

How to Use the Schedule


More notes with important information about specific books.


The **N** symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.


4-Day Schedule:

This entire schedule is for a 4-Day program. We provide a blank cell on Day 5 to allow for your own activities and topics that you would like to teach your children.

Write in the week's date for your records.











The  symbol indicates there is a timeline suggestion in the notes for that day.

The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a figure for you to place on the timeline.


Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.

HISTORY 4		WEEK 1					SCHEDULE
Date:	Day 1	Day 2	Day 3	Day 4	Day 5		
History/Geography							
<i>William Wilberforce</i>	chaps. 1-2	chaps. 3-4 	chaps. 5-6 	chaps. 7-8			
<i>Wee Sing America</i>	(re-)learn "The Star Spangled Banner" pp. 8-9.						
Readers							
<i>By the Great Horn Spoon!</i>	chap. 1 	chaps. 2-3 	chaps. 4-5 	chap. 6-mid p. 76 			
Read-Alouds							
<i>Moccasin Trail</i>	chap. 1 	chap. 2 	chap. 3 	chap. 4 			
<i>Oxford Illustrated Book of American Children's Poems</i>		p. 8		p. 9			
Electives							
Other Notes							

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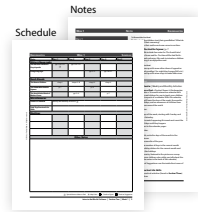
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 Special Note to Mom or Dad  Map Point  Timeline Figure  Timeline Suggestion

Instructor's Guide Quick Start

The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. See **Section Three** for specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher. Here are some helpful features that you can expect from your IG.

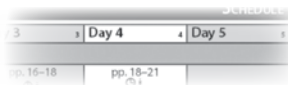


Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

Maps

Colorful map answer keys, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material.

To Discuss After You Read

- Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
- A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

Vocabulary

Ululating: howl or wail as an e

Melee: a confused fight, skirm

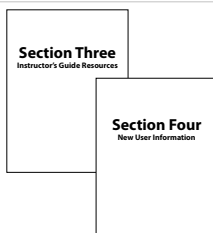
Vocabulary

This section includes terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes





When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2016, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government moved 1.2 million people.



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
History/Geography					
<i>The Usborne Book of Peoples of the World</i>	pp. 2-3 	p. 5 	pp. 6-7	pp. 8-9	
Read-Alouds					
<i>Charlotte's Web</i>	chaps. 1-2 	chap. 3	chap. 4	chap. 5	
<i>Favorite Poems of Childhood</i>	"The Land of Nod" p. 1		"Hurt No" & "Cat" p. 2		
<i>Mother Goose Rhymes</i> (see note below)		"Humpty Dumpty"			
Level 1 Readers*					
<i>I Can Read It! Word Lists</i>	Lesson 1				
<i>I Can Read It! Book 1</i>	"Pat" p. 1 	"A Mat and a Hat" p. 3	"A Cat on a Hat" p. 4	"A Flat Hat" pp. 5-6	
Electives					
Other Notes					
<p>Note: Please note the assignment Mother Goose Rhymes listed under Read-Alouds is not a separate book. These rhymes are printed in the notes on the day it is assigned.</p> <p>*We include the Schedule and Notes for the Level 1 Readers. If you are using another level of Readers please refer to the Schedule and Notes in your Language Arts Guide or Readers Schedule.</p>					

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Day 1

History/Geography

Reading the History Books Aloud

We encourage you to use the narration method, at least through the 8th grade level, helping your children focus and retain the history material. Narration differs from the classroom method of testing random ideas, and may seem strange at first, but we have no doubt you'll come to appreciate it.

In the narration method, you'll read the history books together, and then have your children tell you what they remember from the reading. Enjoy hearing all your children grasped!

With narration, children will remember more than a worksheet can test, because they have to listen intently if they are to have enough material to record three to five sentences about what they learned. We recommend keeping notes of all they have read about in a separate notebook. It will be helpful to have written records of the things they—and you—have learned.

The Usborne Book of Peoples of the World | pp. 2–3

Rationale: We begin our year by looking at how people live around the world. We often think the world lives exactly like us. But to understand history and why people live as they do, we need to see the differences. Plus, it's interesting.

To make sure your children are listening as well as you'd like, after reading each day, have your children tell you what they thought was the most interesting thing they heard. For example, are they surprised at how many languages there are or would they like to start a coin collection?

Note to Mom or Dad: Please note *The Usborne Book of Peoples of the World* contains pictures of people who are rather under dressed by Western standards, most specifically on pp. 4, 13, 16 and 19. If your children are sensitive to this, we recommend you look through the book and consider how you might want to handle these illustrations before you read it with your children or let them look at the book on their own. Some parents choose to draw extra clothes on the various peoples.

Read-Alouds

Read-Alouds are quality literary works you read to your children. Among all their many qualities, Read-Alouds:

- introduce your children to great literature beyond their personal reading capacity. We have classified most of our Read-Alouds as such (rather than as Readers) because they require greater reading skill than most students at the specific level have normally acquired.

- develop a life-long love of reading. When you read great literature to your children, it creates a thirst to read. They'll begin to think, "I love books! One day I'm going to read books like this!"
- expand your children's vocabulary.
- build important listening skills—including the ability to visualize the meaning of spoken words.
- develop an "ear" for good oral reading.
- develop oral reading skills. Having heard quality oral reading done by you, your children will imitate you.
- give you and your children a context for sharing mutually significant times together.

Read-Alouds differ from Readers in that they require deeper understanding of "the way things are"—in life in general or in a specific area. Others are emotionally charged enough that we figure you ought to be "right there" to help debrief your children.

And then there are those books we've classified as Read-Alouds simply because they're too good to let your children enjoy by themselves. We know you'd feel cheated if you weren't in on the adventure.

Vocabulary Development

We have incorporated "natural language learning"-oriented vocabulary development exercises in the Read-Aloud notes. These vocabulary words correspond with the day's Read-Aloud assignment, pulled from the reading and clarified. More general vocabulary development can be found in BookShark's Language Arts programs.

How to Teach Vocabulary: Find the vocabulary words in **bold** type in a sentence. Read the sentence to your children and see if they can define the word. If they don't know, just explain what the word means to your children. For words that are in **bold** type followed by a colon, define the word for your children as you read the book aloud.

Example:

Vocabulary

... Night came down quickly over the **equatorial** forest ... (*a rainforest near the equator*)

Hibernation: when animals spend the winter sleeping.

Charlotte's Web | Chapters 1–2

Explain that the chapter numbers are Roman numerals and have your children read the numbers.

Vocabulary

"He's yours," said Mr. Arable. "Saved from an **untimely** death." (*a death that is too early*) [chap. 1]


runt: a small, weak animal that requires much extra work, therefore farmers usually kill them. [chap. 1]

To Discuss After You Read

- Q: What does the father mean when he says, “Fern is ... trying to rid the world of injustice”? [chap. 1]
 A: *this injustice is killing baby animals that are too small, something they have no control over*
- Q: Harrisburg is the capital of Pennsylvania, What is the capital of your state? What is the capital of your country? [chap. 1]
 A: *answers will vary*
- Q: Why did Wilbur have to be sold? [chap. 2]
 A: *he was getting too big and needed too much food*

Timeline and Map Activities

Note: Please refer to **Section Four** for instructions on how to complete the Timeline and Map Activities. In addition, please read “Why You Will Find Contradictions in History” in **Section Three**.

 *Harrisburg, Pennsylvania* (D10) (map 4) [chap. 1]

Favorite Poems of Childhood | “The Land of Nod” p. 1

Rationale: It takes practice to read poetry correctly. Except when reading nursery rhymes and silly songs, avoid letting the rhyme control your reading pattern. Rather, you should read a poem for its sense: as if it were prose. Though this may feel a little awkward at first, you will find that it yields great benefits for the listener. Despite the initial feelings of awkwardness, the beauty of the language, the cadence, and the rhyme will all come through.

Level 1 Readers

I Can Read It! Word Lists | Lesson 1

We include the Schedule and Notes for the Level 1 Readers. If you are using another level of Readers please refer to the Schedule and Notes in your Language Arts Guide or Readers Schedule.

Each week, you’ll begin your Reading Instruction by reviewing the Word Lists in the *I Can Read It! Word Lists* book. Please skim the introduction of the book for a basic overview on how to teach your children to read. Each day, work with your children to read the assigned story.

I Can Read It! Book 1 | “Pat” p. 1

Note to Mom or Dad: We have scheduled most of the *I Can Read It!* stories over the year, but not all of them. Please feel free to read the unscheduled stories with your children on your own time.

☆ Prepare in Advance

Read through the Activity that follows so you will be ready to give your children their first reading lesson today.

Activity | Demonstrate How to Read

Get Ready to Read

Before your children read the *I Can Read It!* assignment, review the following with them:

- We read from left to right.
- When reading, don’t think about the names of the letters; focus only on the sounds they make.
- When we read words, we blend the sounds of the letters to make the words.

As You Read Together

Here are a few more tips for how to gently guide your children as they read today’s assignment.

- If your children do not know a word, help with the vowel sound, the initial sound and the first syllable. They should reread the complete sentence containing the sticky word as well as any sentence that slows the flow of reading.
- If your children do not stop at periods, tap your finger twice at each period as a reminder.
- Demonstrate how you glance ahead and look for (or notice) a question mark at the end of a sentence even before you read the sentence. Then demonstrate how a sentence that ends with a question mark ought to be read with the voice rising at the end of the sentence.
- Point out that names are always capitalized.
- Some words you could look at all day and not be able to determine their phonetic make up, they just have to be memorized. If your children can not remember a sight word as it comes up in their reading, supply it and have your children continue reading. Sight words are noted at the bottom of the page in the *I Can Read It!* stories, in a box.

If your children guess at a word, help them figure out where they’ve gone wrong. Say, “You said /b/. /P/a/t/ says pat. What sound does this letter (point to the letter) have?” (“/P/”) “Good! Since the word has that sound (what is it? “/p/”), what should the word be? ...” If your children still miss the sound say “my turn” and demonstrate the correct sound again. Then say, “your turn” and have your children read the word.

To Discuss After You Read

- Q: Who or what is Pat?
 A: *a rat*
- Q: Describe his appearance.
 A: *he is fat*

Day 2

History/Geography

The Usborne Book of Peoples of the World | p. 5

Notes to Mom or Dad: We do not schedule page 4. Please take a look at this page before you share it with your children. Decide for your family if you would like to read it or skip it.

Remind your children that some people groups even today hunt and gather their food. And like the Native Americans, they choose to form their clothes from skins rather than spin cloth.

Share your family's view of how people came to live on this planet.

Read-Alouds

Charlotte's Web | Chapter 3

Vocabulary

hullabaloo: a loud noise or uproar.

scythes: a tool with a long curving blade used to cut grass or grain by hand.

slops: inedible human food, left-overs that make great pig food; the word *slops* is also onomatopoeic [on-o-MAH-toe-poe-AY-ic]: i.e., it sounds like what it means.

To Discuss After You Read

Q: Why does Wilbur escape?

A: *he is bored with his small world*

Q: Why does he return home?

A: *he is frightened and tired and realizes he's too young to be on his own*

Mother Goose Rhymes | "Humpty Dumpty"

Rationale: We provide you with a Mother Goose rhyme each week to enrich your children's education. Throughout life, your children will encounter references to these basic rhymes and exposure to them embraces our cultural heritage. So read and enjoy them!

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.

Level 1 Readers

I Can Read It! Book 1 | "A Mat and a Hat" p. 3

In the story "A Mat and a Hat" point out to your children that italicized text ("his," in today's assignment) is meant to draw special attention and emphasis to the italicized word ... so read it with special emphasis!

To Discuss After You Read

Q: What article of clothing does Pat own?

A: *a hat*

Day 3

History/Geography

The Usborne Book of Peoples of the World | pp. 6–7

This book states that there are 4000 languages in the world. According to Summer Institute of Linguistics, there are actually 6909 languages, though the number is shrinking. One of the reasons the number is going down: about 2000 of the languages have fewer than 1000 people who speak them!

To Discuss After You Read

Q: Which language group does your language come from? Do you know anyone who speaks a different language?

Read-Alouds

Charlotte's Web | Chapter 4

Vocabulary

provender: dry food for livestock.

To Discuss After You Read

Q: What does Wilbur want more than anything?

A: *a friend*

Q: How does Wilbur feel when the sheep tells him he is less than nothing?

A: *sad, worthless*

Q: Have you ever accidentally (or on purpose) made someone feel that way?

A: *answers will vary*

Favorite Poems of Childhood | "Hurt No" and "Cat" p. 2

Level 1 Readers

I Can Read It! Book 1 | "A Cat on a Hat" p. 4

Point out that an exclamation point (!) appears in "A Cat on a Hat." Explain what it is used for (*to show excitement*) and discuss how that might affect how one reads the sentence out loud. (*it changes the intensity and maybe even the inflection of one's voice.*) Demonstrate how one might read the sentence out loud. Demonstrate, as you did on Day 1, that you should glance ahead to find telltale signs like this exclamation point or a question mark. You could highlight unusual punctuation marks in red.

History/Geography

The Usborne Book of Peoples of the World | pp. 8–9

Many European nations joined together to form the European Union, or EU. They have open borders and share the same money system called the Euro.

To Discuss After You Read

Q: Do you live in a rich country or a poor country? How can you use your money to help those in need?

A: *answers will vary*

Read-Alouds

Charlotte's Web | Chapter 5

Vocabulary

Underneath her rather bold and cruel **exterior**, she had a kind heart, and she was to prove loyal and true to the very end. (*outside*)

* * *

scheming: making sly plans.

To Discuss After You Read

Q: How does Charlotte justify catching bugs to eat?

A: *no one feeds her, so she must take care of herself, and if she didn't rid the world of some bugs, the world would be overrun with the creatures*

Q: How does Wilbur react to his new friend?

A: *after his initial joy, he is not sure if he's ready for this type of friend*


I Can Read It! Book 1 | "A Flat Hat" pp. 5–6

To Discuss After You Read

Q: Why is Pat flat?

A: *Nat, the cat, sat on him* ■

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Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
History/Geography					
<i>The Usborne Book of Peoples of the World</i>	pp. 10–11	pp. 12–13	pp. 14–15	pp. 16–17	
Read-Alouds					
<i>Charlotte's Web</i>	chap. 6	chap. 7	chap. 8	chap. 9 	
<i>Favorite Poems of Childhood</i>	"I Love Little Pussy" p. 3		"Mary's Lamb" pp. 4–5		
<i>Mother Goose Rhymes</i>		"A Week of Birthdays"			
Level 1 Readers					
<i>I Can Read It! Word Lists</i>	Lesson 2				
<i>I Can Read It! Book 1</i>	"Nat is Bad" p. 7	"Can Pat Tap Nat?" p. 8	"Nat is Sad" pp. 9–10	"Bad Jam" pp. 12–13	
Electives					
Other Notes					

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Day 1

History/Geography

The Usborne Book of Peoples of the World | pp. 10–11

To Discuss After You Read

Q: How would you like to live eating just rice and vegetables?

You could try a vegetarian meal this week with primarily vegetables, beans and rice.

Read-Alouds

Charlotte's Web | Chapter 6

Vocabulary

gratified: pleased.

unremitting: constant, not slackening.

scruples and compunctions: a *scruple* is a sense of right and wrong that directs a person's behavior; to *have scruples about* a matter means to feel uncomfortable about doing that thing; *compunction* refers to a feeling of guilt that arises when one has done wrong.

untenable: not fit to be lived in.

lair: den of a wild animal.

interlude: a short break, pause.

To Discuss After You Read

Q: Why don't the geese trust the rat?

A: *he had no morals to keep him acting rightly; he would kill a gosling if he could get away with it*

Favorite Poems of Childhood | "I Love Little Pussy" p. 3

Level 1 Readers

I Can Read It! Word Lists | Lesson 2

When you read from the Word Lists book, please point out the organization of the words on this page to your children. Remember the lists demonstrate the regularity of the English language. We have organized the words in matrices: same endings combined with different initial consonants (or vice versa). Depending on your children's needs, you could have them read down a column, or read across the rows.

I Can Read It! Book 1 | "Nat is Bad" p. 7

To Discuss After You Read

Q: Why is Pat sad and mad?

A: *because Nat sat on him and made him flat*

Day 2

History/Geography

The Usborne Book of Peoples of the World | pp. 12–13

To Discuss After You Read

Take a few moments and talk about your family values in clothing. How do you want your children to present themselves to the world?

Read-Alouds

Charlotte's Web | Chapter 7

Vocabulary

Stop your crying! I can't stand **hysterics**. (*a fit of uncontrollable laughter or weeping*)

* * *

anesthetic: a substance that produces a loss of feeling.

To Discuss After You Read

Q: When Charlotte promises to save Wilbur, do you think a spider will be able to do so?

Mother Goose Rhymes | "A Week of Birthdays"

Note: Please note Mother Goose Rhymes are provided in the notes below and are not a separate book.

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thursday's child has far to go,
Friday's child is loving and giving,
Saturday's child works hard for its living,
But the child that's born on the Sabbath day
Is bonny and blithe, and good and gay.

Level 1 Readers

I Can Read It! Book 1 | "Can Pat Tap Nat?" p. 8

To Discuss After You Read

Q: How does Pat get Nat to move off of him?

A: *Pat taps Nat*

Day 3

History/Geography

The Usborne Book of Peoples of the World | pp. 14–15

To Discuss After You Read

Just as with our clothing, how we wear make-up and jewelry gets noticed by others. Talk through the message we seek to convey with the items we wear.

Read-Alouds

Charlotte's Web | Chapter 8

To Discuss After You Read

Q: Why does Mrs. Arable worry about Fern?

A: *she doesn't think that animals can talk and worries because Fern thinks they do talk*

Q: Is Mr. Arable worried about Fern hearing what animals say? Why or why not?

A: *no; he thinks Fern may just have sharper hearing than adults and he knows she has a great imagination*

Favorite Poems of Childhood | "Mary's Lamb" pp. 4–5

Level 1 Readers

I Can Read It! Book 1 | "Nat is Sad" pp. 9–10

To Discuss After You Read

Q: Why is Nat sad?

A: *because Pat taps him*

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Day 4

History/Geography

The Usborne Book of Peoples of the World | pp. 16–17

To Discuss After You Read

Q: What crafts interest your children the most? You could search for a local craftsman and ask to visit their workshop.

Read-Alouds

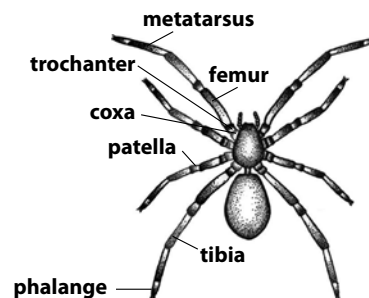
Charlotte's Web | Chapter 9

Vocabulary

spinnerets: the organs which a spider uses to spin the thread for its web.

troupe: a group of traveling performers.

Explain to your children that people have the same bones in our legs that spiders have in theirs: **coxa** is the joint of the hip, **femur** is the upper leg bone, the **trochanter** is either of the two knobs at the top of the femur attaching the muscles between the thigh and pelvis, the **tibia** is one of the two lower leg bones, the **patella** is the knee cap, the **metatarsals** are the foot bones, and the **phalanges** are the toe [or finger] bones.



To Discuss After You Read

Q: Is bridge-building a good example of human weaving? Why or why not?

A: *answers will vary*

Timeline and Map Activities

🌐 **Queensborough Bridge** (also known as the 59th Street Bridge in New York City, NY. It was built in 1909 and connects midtown Manhattan with Queens) (D11) (map 4)

Level 1 Readers

I Can Read It! Book 1 | "Bad Jam" pp. 12–13

To Discuss After You Read

Q: Does Ann like her ham? Why or why not?

A: *no, it has bad jam on it* ■

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Date:	Day 1 <small>11</small>	Day 2 <small>12</small>	Day 3 <small>13</small>	Day 4 <small>14</small>	Day 5 <small>15</small>
History/Geography					
<i>The Usborne Book of Peoples of the World</i>	pp. 18–19	pp. 20–21	pp. 22–23	pp. 24–25	
Read-Alouds					
<i>Charlotte’s Web</i>	chap. 10	chap. 11	chap. 12	chap. 13	
<i>Favorite Poems of Childhood</i>	“Holding Hands” p. 6		“The Field of Mouse” p. 7		
<i>Mother Goose Rhymes</i>		“Old King Cole”			
Level 1 Readers					
<i>I Can Read It! Word Lists</i>	Lesson 3				
<i>I Can Read It! Book 1</i>	“Jan, Nan, and Matt” pp. 14–15	“A Bad Fan” pp. 18–19	“Val Laps the Cab” pp. 20–21	“Can Sam Win?” pp. 22–23	
Electives					
Other Notes					

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Day 1

History/Geography

The Usborne Book of Peoples of the World | pp. 18–19

To Discuss After You Read

After reading about the spirit world and the way people try to appease it, take time to talk through with your children what your family does in times of trouble. How do you find hope and remain strong?

Read-Alouds

Charlotte's Web | Chapter 10

Vocabulary

"I was just thinking," said the spider, "that people are very **gullible**." (*easily deceived or cheated*)

"It pays to save things," he said in his **surly** voice. (*grouchy*)

After a while she **bestirred** herself. (*roused, became active*)

To Discuss After You Read

Q: Charlotte knew that if she waited patiently, food would come to her. Do you think a solution will always come to mind if you wait?

A: *while this worked for Charlotte, sometimes we need to do research or ask others for help*

Q: Do you think Charlotte is smart? Why or why not?

A: *sample: she has an amazing vocabulary, and is very observant—so, yes, I think she is smart*

Favorite Poems of Childhood | "Holding Hands" p. 6

Level 1 Readers

I Can Read It! Word Lists | Lesson 3**I Can Read It! Book 1** | "Jan, Nan, and Matt" pp. 14–15

Practice the sight words (he, too, said) before your children begin to read the story. Provide the word as needed as your children read.

Remind your children that two of the same letters sound like one letter. It's not bil-l, it's just bill.

Draw attention to the quotation marks. Point out that they are placed around the text that is quoted, showing us what Matt said. (*Example: Matt said, "Sam the ram can pass Val the nag."*)

Please notice the word **fast**. It is a phonetic word since each letter makes the sound you would expect. Have your children practice sounding this longer word out.

To Discuss After You Read

Q: What three "things" race?

A: *a cab, a nag, and a ram*

Day 2

History/Geography

The Usborne Book of Peoples of the World | pp. 20–21

Read-Alouds

Charlotte's Web | Chapter 11

Vocabulary

gyromatic: a semi-automatic car transmission used in Dodge cars from 1949 to 1955.

To Discuss After You Read

Q: Charlotte claims that people are very gullible (or believe anything). Do you think she was right? Do you think it makes sense to always believe your eyes? Or can you think of a time when you might not see correctly?

A: *answers will vary*

Mother Goose Rhymes | "Old King Cole"

Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe, he called for his bowl,
And he called for his fiddlers three!
And every fiddler, he had a fine fiddle,
And a very fine fiddle had he.
"Twee tweedle dee, tweedle dee," went the fiddlers.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.

Level 1 Readers

I Can Read It! Book 1 | "A Bad Fan" pp. 18–19

To Discuss After You Read

Q: Why does the cab stop?

A: *it has a broken fan*

Day 3

History/Geography

The Usborne Book of Peoples of the World | pp. 22–23

Your book states that Hinduism is the world's oldest religion. Many scholars question this assertion.

Hinduism promotes the worship of many gods (*polytheism*), as well as *pantheism* (the idea that god is [or the gods are] everywhere and in all that exists; i.e., god is [or the gods are] an impersonal divine force). Evidence for this kind of perspective can be traced back to the very earliest human civilizations.

However, worship of one god (*monotheism*) also can be traced to the beginnings of human cultural development. In short, two views of the development of religion are at odds here. An evolutionary view of religion traces religious origins to forms of worship such as *polytheism*, while the view known as original *monotheism* sees religion originally developing from the worship of one god or supreme being, then becoming diversified into religions such as *polytheism*.

Read-Alouds

Charlotte's Web | Chapter 12

Vocabulary

idiosyncrasy: an odd or unusual behavior.

acrobat: one who is skilled at balancing or gymnastics.

baser: inferior, lower class.

gruffly: brusque or stern in manner or appearance; harsh.

gander: an adult male goose.

St. Vitus's Dance: a nervous disorder that causes spasmodic movements in victims' limbs and facial muscles and a general lack of coordination.

To Discuss After You Read

Q: When it comes to helping others, who are you more like: Charlotte (helping because you care) or Templeton (helping because it helps you)? What motivates you (makes you happy) to help?

Favorite Poems of Childhood | "The Field of Mouse" p. 7

Level 1 Readers

I Can Read It! Book 1 | "Val Laps the Cab" pp. 20–21

To Discuss After You Read

Q: Why does the nag stop?

A: *Val gets tired, takes a nap*

Day 4

History/Geography

The Usborne Book of Peoples of the World | pp. 24–25

To Discuss After You Read

Q: What is your favorite holiday? Why?

A: *answers will vary*

Read-Alouds

Charlotte's Web | Chapter 13

Vocabulary

aeronaut: one that travels in a balloon.

dung: manure.

orb: something circular.

radial: in rays. Thus the orb lines are the circular lines of a web, the radial extend outward from the center.

To Discuss After You Read

Q: Do you know anyone who has done amazing things like Charlotte's cousins have done?

Q: Describe some of the changes that happen in Wilbur's life as a result of being famous. Were all of them good or pleasant?

A: *his feedings were increased from three meals a day to four meals a day. He got clean, bright straw every day for his bedding instead of cow manure; on the negative side, many people came to gawk at him*

Level 1 Readers

I Can Read It! Book 1 | "Can Sam Win?" pp. 22–23

To Discuss After You Read

Q: Who wins the race? Why?

A: *Sam the ram; he just keeps running* ■

History/Geography—Scope and Sequence: Schedule for Topics and Skills

Week	History/ Social Studies	Geography	Biography
1	Cultures; People; Countries	<i>Greece; Africa; India; South America; Middle East; China; Europe; Asia</i>	
2	Cultures	<i>Southeast Asia; Middle East; South America; Africa; Australia; China</i>	
3	Cultures; World Religions	<i>India; Japan; Europe; Middle East; Russia</i>	
4	Cultures; Archeology	<i>Indonesia; South Africa; New Zealand; Spain; Russia; India</i>	
5	Archaeology; Early People and Cities	<i>Mesopotamia; Egypt; Mediterranean Sea; Crete; China; Central America</i>	
6	Earliest Civilizations	<i>Mesopotamia; Sumer</i>	
7	Earliest Civilizations; Ancient Egypt	<i>Egypt</i>	Menes
8	Ancient Egypt	<i>Egypt</i>	
9	Ancient Egypt	<i>Egypt</i>	
10	Ancient Egypt	<i>Egypt</i>	
11	Ancient Egypt	<i>Egypt</i>	Tutankhamen
12	Ancient Egypt; Crete	<i>Egypt; Crete</i>	
13	Ancient Civilizations: Crete; India; Babylon; Anatolia	<i>Crete; India; Mesopotamia; Babylon; Anatolia; Assyria</i>	
14	Ancient Egyptians (The New Kingdom); Pharaohs & Pyramids	<i>Egypt</i>	
15	Ancient Egypt; Pharaohs & Pyramids	<i>Egypt</i>	
16	Hittites; Greek Mythology; Mycenaeans	<i>Anatolia; Greece; Mycenae</i>	
17	Canaanites and Philistines; Ancient Nomads; Trojan War	<i>Middle East; Syrian and Arabian deserts; Israel; Greece; Troy</i>	Homer
18	The Phoenicians; Invention of the Alphabet; Spartans; The Olympics	<i>Strait of Gibraltar; Phoenicia; Mediterranean Sea; Tyre; Sidon; Carthage; Greece</i>	
19	Rome Founded (Rome Mythology); Assyrians	<i>Italy; Assyria; Jerusalem; Babylon</i>	Romulus, Sennacherib, Assurbanipal
20	Assyrians; The Medes; The Persians; Lydia; Babylon	<i>Assyria; Babylon; Jerusalem; Persian Empire; Lydia</i>	Croesus, Cyrus, Nebuchadnezzar
21	Persians; Ancient Europe; tribes of Central and South America; India	<i>Europe; Central and South America; India; Iran</i>	Gautama Buddha
22	China	<i>The Great Wall of China; Gobi Desert; Himalaya Mountains; China; Pacific Ocean</i>	Confucius

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History/Geography—Scope and Sequence: Schedule for Topics and Skills

Week	History/ Social Studies	Geography	Biography
23	Ancient China; The Great Wall of China; Dark Ages in Greece	<i>China; Greece</i>	
24	Rome becomes a Republic; Ancient Greece; The Persian Wars	<i>Rome; Italy; Greece; Lydia; The Persian Empire; Marathon</i>	Darius I
25	Persian Wars; The Golden Age of Greece	<i>Persia; Greece; Hellespont (Dardanelles); Thermopylae; Bay of Salamis</i>	
26	The Golden Age of Greece; Peloponnesian War; Alexander the Great	<i>Greece; Macedonia</i>	Socrates, Alexander the Great, Aristotle
27	Scythians; Mongols; Early American Indians; Alexander the Great	<i>Asia; India; Egypt; Alexandria; Greece; China; North and Central America</i>	
28	Ancient Africa; The Celts; The Romans; First Punic War	<i>Africa; Northern Europe; Carthage; Rome; Italy</i>	
29	Punic Wars; The Roman Empire	<i>Spain; Italy; Tunisia; the Alps; Carthage; The Roman Empire; Egypt</i>	Hannibal
30	Rome & the Romans	<i>Rome</i>	
31	Rome & the Romans	<i>Rome</i>	
32	Rome & the Romans	<i>Rome; Gaul; Tiber River; The Roman Empire; Romania; Alexandria; Europe; Mediterranean Sea</i>	
33	The Roman Empire	<i>Rome; Egypt; Spain; England; France; Israel</i>	Julius Caesar, Virgil, Horace, Octavius, Jesus
34	The Romans; The Byzantine Empire	<i>Rome; Jerusalem; Pompeii; Europe; Northern Africa; Constantinople; The Byzantine Empire</i>	Nero, Marcus Aurelius, Constantine I
35	The Romans; Fall of Rome	<i>Rome; Gaul; England; Spain; Italy; Africa; Constantinople</i>	
36	The Romans; The Sassanians; Germanic tribes	<i>Rome; France; England; Constantinople; Byzantine Empire</i>	Justinian, King Arthur

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