

**Bible**  
**Reading**  
**Readiness Skills**  
**Language Arts**  
**Science**  
**World Cultures**

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Exploring God's World

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*“Apply your heart to instruction and your ears to words of knowledge.”*

Proverbs 23:12 (NIV)

## About “Exploring God’s World”

We welcome you to Sonlight’s *Exploring God’s World*. Did you know that the U.S. Department of Education says, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”<sup>1</sup>

Reading expert Dr. Kyleene Beers agrees. Her research demonstrates that the single greatest predictor for a child’s future success is how much he is read to before he enters Kindergarten—more than ethnic, socio-economic, or even genetic factors.<sup>2</sup> As we read aloud to our kids, we build their vocabulary, and that gives them an advantage for future success.

When we enjoy stories together, we also build times of intimacy. As we snuggle on the couch and read with our children, we form treasured memories and enable them to unlock their listening skills and unleash their creativity.

This guide provides a schedule for reading classic stories, award-winning books, poetry, memory verses, and carefully-selected activities, all in just 20–40 minutes per day.

And most of all, you’ll have plenty of opportunities to just spend treasured time together and build memories to last a lifetime. Have fun with your Little Explorer!

## Some Practical Tips

As the parent of a young child, you already know that it is extremely difficult for little children to sit still for long periods of time. So, for this program, we suggest you break up the assigned reading into small chunks to do throughout the day. You could do the Bible reading as a devotional with the whole family before breakfast; have Dad help with some reading in the evenings; or save some books as special treats for before nap time or bedtime.

We recommend you read each story primarily for you and your child’s pleasure. Of course, the two of you will learn things and enter into the wonder of new discoveries. But all of that will come naturally on top of the primary purpose: enjoying together the delightful experience of great literature.

You may want to allow your children to color, draw, or play quietly with dolls or Legos® while you read aloud. As long as your children are exposed to great literature and are soaking up the reading, they will gain a great benefit, even if they are not sitting completely still.

We hope you enjoy this program and that it helps you instill in your children a love of reading. If we can be of any assistance, please do not hesitate to e-mail us at [main@sonlight.com](mailto:main@sonlight.com), or better yet, visit our Sonlight® Forums at [forums.sonlight.com](http://forums.sonlight.com), where you can chat with other parents who are going through the same program. You can ask questions, learn some new ideas, share with others what you have learned, problem-solve, or just talk. Enjoy your days of discovery together!

## Before You Start

Our schedule gives a suggestion for one way you can work through this program. But please note: this schedule is just a suggestion! Feel free to modify or adapt it in any way you see fit to better meet the needs of your family.

**Note:** As you set up your Instructor’s Guide to use for the year, we recommend that you use the binder and divider tabs that we have created specifically for our Instructor’s Guides. They include a tab for each of the 36 weeks. Please note that with this Instructor’s Guide, you will not need the “Section Three” and “Section Four” tabs.

## How to Read the Schedule

Each week fits on a single sheet of paper. Each day’s assignments are listed vertically in columns. If you wish to keep track of your progress, simply place a **check mark** next to each assignment as you accomplish it. Once you’ve finished the assignments in that column, you’re done for the day. It’s just that easy!

Secret of the Andes	12/13/98	12/13/01:25			
	chap. 1	chap. 2-3	chap. 4	chap. 5	chap. 6
	12/9/01		12/13		

### Book Title

In the first column on the left-hand side of the schedule page, we list every book you will need for that week. Look across the row to see what assignments to do during the week.

### Read-Alouds

You will read from several Read-Aloud collections throughout this program. The title of the collection can be found on the left, and the title of the story you are to read is listed on each day.

### Science and World Cultures

*Berenstain Bears*, *The Year at Maple Hill Farm*, *What’s Under the Sea?*, and *Why Do Tigers Have Stripes?* are the books used in the science curriculum to guide you in exploring God’s World. Please be aware of the titles listed in the far left line, as these books change throughout the year. There are several books in the World Cultures curriculum: *People, Stories from Africa*, *Things People Do*, *The Gods Must Be An-*

1. Anderson, R.C., E.H. Heibert, J.A. Scott, and I.A. Wilkinson, eds. *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, DC: U.S. Department of Education, 1985, p. 23.

2. Beers, Kyleene, “When Students Struggle With Reading,” Holt, Rinehart, and Winston, 2001, seminar notes.

gry, *Then and Now*, and *New Toes for Tia*. These books will introduce you to different people groups and professions.

### Readiness Skills

The activities in *Developing the Early Learner 1-4* are designed to increase young children's perceptual skills. There will be times when you finish one book and go onto the next in the middle of the week. You will find instructions for using *Developing the Early Learner 1-4* at the beginning of each book. At the end of each book, there is an Answer Guide and Record Sheet to keep track of your child's progress.

### Language Arts

You and your children will focus on one letter per week in *Dr. Seuss's ABC's* and *First Thousand Words*. You will read this letter repeatedly in stories, art, and illustrations throughout the week. Practice the sound of the letter as your children see the letter. Write the weekly letter on a piece of paper and attach it to the refrigerator. During the week focus on the sound the letter makes. Encourage your children to raise their hand as they hear the sound in a paragraph you select. This is the first step to learning to read—recognizing the sound of the letters.

For each letter, take a look at the "Words in Order" section of *First Thousand Words*. Here you will find words listed alphabetically with the page it's located. Use this to reinforce your work with the letter each week.

**Note to Mom or Dad:** If you have purchased Grade K Readers & Language Arts K with your Exploring God's World, you will use those books and Guide instead of the books, *Dr. Seuss's ABC* and *First Thousand Words* listed in this schedule. If you have purchased the Pre-Kindergarten Multi-Subject Package, you will use all of the books scheduled in this guide.

### Activities

These activities help your children learn important, practical life skills and have fun at the same time. We have indicated these activities on the Schedule pages. These are activities that you can do together, like taking a nature walk or playing a game. Remember that all of these activities are optional. Choose the ones that will fit best into your schedule and your children will enjoy. If your children enjoy a particular activity—repeat it often. If you are overwhelmed or do not have the materials handy—feel free to omit an activity.

We list a classical children's song each week for you to sing with your children. If you are not familiar with the songs, please visit our Instructor's Guide links page at <http://sonlight.com/iglinks.html>. Here you will find several links to websites that may be helpful to you.

If you don't have access to a computer, when you take your children to story time at the local library you could access the above websites at the public computers there.

For additional resources such as CDs or tapes, sheet

music, or music books, please check your local library. We recommend the books *The Christian Children's Songbook* or *100 Songs for Kids*, both from Hal Leonard Publishing.

### Materials

Most—if not all!—of these activities can be completed with materials that are generally found around your home. If you do not have an item, feel free to substitute it for something else or simply skip the activity. We list the materials for each activity so you can quickly see what you will need.

There are some items that you will need frequently throughout the year. They are:

- Pedal riding toy(s)
- Ball, bean-bag (purchased or homemade), blocks or small boxes
- At least 1 pound each of dry beans, rice and popcorn kernels
- Tweezers, tongs and/or a spring clothes pin
- Plastic cups, pitcher, kitchen utensils including wooden spoon and pots and pans
- Globe or map, calendar
- Basic art supplies: paper, crayons, washable markers, glue stick, white glue, safety scissors
- Tools such as real or child's hammer, screwdriver, nails, screws, measuring tape
- Stuffed toys
- Small toy cars
- Ribbon or scarf, 2–3 feet long
- Flashlight
- Egg carton, ice cube tray and/or cupcake pan
- Pennies, buttons
- Water bottle, preferably with a squirt top
- Dusting cloth—a microfiber towel found in most automotive sections works well

### Memory Verse

Introduce the weekly memory verse on Day 1 of each week and practice it everyday with your children. Memorize the reference to each verse as well. Your children will then be able to find these verses in the Bible later on. You might want to schedule a recital with family, friends, or a Sunday School class to allow your children an opportunity to share what they have learned.

In the beginning of the year, each memory verse corresponds to a character quality with a short definition to use as a springboard to teach your children how God has called them to behave. You will find the character qualities emphasized in bold letters on the schedule pages.

## Notes

Use this space to write items your children find particularly interesting to give you ideas for field trips or other activities. You could list special things that happened during the week, or have your children draw a picture of something they learned during the week.

## Handwriting

You will notice that we have not included a Handwriting Schedule in this Instructor's Guide. We believe formal handwriting training should begin at the Kindergarten level. Should you wish to explore this skill with your children, or they express interest in learning how, please go to our catalog or online to learn more about the three programs we offer.

Should you choose to use the *Handwriting Without Tears* program for handwriting, there are many supplemental manipulatives available. You may purchase the slate chalkboard with chalk and sponge (Item #KL173), the lined paper for approx. levels K-1 (Item #KL174), the capital letter wood pieces (Item #KL175), and the mat for the wood pieces (Item #KL176) from Sonlight. Additional materials may be found on the publisher's website. Sonlight has chosen to carry only those manipulatives we believe provide worthwhile activities for a good value.

## Field Trips

We recommend that you take your children on some field trips during the year. These "hands on" learning exercises will be invaluable as your children experience the sights and sounds of the world. Here are some suggestions:

### Visit Various Businesses:

- The Post Office
- A Garden Center
- A Bank
- A Bakery
- A Fire Station
- A Police Station
- A Radio and/or Television Station
- A Farm
- A Greenhouse
- Dad's and/or Mom's place of work
- City Hall
- A Court Room
- The Newspaper
- A Smaller Print Shop
- A Grocery or other Wholesale Distributor
- A Pottery Shop
- A Music Store
- An Airport

## Visit Service Organizations:

- The Library: story time; learn how to find a book you want
- Any park with nature walks or docent program
- Museums of all varieties
- A Natural History Museum
- Botanic Gardens
- A Planetarium
- A Zoo
- An Aquarium

## Art

- Visit an art museum or gallery
- Do art activities with others
- Check out an art book from the library once a week
- Use art creations in real life situations (i.e. on Christmas cards, for book covers, etc.)

## Bible

At Sonlight we take the Bible seriously. We believe the Bible is the authoritative, inspired Word of God: "All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work" (2 Timothy 3:16-17).

As a Christian curriculum company, our desire is to see you and your children grow in spiritual maturity in Christ so that you can make a positive difference in God's Kingdom. If you have your own Bible program you are following as a family, we don't want you to feel as though you must drop it and stick to our approach exclusively. But maybe you'd like to give our method a try to see if you like it and if it fits well with what you'd like to accomplish.

Each week you'll find Instructor's Guide Notes that will introduce you to the Bible topics you and your children will cover. Please look these over ahead of time so you know what to expect. In some sections we've also included Notes to address common questions or concerns. Whenever an issue arises where there are multiple viable explanations, we do our best to present all of them fairly and without telling you or your children which option to believe (we leave those matters up to you, as the parent, to discuss with your children as you see fit).

In other words, we try to stick to what the Puritan Richard Baxter called "mere Christianity"—the core truths the church has always held to throughout its history. With that in mind, Sonlight does have roots in Protestantism, so we don't specifically cover or assign readings from Bible books found in Roman Catholic and Eastern Orthodox Bibles that are omitted from Protestant Bibles. We are,

however, respectful of various Christian traditions including Protestant, Orthodox, and Catholic.

Regarding memory verses, in some cases they are tied to *Sing the Word*, while at other times they relate to a relevant Bible topic covered in a given week. In some cases memory verse may not relate directly and instead are selected specifically because of their timeless and meaningful message.

Our prayer is that you and your children will develop a healthy approach to the Bible, its study, and its application to your own lives on a daily basis. Our curriculum seeks to integrate the Bible as a key aspect of learning and spiritual growth. Wherever possible, we've done our best to tie our Bible readings and memorizations with books you and your children will read as you journey through our curriculum.

### Further Assistance

We trust you will heartily enjoy your homeschool journey with your children. If we can be of further assistance, please don't hesitate to contact us or visit our online forums at [forums.sonlight.com](http://forums.sonlight.com). Our forums provide a place for you to interact with other homeschoolers, seek advice, offer your insights, and join our community.

We also strongly recommend that you visit [www.sonlight.com/subscribe.html](http://www.sonlight.com/subscribe.html), if you have not done so already, to sign up for at least one of our free email subscriptions. We think you'll find *Homeschooling with Excellence* especially relevant as you start (or continue) your homeschooling adventure!

### Talk to Your Children

Parents, by age three, please have a conversation with your children about private parts. (If it makes it easier, do it while driving—the child is a captive audience, and you don't have the potential embarrassment of looking at them.) You could say something like this: "There are bad people in the world. If someone wants to look at or touch the part of your body that is covered by your underwear (or swimsuit), tell me, or your other parent. Even if they tell you not to tell us. We won't be mad at you."

There are other conversations that may come up because of the world we live in. Children can be exposed to inappropriate photos at a young age. To introduce that topic to your child, you could say something like this: "You

will probably see a photo of a naked person sooner or later. These photos are taken by bad people. When you see one, close your eyes and turn away as soon as you see it, and, if you can, crumple it up and throw it away."

Consider making the internet off-limits to young children, unless you, the parent, are present.

These topics can be uncomfortable, but by addressing them simply, early on, they don't need to be too distressing.

### 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 send a short e-mail to: [IGcorrections@sonlight.com](mailto:IGcorrections@sonlight.com). It would be helpful if the subject line of your e-mail indicated where the problem is. For instance, "Exploring God's World/Section Two/Week 1/Day 3." Then, in the message portion of the e-mail, tell us what the error is.

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](mailto:IGsuggestions@sonlight.com). If you know of a different book we should use, if you think you should read a book we assign at a different point in the year, or if you have any other ideas, please let us know.

Your efforts will greatly help us improve the quality of our products, and we very much appreciate you taking the time to let us know what you find. Thanks for your help! ■

# Level P

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	<b>101 Favorite Stories from the Bible</b>	Introduce the memory verse for the week	“God’s Wonderful Creation” pp. 10–11	“Adam and Eve” pp. 12–13	“The First Sin” pp. 14–15 Opt. Activity	
	<b>Memory Verse</b>	Pay attention, my child, to what I say. Listen carefully. (NLT adapted) Proverbs 4:20 <b>Attentiveness:</b> I listen with my eyes, ears, and heart.				
READ-ALOUDS	<b>A Treasury of Mother Goose Rhymes</b>	“Old Mother Goose” pp. 8–11	“Jack and Jill” pp. 12–13 Opt. Activity	“Simple Simon” pp. 14–15 Opt. Activity	“Mary’s Lamb” pp. 16–17	
	<b>The Lion Storyteller Bedtime Book</b>	“Rabbit and Tiger Save the World” p. 21 Opt. Activity				“The Contented Priest” pp. 88–91
	<b>Uncle Wiggily’s Story Book</b>		“Uncle Wiggily’s Toothache” pp. 3–9			
	<b>Stories From Around the World</b>			“The Little Sparrow” pp. 118–122		
	<b>The Children’s Book of Virtues</b>				“There Was a Little Girl” p. 32	
	<b>Eric Carle’s Animals Animals</b>	“Baby Chick” p. 21				
READINESS SKILLS	<b>Developing the Early Learner 1</b>	pp. 1–2	p. 3	p. 4	pp. 5–6	p. 7
SCIENCE	<b>The Berenstain Bears’ Big Book of Science and Nature (Almanac)</b>	pp. 2–5	pp. 6–10	pp. 11–13	pp. 14–17 Opt. Activity	
WORLD CULTURES	<b>Things People Do</b>					“The Island of Banilla” pp. 4–5
OTHER	<b>Song</b>	<i>Jesus Loves Me</i>				
<b>Additional Subjects:</b>						

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## 101 Favorite Stories From the Bible

Day 1 Introduce the memory verse for the week

On Monday, please introduce the Memory Verse for the week. You may want to make up simple hand motions for key words to help your children remember it better, and then practice these hand motions as you say the verse together each day. For example:

- Pay **attention**, my child (place index finger on your temple)
- to what I **say**. (place your hand next to your mouth as though you were calling to someone)
- Listen** carefully. (place your hand by your ear)

Proverbs 4:20

Don't forget to practice the verse's reference each time you say the verse!

After you introduce the verse, read the Character quality to your child, which is included on the schedule page underneath the verse. Ask your children what they think it means to be attentive, and see if you can come up with particular times during your schedule when attentiveness is a good quality to exhibit. (At church? While you're reading the Bible story each day?)

As you introduce more character qualities in the weeks that follow, feel free to use the vocabulary your children are learning about character to remind them of the good behavior skills that they now know!

Day 4 "The First Sin" pp. 14-15

### Optional Activity

**Materials:** paper, safety scissors, tape or stapler  
After reading "The First Sin," make a snake out of a paper chain. Using safety scissors, have your children cut strips of paper about 8.5" long by 1" wide (they can make 11 out of a piece of copy or construction paper) and have your children tape or staple them to make a chain. You may want to help them draw eyes on their snake. A paper chain could also be made with paper that your children have ripped into strips.

## Memory Verse

Day All Proverbs 4:20 (NLT)

Pay attention, my child, to what I say. Listen carefully.  
**Attentiveness:** I listen with my eyes, ears, and heart.

## A Treasury of Mother Goose Rhymes

Day 2 "Jack and Jill" pp 12-13

### Optional Activity

**Materials:** pail, (optional paintbrush)  
After reading "Jack and Jill," fill a small pail part way with water and have your children carry it to water outside flowers, fill a pet's water dish or take a paint brush and let them paint with water on a sidewalk or driveway. Have them pretend they are carrying the pail down a hill, just like Jack and Jill.

Day 3 "Simple Simon" pp. 14-15

### Optional Activity

**Materials:** pail, strainer or colander  
After reading "Simple Simon," and using the same pail as the "Jack and Jill" activity, have them try to scoop out water with a strainer or colander. Do this outside or over the bathtub. Ask them if the strainer worked. What would work better? Have them try to scoop out water with the object they think would work better. Did it work? Ask them to tell you why or why not.

**Materials:** pennies, piggy bank or make one out of a milk jug or coffee can  
After reading "Simple Simon," have your children count pennies. If they have a piggy bank, have them put the pennies through the slot as they count them. If they don't have a bank, a simple one could be made by cutting a slit in a plastic milk jug or the top of the plastic lid on a can of coffee.

## The Lion Storyteller Bedtime Book

Day 1 "Rabbit and Tiger Save The World" p21

### Optional Activity

Each week you will find a variety of Optional Activities that correspond to specific passages from the books you read together as well as independent Developmental Activities. We have indicated these activities on the Schedule pages. These activities are meant to strengthen different areas of your children's development: cognitive development (in language, problem solving, logical thinking and mathematical reasoning), physical development (fine and gross motor), social and emotional development (taking responsibility for self and others).

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Many of the activities are repeated throughout the year—intentionally! Children this age need a lot of repetition to develop skills. Have you noticed how they never tire of their favorite game and often ask for you to do it again!? If your children enjoy a certain activity, feel free to do it on a regular basis. If an activity is too hard or frustrating, drop it for now and try again in a few months. We want your children to experience the joy of learning. We have included many more activities than you will want to do with your children. This is also intentional! To begin with, pick one or two to do a week. As the weeks progress, you will begin to see what fits best with your family. Does one activity a week feel appropriate? Great!

Do you enjoy an activity each day? Good! You are interacting with your children and providing a fantastic learning experience either way. This is a tool box, filled with great tools to use as you see fit.

After reading “Rabbit and Tiger Save the World,” ask your children to tell how Rabbit and Tiger are the same and how they are different. (Same: both animals have fur, have ears and a tail, etc.; Different: Tiger is fierce, sharp claws and teeth, big, striped, etc.; Rabbit is small, fluffy tail, long ears, etc.)

### The Berenstain Bears’ Big Book of Science and Nature (Almanac)

Day  
2

pp. 6–10

You will begin this book learning about the seasons: winter, spring, summer, fall. You may notice that the months they give in the book don’t completely match up to what you experience where you live. These months also do not align with the months given in *The Year at Maple Hill Farm*. What is going on, you may say!

Do not get discouraged, the seasons are determined by equinox and solstice and the position of the sun. It is not determined by a calendar month and generally happens in the middle of our months. In each part of the world, season changes are felt differently and those in the Southern Hemisphere experience the opposite season as those of us in the Northern Hemisphere!

When talking about this with your children, please do not get too caught up in the exact month a season starts or what the book says will happen in each season—you may never get snow in your area! Instead, please focus on what a wonderful and varied world God has created and that he gives us different seasons and weather.

Day  
4

pp. 14–17

#### Optional Activity

**Materials:** winter clothes; calendar (you will use the calendar in upcoming weeks as well) ice cube

After reading “Some of the things winter brings,” pretend it is winter and dress up in winter clothes.

Mark the first day of winter on a calendar. This varies from year to year, so you may want to check a calendar or do an internet search for this year’s date.

Ask your children what winter is like where you live. How is it different than spring, summer and fall? How do they dress? What do they like to do?

Have your children hold an ice cube and ask them to describe:

1. how it feels
2. what it looks like
3. what it tastes like
4. what it smells like
5. what it sounds like (How does it sound when you drop it in a cup of cold water?)

#### Song

Day  
All*Jesus Loves Me*

A different song is given each week, for you to sing with your children. You may wish to start your school time with this song, sing it with your children as you clean up after school, or any other routine moment throughout your day. To hear the tune or read the lyrics of these songs, visit our IG links page for a wonderful resource website. 📄

This week, the song is “Jesus Loves Me.” If you know hand motions or signs to go with this song, teach them to your children. ■



# Level P

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	<b>101 Favorite Stories from the Bible</b>	Introduce the memory verse for the week	"Cain Kills His Brother Abel" pp. 16–17	"Noah–The Ark Builder" pp. 18–19 Opt. Activity	"Tower of Babel" pp. 20–21 Opt. Activity	
	<b>Memory Verse</b>	Now faith is being sure of what we hope for and certain of what we do not see. (NIV) Hebrews 11:1 <b>Faith:</b> I believe and act on God's promises.				
READ-ALOUDS	<b>A Treasury of Mother Goose Rhymes</b>	"One, Two" pp. 18–19 Opt. Activity	"The Pumpkin Eater" p. 20 Opt. Activity	"Jack Sprat" p. 21	"Doctor Foster" p. 21	
	<b>Uncle Wiggily's Story Book</b>	"Uncle Wiggily and the Freckled Girl" pp. 10–17 Opt. Activity		"Uncle Wiggily and the Mud Puddle" pp. 18–25		
	<b>The Lion Storyteller Bedtime Book</b>		"Three Months' Night" pp. 16–17		"Tiger Eats a Monkey" pp. 83–84	
	<b>Stories From Around the World</b>					"The Four Brothers" pp. 87–93
	<b>Eric Carle's Animals Animals</b>	"The Duck-Billed Platypus" p. 26				
READINESS SKILLS	<b>Developing the Early Learner 1</b>	pp. 8–9	p. 10	p. 11	p. 12	p. 13
SCIENCE	<b>The Berenstain Bears' Big Book of Science and Nature (Almanac)</b>	pp. 18–19	pp. 20–23	pp. 24–26	pp. 27–30 Opt. Activity	
WORLD CULTURES	<b>Things People Do</b>					"The Fisherman" pp. 6–7
OTHERS	<b>Song</b>	<i>This Little Light of Mine</i>				
	<b>Optional: Developmental Activities</b>					Sequence
<b>Additional Subjects:</b>						

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## 101 Favorite Stories from the Bible

Day  
8

“Noah—The Ark Builder” pp. 18–19

### Optional Activity

**Materials:** real or child-sized tools such as a hammer, nails, screwdriver, sandpaper, block of wood

After reading “Noah—The Ark Builder,” have your children play with tools and try to hammer a nail into a piece of wood, or use a screwdriver to tighten cupboard handles or put a screw into a piece of wood. **Note to Mom or Dad:** hammering golf tees into a thick piece of Styrofoam works well too.

Day  
9

“Tower of Babel” pp. 20–21

### Optional Activity

**Materials:** blocks

After reading “Tower of Babel” have your children build a tower with blocks. You might also tell your children to do something; perhaps pick up their toys, but use nonsense words instead of real words. Talk about how hard it is to know what to do if you can’t understand another person’s language. Ask them if they know any other languages, or anyone who uses other languages. If you know any foreign words, this might be a good time to share them with your children.

## Memory Verse

Day  
ALL

Hebrews 11:1 (NIV)

Now faith is being sure of what we hope for and certain of what we do not see.

**Faith:** I believe and act on God’s promises.

## A Treasury of Mother Goose Rhymes

Day  
6

“One, Two” pp. 18–19

### Optional Activity

**Materials:** 10 blocks or sticks (all the same length)

After reading “One, Two” have your children practice putting on their shoes, or laying blocks or sticks straight. Have them lay 5 blocks out in a straight line; then have them take 5 blocks and put them in a pile. Ask them which has more. Then have them lay the pile of blocks in a straight line under the other 5 blocks (the ones in a line). Now which has more, or are they the same? Children will probably get confused, but help them count the 5 blocks in each group, one by one. They may not understand that the number does not change when you rearrange the blocks, and that is fine. They will begin to figure it out as they have more experience.

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

## Uncle Wiggily’s Story Book

Day  
6

“Uncle Wiggily and the Freckled Girl” pp. 10–17

### Optional Activity

Practice walking softly like Uncle Wiggily in “Uncle Wiggily and the Freckled Girl.”

## A Treasury of Mother Goose Rhymes

Day  
7

“The Pumpkin Eater” p. 20

### Optional Activity

**Materials:** ingredients for pumpkin pancakes (below)

After reading “The Pumpkin Eater” make something out of pumpkin, such as pumpkin muffins or pumpkin pancakes.

### Pumpkin Pancakes

Mix together:

- 2 ½ cup pancake mix
- 3 tablespoons brown sugar
- 2 ½ teaspoons pumpkin pie spice (or 1 tsp. ground cinnamon, ½ tsp. ground ginger, ¼ tsp. ground cloves)
- 1 egg
- 1 ¾ cup milk
- 2 tablespoons oil
- 2 tablespoons vinegar
- 1 cup pureed pumpkin (canned is fine)

Oil pan and fry like other pancakes. Serve with butter and maple syrup, or top with applesauce or sprinkle with powdered sugar.

## The Berenstain Bears’ Big Book of Science and Nature (Almanac)

Day  
9

pp. 27–30

### Optional Activity

**Materials:** calendar

After reading this week’s *The Berenstain Bears’ Big Book of Science and Nature* assignments, put Valentine’s Day (Feb 14), April Fool’s Day (April 1) and the first day of spring on a calendar (this varies from year to year, you can look on a calendar or do an internet search to find out when it is this year). You may want to do some “spring cleaning” by having your children sweep the floor, dust or pick up toys. Ask your children what spring is like where you live. How is it different than summer, fall and winter? What do they wear?

## Optional: Developmental Activities

Day  
**10**

### Sequence

Sometime this week, show your children a sequence of actions and see if they can predict the next action in the sequence. For example, “touch your nose, clap your hands, touch your nose, clap your hands, touch your nose ...” Then ask your children what comes next. This is a great game to play anytime using different motions and sequences. ■

Level P

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	<b>101 Favorite Stories from the Bible</b>	Introduce the memory verse for the week	“Abram and Lot” pp. 22–23	“Abraham’s Sacrifice” pp. 24–25 Opt. Activity	“A Wife for Isaac” pp. 26–27	
	<b>Memory Verse</b>	God loves a cheerful giver. (RSV) 2 Corinthians 9:7 <b>Generosity:</b> I share my things with a cheerful spirit. Opt. Activity				
READ-ALOUNDS	<b>A Treasury of Mother Goose Rhymes</b>	“The Owl” p. 22	“Ring-a-Ring o’Roses” p. 22	“Ding, Dong, Bell” p. 23	“What Can the Matter Be?” pp. 24–25	
	<b>The Lion Storyteller Bedtime Book</b>	“Tiger Tries to Cheat” pp. 102–104 Opt. Activity		“The Greedy Farmer” pp. 76–78 Opt. Activity		“The Girl Who Played with the Stars” pp. 12–15
	<b>Uncle Wiggily’s Story Book</b>		“Uncle Wiggily and the Bad Boy” pp. 26–31		“Uncle Wiggily and the Good Boy” pp. 32–37	
	<b>Eric Carle’s Animals Animals</b>	“If a rooster ...” p. 52			“When a peacock ...” pp. 54–55	
READINESS SKILLS	<b>Developing the Early Learner 1</b>	pp. 14–15	p. 16	p. 17	pp. 18–19	p. 20
SCIENCE	<b>The Berenstain Bears’ Big Book of Science and Nature (Almanac)</b>	pp. 31–33	pp. 34–35	pp. 36–37 Opt. Activity	pp. 38–41 Opt. Activity	
WORLD CULTURES	<b>Things People Do</b>					“The Builder” pp. 8–9 Opt. Activity
OTHERS	<b>Song</b>	<i>Father Abraham</i>				
	<b>Optional: Developmental Activities</b>	Skip				
<b>Additional Subjects:</b>						

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## 101 Favorite Stories from the Bible

Day  
13

“Abraham’s Sacrifice” pp. 24–25

### Optional Activity

**Materials:** flashlight

Tonight or another night that is clear, have your children look up at the stars and talk about how many there are and how God promised Abraham that his family would be as numerous as the stars in the heavens. Would that be a large family? Can you children count up the members in their own family? Help your children count all descendants from one set of their grandparents so they can see how a family can grow large over time. Let your children pretend they are a star, perhaps flashing a flashlight in a dark room and dancing around.

## Memory Verse

Day  
ALL

2 Corinthians 9:7 (RSV)

God loves a cheerful giver.

**Generosity:** I share my things with a cheerful spirit.

### Optional Activity

Because the memory verse this week is about generosity, you may want to have your children do a generous act such as donating a toy to charity, drawing a picture for a family member or neighbor, do a chore that they would not normally do, take cookies to a neighbor, sing a song to someone, etc.

## The Lion Storyteller Bedtime Book

Day  
11

“Tiger Tries to Cheat” pp. 102–104

### Optional Activity

Let your children make a “cave” under a table by tossing a blanket over it, and act out the story “Tiger Tries to Cheat” you can help them make the cave and let them make up their own stories.

Day  
13

“The Greedy Farmer” pp. 76–78

### Optional Activity

**Materials:** milk or cheese, two clear glass containers (such as a 12-16 oz glass that is tall and thin and a shorter, fatter jar or glass that holds about the same amount)

After reading “The Greedy Farmer,” pour your children a glass of milk in a tall narrow glass and talk about where it comes from, how cows make milk and how milk is made into butter, cream and cheese. Then have them pour it into a short fat cup or jar. Ask them to compare which container has more milk or is it the same. Have them pour it back in the tall glass. If they are not convinced that the

milk stays the same, that is fine. You may want to repeat this activity now and then so they can gain understanding of amounts. Let them drink the milk after pouring it back and forth a few times.

## The Berenstain Bears’ Big Book of Science and Nature (Almanac)

Day  
13

pp. 36–37

### Optional Activity

When reading from *The Berenstain Bears’ Big Book of Science and Nature* help your children count the various animals. How many squirrels are there? How many puppies? How many chicks and ducklings?

Day  
14

pp. 38–41

### Optional Activity

**Materials:** calendar, summer clothes

After reading *The Berenstain Bears’ Big Book of Science and Nature* assignments this week, put the first day of summer on the calendar you have been using (this varies from year to year, you can look on a calendar or do an internet search to find out when it is this year). Ask your children what summer is like where you live. How is it different than the other seasons? You might want them to put on summer clothes and pretend it is summer. You may want to have lunch outdoors on a blanket spread on the ground.

## Things People Do

Day  
15

“The Builder” pp. 8–9

### Optional Activity

Before reading “The Builder” in *Things People Do*, open the two page spread and play “I Spy” with your children, taking turns. You could say, “I spy a man with a watering can, can you find him?” Then let your children spy something and ask you to find it. After doing a few of these, go ahead and read the pages.

**Materials:** pail of water or filled bathtub, assortment of water-proof objects

See the floating duck in “The Builder?” Get a pail of water or have your children do this in the bath tub. Gather a few objects, some that float and some that sink and ask your children to guess which will float and which will sink and then have them see for themselves what each object does. Some ideas are a metal spoon, a wooden spoon, a plastic container with a lid, a few toys, etc.

## Optional: Developmental Activities

Day  
**11**

Skip

**Materials:** Scarf or ribbon

Show your children how to play “Ring-A-Ring O’Roses,” or practice skipping around in a circle. Skipping can be more fun if the children hold a piece of ribbon, crepe paper streamers or a silk scarf (2-3 feet long). ■