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.

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”).

Section Three
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.
## How to Use the Schedule

**More notes with important information about specific books.**

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

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### History 3

#### Week 9 Schedule

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<th>Day 2</th>
<th>Day 3</th>
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<td>The Witch of Blackbird Pond</td>
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<td>“The Indian Show” &amp; “Captain John Smith”</td>
<td>“Captain Hunt” &amp; “In the Dark”</td>
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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 K

### Week 1 Schedule

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Day 1

History/Geography

Reading the History Books Aloud

We encourage you to use the narration method to help 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 have grasped!

*Note to Mom or Dad:* How long ago did dinosaurs roam the earth? The book states the prevalent scientific theory of “225 million to 65 million years ago.” How do we know how long ago dinosaurs lived? Geologists (scientists studying rocks and minerals) and paleontologists (scientists studying prehistoric life) have determined this time frame by comparing the age of the rock that dinosaur remains have been found in. The surrounding plant and animal fossils, along with the dating of neighboring volcanic rock, give us an estimate as to when each dinosaur lived.

*The Usborne Children’s Encyclopedia* | pp. 114–115

To Discuss After You Read

Q: What did Tyrannosaurus Rex eat? How do we know?
   A: meat; it had long, sharp teeth for tearing meat and claws for grasping food

Q: Would you like to have lived at the time of dinosaurs? Why or why not?
   A: answers will vary

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 incorporate vocabulary development within the Read-Aloud notes. We pull these vocabulary words from the books you read.

*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)

***

**mangroves:** tropical evergreen trees or bushes that usually grow along the coast.

*The Boxcar Children* | Chapter I

**Vocabulary**

**orphan:** a child whose parents are dead.

**children’s home:** an orphanage.

To Discuss After You Read

Q: Why don’t the children trust their grandfather? What do you think of their reasoning?
   A: he didn’t like their mother and never came to see them
The Llama Who Had No Pajama | p. 7

Rationale: We seek to introduce children to poetry, making it an enjoyable event. Please read and enjoy.

To Discuss After You Read
Q: Can you come up with some other ideas of opposites like hello and goodbye? (ie. night/day, hungry/full, etc.) Can you come up with some ways to make tasks more fun?

Miscellaneous

Create-a-Calendar | Weekly and Monthly Activities

Note to Mom or Dad: BookShark’s Kindergarten program includes a 16-month interactive calendar with coloring pages and stickers for you to teach your children about different aspects of a calendar. With this calendar, your children will learn the days of the week, the months of the year, holidays, and an awareness of children from different cultures around the world.

Weekly Activities:
- Say the days of the week, starting with Sunday and ending on Saturday
- Talk about events happening this week and count the number of days until they happen
- Add stickers to the calendar pages

Monthly Activities:
- Each month, write the days of the month in the calendar boxes
- Review the months of the year
- Discuss the number of days in the current month
- Add the holiday stickers for the current month and talk about the holidays
- Find the country featured in the picture on a map and have your children color while you talk about the country (see notes in the back of the calendar)

For Additional Suggestions: see the inside front cover of your calendar.

Field Trip/Practical Life Skills

Do various practical activities (found in Section Three) with your children.

To add to your children's learning, try to do one field trip per month. You could visit a fire station, police station, radio and/or television station, airport, farm, greenhouse, dad’s and/or mom’s place of work, city hall, a court room, the newspaper, a smaller print shop, a grocery or other wholesale distributor.

Visit various businesses:
The post office
A pottery shop
A garden center
A music store
A bank
An airport
A bakery

Service Organizations
- The library: story time; learn how to find a book you want; do a guided tour through the library; talk through the various areas and the resources they contain
- Any parks with nature walks or docent programs
- Museums of all varieties
- A planetarium

Join with other groups
- Have a talent show
- Do a reading evening
- Have a spelling bee

Use the Field Trip Planning Sheet provided in Section Three to help plan and record your trips.

Day 2

History/Geography

The Usborne Children’s Encyclopedia | pp. 116–117

To Discuss After You Read
Q: What foods might some of the first people have eaten that you still eat today?

Note: The book states that people may have believed cave paintings served a “magical” purpose and “would help them with their hunting.” This is speculation, but it may be true in some cases. Other reasons for cave paintings may simply include human inclinations to create works of art for aesthetic purposes.
Who were the first people and what were they like? Scientists called anthropologists spend a lot of time trying to answer those questions by looking for clues to the past. Were the first people simple and primitive as some have suggested, or were they more sophisticated? We have a tendency to think that earlier people were not as advanced or intelligent as us, despite the amazing things they accomplished with the resources available.

It’s true that we have made a lot of technological improvements and inventions over the years, but does this mean people who lived a long time ago were not as smart or creative? Not at all! In fact, some of the greatest scientific discoveries were by scientists who lived a long time ago. Euclid, for instance, lived from around 330–260 BC, but he made some key contributions to mathematics, as did Pythagoras (ca. 581–497 BC), who lived even earlier than Euclid. In Egypt, the Great Pyramid of Giza was completed around 2500 BC, but it remains an architectural marvel and amazing accomplishment.

Read-Alouds

The Boxcar Children | Chapters II–III

Vocabulary
boxcar: an enclosed train car to transport goods. [chap. III]

To Discuss After You Read
Q: How did the older children get Benny to cooperate in things like waking up and washing up? [chap. II]
A: they had Benny pretend to be something like a bear or a horse, thus making the activity more fun

Q: Describe the children’s new home and its setting. [chap. III]
A: the children’s new home was an old boxcar on an abandoned stretch of track a little way into the woods. Grass and bushes were growing all over the track. A tree stump formed a convenient step just below the door. A pretty little brook with a waterfall in it ran in front of the boxcar

The Arnold Lobel Book of Mother Goose | pp. 5–6

Day 3

History/Geography

Living Long Ago | pp. 2–3

To Discuss After You Read
Note: Both animal skin and textile clothing have been found in prehistoric caves and grave sites, sometimes along with sewing and weaving tools.

Q: If you had to make your own clothes from natural materials you could find around your house, could you do it? What would you use? What might your clothes look like? [p. 2]

Q: For fun, try to find some berries or leaves to use to make your own homemade paint or dye. Use an old white t-shirt to test your creation. [p. 3]

Read-Alouds

The Boxcar Children | Chapter IV

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 chocolate/white chocolate; white sauce/brown sauce; green grapes/purple grapes

The Llama Who Had No Pajama | p. 8

To Discuss After You Read
Q: What would be some advantages and disadvantages of having birthdays once a week? Are there more advantages or disadvantages?

Day 4

History/Geography

Living Long Ago | pp. 26–27

Try making your own homemade shelter in the backyard. Use only natural materials you find around your house!

Using the directions in the book, try your hand at cave painting. [p. 26]

Read-Alouds

The Boxcar Children | Chapter V

To Discuss After You Read
Q: Describe the refrigerator.
A: the “refrigerator” was a hole in a rock behind the waterfall in the brook. Jessie had put the two bottles of milk there and the waterfall kept the milk cool

The Arnold Lobel Book of Mother Goose | p. 7
## History K
### Week 2 Schedule

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

Intro to the World: Cultures | Section Two | Week 2 | 5
### Day 1

#### History/Geography

**Living Long Ago** | pp. 50–51

**To Discuss After You Read**

- **Q:** What creative way of collecting food impressed you most?
- **Q:** Who would have more access to a variety of foods? Hunter gatherers or farmers? Why?

#### Read-Alouds

**The Boxcar Children** | Chapter VI

**To Discuss After You Read**

- **Q:** Why do you think the doctor is pleased with Henry's work?
  - **A:** Henry doesn't need a lot of supervision, he does a good job, he is careful

**The Llama Who Had No Pajama** | p. 9

**To Discuss After You Read**

- **Q:** If you could wish for a birthday gift, what would it be?

#### Miscellaneous

**Developmental Activity** | Sort

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

**Field Trip/Practical Life Skills**

Do various practical activities (see suggestions in Section Three) with your children and take a field trip each month. You can also include activities like walks, bike rides, sports, etc. Find several copies of the Field Trip Planning Sheets provided in Section Three.

### Day 2

#### History/Geography

**Living Long Ago** | pp. 74–75

**To Discuss After You Read**

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

#### Read-Alouds

**The Boxcar Children** | Chapter VII

**To Discuss After You Read**

- **Q:** Based on the four hammers Henry found, why is it a good idea to put things away?
  - **A:** to keep track of them

**The Arnold Lobel Book of Mother Goose** | pp. 8–9

**To Discuss After You Read**

- **Q:** Which boat would take the least amount of time to make? Which would take the longest?

#### Miscellaneous

**Developmental Activity** | Sort
Day 3

History/Geography

*The Usborne Children’s Encyclopedia* | pp. 118–119

**To Discuss After You Read**

*Q:* What do farmers in your area grow?

*A:* Why did people farm and tame animals?

*A:* it allowed them to stay in one place rather than moving around constantly to find food and freed people who didn’t need to gather food to try new skills

**Read-Alouds**

*The Boxcar Children* | Chapter VIII

**To Discuss After You Read**

*Q:* Describe how the children made the pool.

*A:* the children gathered up stones and logs to build a dam across the brook to make the water deeper. First, they stacked up stones in the water to form a wall, keeping it straight by lining it between two trees. Then, they laid several logs across the top of the stone wall, filling in the gaps with brush and smaller stones

*The Arnold Lobel Book of Mother Goose* | pp. 10–11

**Miscellaneous**

*Developmental Activity* | Sort

Day 4

History/Geography

*The Usborne Children’s Encyclopedia* | pp. 120–121

**To Discuss After You Read**

*Q:* Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again?

**Timeline and Map Activities**

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*.

*Egypt* (D7) (map 1)

**Read-Alouds**

*The Boxcar Children* | Chapter IX

**To Discuss After You Read**

*Q:* How did the Doctor know the children lived in a boxcar?

**Talk through how much money $5,000 was. Remember Henry earned $1 for his good work.**

*The Arnold Lobel Book of Mother Goose* | pp. 12–13

**Miscellaneous**

*Developmental Activity* | Sort
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Week 3

Day 1

History/Geography

Living Long Ago | pp. 4–5

To Discuss After You Read
Q: Both men and women wore make-up and jewelry in Ancient Egypt. What about where you live today? Do men and women still wear make-up and jewelry? [p. 4]

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

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

Timeline and Map Activities
Ancient Egyptians (2000–1000 BC) [pp. 4–5]

Read-Alouds
The Boxcar Children | Chapter X

To Discuss After You Read
Q: What strategy did Henry use to win the race?
A: he paced himself—he went easily at first and then passed all the boys who were tired; and he really wanted to win—his family could use the money

Note: Jessie teaches Benny to read using the whole language rather than phonics. In whole language, some children learn how to read quickly and most schools use this approach. Children learn to recognize words by memorizing the shape of the words. Experts claim that about 1/3 of students do not respond well to this method and it does not help with the ability to spell.

At BookShark, we use phonics. In it we teach the sounds of letters and practice putting sounds together.

The Llama Who Had No Pajama | p. 10

Miscellaneous

Developmental Activity | Cutting with scissors

Sometime this week have your children practice cutting with scissors. See how straight they can cut. Cut as many strips as possible from a sheet of paper.

Note: Children progress at different speeds when it comes to using certain styles of scissors. Only you can decide whether they should be using rounded safety-edge scissors or a sharper adult style for this project. Either way, we recommend supervision.

Day 2

History/Geography

Living Long Ago | pp. 28–29

Q: How do the Egyptians’ beliefs about what happens when we die differ from your beliefs? [p. 29]

Read-Alouds
The Boxcar Children | Chapter XI

To Discuss After You Read
Q: Do you think the doctor is a good man? Why?

The Arnold Lobel Book of Mother Goose | pp. 14–15

Miscellaneous

Developmental Activity | Cutting with scissors

Sometime this week have your children practice cutting with scissors. See how straight they can cut. Cut as many strips as possible from a sheet of paper.

Note: Children progress at different speeds when it comes to using certain styles of scissors. Only you can decide whether they should be using rounded safety-edge scissors or a sharper adult style for this project. Either way, we recommend supervision.
Day 3

**History/Geography**

*Living Long Ago* | pp. 52–53

**To Discuss After You Read**

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

**Read-Alouds**

*The Boxcar Children* | Chapter XII

**To Discuss After You Read**

Q: Describe how the children discovered their grandfather.

A: *Grandfather was introduced to the children by Dr. Moore as “Mr. Henry.” The children got to know him and liked him. Then Henry realized he was the same man who had awarded him the $25 prize on Field Day. He asked Dr. Moore what that man's name was and realized he was actually James Henry Alden, their very own grandfather!*

*The Llama Who Had No Pajama* | p. 11

**Miscellaneous**

Developmental Activity | Cutting with scissors

Day 4

**History/Geography**

*Living Long Ago* | pp. 76–77

**To Discuss After You Read**

Q: Why did the Egyptians use the Nile for travel?

A: *it was easy; the wind pushed one way, and the current the other*

**Read-Alouds**

*The Boxcar Children* | Chapter XIII

**To Discuss After You Read**

Q: Describe how the grandfather prepared his house for his grandchildren.

A: *he had Violet's bedroom decorated in the color violet with lots of flowers. Benny's bedroom had animal wallpaper and many fun toys. Jessie's bedroom had a bed for Watch. And later Grandfather had the boxcar moved to the garden for the children to play in*

*The Arnold Lobel Book of Mother Goose* | pp. 16–17

**Miscellaneous**

Developmental Activity | Cutting with scissors
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<tr>
<th>Week</th>
<th>History</th>
<th>Geography</th>
<th>Biography</th>
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<td>Dinosaurs; Ancient Civilizations</td>
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<td>Hernández Cortés; Francisco Pizarro</td>
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