

# P EXPLORING GOD'S WORLD



## FUN FACT

Shaving cream and vanilla pudding make great finger paints.



Waterfall in Laos



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

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

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Activities, songs, notes and additional features to enhance your 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](http://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](http://sonlight.com/advisors).

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

If you like what you see in this sample, visit [sonlight.com/hbl](http://sonlight.com/hbl) to order your Pre-Kindergarten package.

Blessings!

**Sarita Holzmann,**  
Co-founder and president  
of Sonlight Curriculum

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

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Exploring God's World

By the Sonlight Team

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

Proverbs 23:12 (NIV)

Sonlight Curriculum® Pre-K “Exploring God’s World” Instructor’s Guide,  
Twelfth Edition

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“Do to others what you would have them do to you”  
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

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#### **NOTE TO PURCHASER**

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2020 Edition of the Sonlight Curriculum® Pre-K “Exploring God’s World” Instructor’s Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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- A Weekly SCHEDULE for Bible, Reading, Readiness Skills, Language Arts, Science, and World Cultures
- NOTES for Bible, Reading, Readiness Skills, Language Arts, Science, and World Cultures

*(If your child is ready to read, you can choose this program with the Grade K Phonics program instead of the Pre-K Language Arts listed in this guide. Learn more at [sonlight.com/pck](http://sonlight.com/pck).)*

# HISTORY / BIBLE / LITERATURE Quick Start Guide

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

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

**1**

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

**2**

**3**

**4**

### 1 Complete, ready-to-use lesson plans

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

### 2 Day-by-day Schedule

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

### 3 Discussion Questions

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

### 4 Timeline and Map Points

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



## 5 Vocabulary and Cultural Literacy notes

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

## 6 Notes

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

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

## 7 Teaching tips

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

## Flexible format

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

## The IG is a guide, not a task master.

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

6

### Bible Reading

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

### Memorization (Bible)

Psalm 42:1–6

Continue to memorize Psalm 42.

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

### The Beginner's American History

pp. 200–205

#### Cultural Literacy

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

#### To Discuss After You Read

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

#### Timeline and Map Points

New York (D3) (map 5)

Day 165 pp. 228–232

#### To Discuss After You Read

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

#### Landmark History of the Amer. People, Vol. 1

Day 162 Chapter 19 pp. 134–136

#### Cultural Literacy

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

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

#### To Discuss After You Read

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

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

#### Timeline and Map Points

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

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

## How it works:

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

# TRY BEFORE YOU BUY!

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[sonlight.com/samples](http://sonlight.com/samples)

# 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 adapted)

<sup>20</sup> 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).

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, use your favorite search engine to look up the song title.

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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Parental Notes

## 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)

<sup>1</sup> 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<sup>1</sup>

**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-ALOUDS	<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>	Father Abraham				
	<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 your 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)

<sup>7</sup>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). ■



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