - □ gasoline
   - □ electricity

5. A sugar glider ___________________________ from tree to tree. (Circle the correct answer.) (p. 27)
   - A) flies
   - B) hops
   - C) climbs
   - D) parachutes

6. A cheetah's flexible ___________________________ helps it to run at high speeds. (Circle the correct answer) (p. 27)
   - A) legs
   - B) spine
   - C) tail
   - D) head
7. How do many mammals impress their mates? (Circle the correct answer.) (p. 38)
   A) by fighting with each other      B) by their plumage      C) by their smell

8. Match each animal below with the "weapon" it uses to win a mate or territory: (pp. 38–39)
   - walrus
   - spur
   - moose
   - tusks
   - platypus
   - antlers

9. **Challenge**: Circle the correct answer to complete the sentences. (p. 39)
   - Antlers or Horns are shed each year and regrown.
   - (Hint: a bull moose has these!)
   - Antlers or Horns are permanent.
10. How does a mammal’s fur usually help to defend the animal? (p. 50)

A) it provides camouflage  B) it’s too thick to bite  C) it keeps the animals warm

11. Why does a zebra’s black and white stripes help it to blend in with the green and yellow grasslands where it lives? (p. 50)

___________________________________________________________________________
___________________________________________________________________________

12. Check the boxes in front of two ways a polar bear’s coat helps it to survive. (p. 51)

☐ Clear hairs reflect light which makes them look white so they easily blend in with their surroundings.

☐ It grows algae to help it hide in water.

☐ Hollow hairs trap and magnify sunlight which helps keep the bear warm.

☐ It is extra large to give the polar bear mobility.

13. Does a skunk warn attackers before it sprays its smelly liquid, or will it spray without warning? (p. 51)

___________________________________________________________________________
___________________________________________________________________________

©2020 by Sonlight Curriculum, Ltd. All rights reserved.
**Science D**

*Days 9–12: Date: ______ to _______*

### Week 3

<table>
<thead>
<tr>
<th>Date:</th>
<th>Day 9</th>
<th>Day 10</th>
<th>Day 11</th>
<th>Day 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Sheet Questions</strong></td>
<td>#1-3</td>
<td>#4-8</td>
<td>#9-11</td>
<td>#12-16</td>
</tr>
<tr>
<td><strong>Optional:</strong> Lyrical Life Science 2</td>
<td>chaps. 5, 8</td>
<td>chap. 13</td>
<td>chap. 3</td>
<td>chaps. 6–7</td>
</tr>
<tr>
<td><strong>Incredible Creatures That Defy Evolution I (DVD)</strong></td>
<td></td>
<td></td>
<td>Beaver (track VII)</td>
<td></td>
</tr>
<tr>
<td><strong>Do Together</strong></td>
<td></td>
<td>Grins and Grimaces</td>
<td>Sweet Dreams</td>
<td></td>
</tr>
</tbody>
</table>

### Do Together

**Day 9**

**Grins and Grimaces**

In today’s reading, your children learned that some animals, such as the mandrill, communicate using facial expressions and body language. Do human beings do the same thing? You bet!

For fun, challenge your children to use only facial expressions or body language to communicate for a certain period of time. No speaking allowed! Are they hungry? Do they have to go to the bathroom? Make them tell you with only their facial expressions or body language.

If possible, communicate your answers back to them in the same way. No words—just body language and facial expressions. Explain to your children that what other people see in their faces and body language can communicate as loudly as if they had spoken. For example, just because they say “OK” doesn’t mean that someone can’t tell from their body language that they don’t want to do something. We always need to strive for clarity in communication, whether it be with our words, our facial expressions, or our body language.

**Day 12**

**Sweet Dreams**

Talk about sleep with your children today. Do they have a favorite place to nap? How is their bed like a den? Do they ever hang blankets around their bed to create a tent? How much sleep do they think they need to function properly?

If you feel like it and can afford the time, take a short nap with your children today. Find a comfy spot, pile under some blankets, grab a short story or two to read, and just enjoy the time together. Make getting a good night’s sleep (and maybe even an occasional nap!) a priority. Your children will thank you for it later!
Mysteries and Marvels of Nature

1. How do bats help some flowering plants to reproduce? (p. 62)
   [by transferring pollen from one plant to the next as they feed.]

2. When do pangolins (anteaters) NOT eat ants? (p. 62)
   [When a pangolin’s scales need cleaning, it will allow ants to crawl underneath them to eat pests.]

3. What lives in a cow’s digestive system that helps it digest food? (p. 63)
   [bacteria]

4. Mammals communicate by: (Circle all that apply.) (pp. 74–75)
   - their coloring
   - their scent
   - winking
   - grooming each other
   - their cries
   - their hair styles
   - facial expressions
   - phone calls

5. True or False? Animals in the wild work together. (pp. 74–75)
   [True]

6. When prairie dogs “kiss” each other, they actually touch _______________ to see if they belong to the same _______________. (Write the correct answer in the blank.) (p. 74)
   [tongues, tribe]

7. When a male mandrill yawns, he is most likely: (Circle the correct answer.) (p. 75)
   - tired
   - bored
   - warning he is frustrated
   - trying to get a female’s attention

8. Why do chimpanzees groom each other? (Circle all of the reasons.) (p. 75)
   - to remove dead skin and dirt
   - to get ready for a party
   - to sort out fights
   - to comfort each other
   - to make friends
   - to help a sick friend
   - to get ready for bed
   - to greet one another

9. Complete the sentence.
   Mammal mothers take care of their ___________________ and feed their babies ___________________. (p. 86)

10. Why are monotremes unique mammals? (p. 87)
    [True]

11. How does a marsupial carry its young? (p. 87)
    [in a pouch]

12. Which mammal sleeps in a tent? (Circle the correct answer.) (p. 98)
    [A] bat
    [B] fox
    [C] koala
    [D] beaver

13. What is the only way to get into a beaver lodge? (p. 99)
    [through the underwater entrance]

14. True or False? Koalas only climb trees to eat because they sleep on the ground. (p. 99)
    [True]

Complete the sentence:
15. Mammals’ bodies stay at the same ___________________ but they can still feel the cold or heat. This means that they are warm-blooded. (p. 110)

16. Draw lines between the boxes to make two true sentences. (p. 110)

   A jackrabbit … 
   - raises its ears...
   - cools off by...
   - warms up by...
   - lowers its ears...
   - which helps the body trap heat...
   - and letting the wind cool blood vessels...
   ...and being active...
   ...which helps the body trap heat...

Week 3 Activity Sheet | 4-Day | Biology, Taxonomy, and Human Anatomy
Mysteries and Marvels of Nature

1. How do bats help some flowering plants to reproduce? (p. 62)

2. When do pangolin (anteaters) NOT eat ants? (p. 62)

3. What lives in a cow’s digestive system that helps it digest food? (p. 63)
   A) bacteria     B) viruses     C) algae

4. Mammals communicate by: (Circle all that apply.) (pp. 74–75)
   - their coloring
   - their scent
   - winking
   - grooming each other
   - their cries
   - their hair styles
   - facial expressions
   - phone calls

5. True or False? Animals in the wild work together. (pp. 74–75)
   A) True
   B) False

6. When prairie dogs “kiss” each other, they actually touch ________________ to see if they belong to the same ________________. (Write the correct answer in the blank.) (p. 74)
   A) tongues     B) tribe     C) coterie     D) teeth

7. When a male mandrill yawns, he is most likely: (Circle the correct answer.) (p. 75)
   A) tired
   B) bored
   C) warning he is frustrated
   D) trying to get a female’s attention

8. Why do chimpanzees groom each other? (Circle all of the reasons.) (p. 75)
   - to remove dead skin and dirt
   - to sort out fights
   - to get ready for a party
   - to greet one another
   - to make friends
   - to find a meal
   - to get ready for bed
   - to comfort each other
9. Complete the sentence.
   Mammal mothers take care of their ____________________
   and feed their babies _____________________. (p. 86)

10. Why are monotremes unique mammals? (p. 87)

11. How does a marsupial carry its young? (p. 87)

12. Which mammal sleeps in a tent? (Circle the correct answer.) (p. 98)
   A) bat  B) fox
   C) koala  D) beaver

13. What is the only way to get into a beaver lodge? (p. 99)

14. True or False? Koalas only climb trees to eat because they sleep on the ground. (p. 99)
   True  False
   Why?

Complete the sentence:
15. Mammals’ bodies stay at the same ____________________ but they can still feel the cold or heat.
   This means that they are warm-blooded. (p. 110)

16. Draw lines between the boxes to make two true sentences. (p. 110)
   A jackrabbit …
   …cools off by … …lowering its ears… …which helps the body trap heat.
   …warsms up by … …raising its ears… …and letting the wind cool blood vessels.
Appendices
## Appendix 1: Science D—Weekly Subject List

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>science of life/taxonomy/ kingdoms/classes/ classification/ how we name animals</td>
</tr>
<tr>
<td>2</td>
<td>summary/review/ mammals/diets/ how mammals move/ defense mechanisms</td>
</tr>
<tr>
<td>3</td>
<td>mammal friends/ mammal groups/ mammal families/offspring/sleeping and body temperature</td>
</tr>
<tr>
<td>4</td>
<td>mammal senses/birds and flight/water birds</td>
</tr>
<tr>
<td>5</td>
<td>birds and hunting for food/birds on display/bird eggs and chicks/bird nests</td>
</tr>
<tr>
<td>6</td>
<td>birds and vision/feathers/amphibians/amphibian eggs/reptiles</td>
</tr>
<tr>
<td>7</td>
<td>tadpoles/adult frogs/reptiles/what reptiles eat/poison and constriction/snakes</td>
</tr>
<tr>
<td>8</td>
<td>reptilian defense mechanisms/movement/calls/body temperature</td>
</tr>
<tr>
<td>9</td>
<td>reptilian senses/ocean animals and creatures</td>
</tr>
<tr>
<td>10</td>
<td>camouflage in the ocean/ocean packs/symbiosis/ocean babies</td>
</tr>
<tr>
<td>11</td>
<td>ocean homes/insects, anatomy, wings/how insects attack</td>
</tr>
<tr>
<td>12</td>
<td>what insects eat/insect groups and teams/transformation/butterfly life cycle</td>
</tr>
<tr>
<td>13</td>
<td>insect homes/where insects live/features of an insect/butterflies and their eggs</td>
</tr>
<tr>
<td>14</td>
<td>caterpillar/chrysalis/butterflies/plants and photosynthesis</td>
</tr>
<tr>
<td>15</td>
<td>chloroplasts/leaves/photosynthesis/a variety of plants</td>
</tr>
<tr>
<td>16</td>
<td>how plants live/plant roots, stems, and flowers</td>
</tr>
<tr>
<td>17</td>
<td>plant summary/animals and plants/how plants move and fight back</td>
</tr>
<tr>
<td>18</td>
<td>plants attack and hide/symbiosis/plant communities/new plants</td>
</tr>
<tr>
<td>19</td>
<td>plants and intruders/plants in isolated areas/plants adapt/flowers, fruits, and seeds/parasites</td>
</tr>
<tr>
<td>20</td>
<td>seedlings/how plants grow/plant nutrition/the life cycle</td>
</tr>
<tr>
<td>21</td>
<td>botany (radishes)</td>
</tr>
<tr>
<td>22</td>
<td>botany (radishes)</td>
</tr>
<tr>
<td>23</td>
<td>botany (radishes)</td>
</tr>
<tr>
<td>24</td>
<td>botany (radishes)</td>
</tr>
<tr>
<td>25</td>
<td>botany (radishes)/experiment evaluation</td>
</tr>
<tr>
<td>26</td>
<td>botany (corn/beans)</td>
</tr>
<tr>
<td>27</td>
<td>botany (corn/beans)</td>
</tr>
<tr>
<td>28</td>
<td>botany (corn/beans)</td>
</tr>
<tr>
<td>29</td>
<td>botany (corn/beans)</td>
</tr>
<tr>
<td>30</td>
<td>botany (corn/beans)</td>
</tr>
<tr>
<td>31</td>
<td>botany (corn/beans)/plant cells</td>
</tr>
<tr>
<td>32</td>
<td>atoms, cells, tissues, organs/cells/prokaryotic and eukaryotic</td>
</tr>
<tr>
<td>33</td>
<td>plant cells/animal cells/organelles/protozoa</td>
</tr>
<tr>
<td>34</td>
<td>the microscope/movement/euglena, paramecia/amoebas</td>
</tr>
<tr>
<td>35</td>
<td>ecosystems/food cycle/air cycle/ water cycle</td>
</tr>
<tr>
<td>36</td>
<td>review/our bodies/aircycle/ water cycle/food cycle/ecosystem</td>
</tr>
</tbody>
</table>
Exploring American History
Grades Kindergarten 1-4th, 5-6

Young adventurers: Discover America's history

The History / Bible / Literature program Sonlight has been missing. Sonlight is a delightful, age-appropriate Kindergarten-12th-grade program. It is Sonlight's unique style in your 50-week program, you'll give your students your best at American history.

Sonlight's shows the stories of key events and important people in America's history. You'll encounter key moments and meet the first president, Andrew Jackson, as you cover the Declaration of Independence, the Constitution, and the "The Star-Spangled Banner" (the song and the flag itself).

Return a FREE COPY!
SONLIGHT.COM