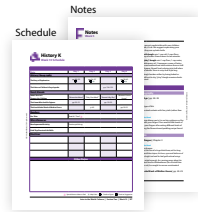


# Instructor's Guide Quick Start

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, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



Day 2	Day 3	Day 4
pp. 36-37 Q1-2		pp. 38-41 Q1-2

## 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

**orphan:** a child whose parents are dead.  
children's home: an orphanage.

### 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 2010, 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.

**Section Three**  
Instructor's Guide Resources

**Section Four**  
New User Information

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

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 D Week 9 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
<b>History/Geography</b>				
<i>The Beginner's American History</i>	pp. 57-62 	pp. 63-65 (to the break) 	pp. 65-68 	pp. 69-74 
<b>Read-Alouds</b>				
<i>The Witch of Blackbird Pond</i>	chap. 10 	Chap. 11	chap. 12 	chap. 13
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28-29		
<b>Readers</b>				
<b>Regular:</b> <i>Squanto, Friend of the Pilgrims</i>	"Squanto and the Englishmen" 	"London" 	"The Indian Show" & "Captain John Smith" 	"Captain Hunt" & "In the Dark"
<b>Advanced:</b> <i>The Matchlock Gun</i>	chaps. I-II 	chaps. III-IV	chaps. V-VII	chaps. VII-X
<b>Electives</b>				
<b>Other Notes</b>				

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

Intro to American History, Year 1 of 2 | Section Two | Week 9 | 53

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# History B+C

## Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Usborne Book of World History</i>	pp. 2–3 N	pp. 4–5 N	pp. 6–7 🕒📌N	pp. 8–9 🕒📌	
<i>Geography Songs</i>	“Continents and Oceans” Track 32		“Continents and Oceans” Track 32	“Continents and Oceans” Track 32	
<b>Read-Alouds</b>					
<i>Red Sails to Capri</i>	chap. I 🌍	chap. II	chap. III	chap. IV	
<i>The Aesop for Children</i>	“Wolf and the Kid” p. 7		“The Tortoise & the Ducks” p. 8		
<i>104 Poems of Whimsy and Wisdom</i>		p. 1		pp. 2–3	
<b>Electives</b>					
<b>Other Notes</b>					
<p>We include the Schedule and Notes for the Readers in your Language Arts Guide or Readers Schedule.</p>					

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# Notes

## Week 1

### 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!

#### **The Usborne Book of World History** | pp. 2–3

**Note to Mom or Dad:** Please note the *Usborne Book of World History* does contain some nudity and battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your children. Some parents paint clothes on the people.

##### To Discuss After You Read

Q: Why are archeologists interested in how deep an item is found on an archeological site?

A: *cities often build on top of older civilizations so archeologists can uncover information about different periods of time*

#### **Geography Songs** | "Continents and Oceans" Track 32

We deliberately schedule *Geography Songs* out of order. We begin with the continents, move to the Middle East (where civilization began), and then move to Europe, Russia, Asia, etc. We hope this resource helps you and your children learn more about this wonderful world!

#### 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 together.

**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.

#### **Red Sails to Capri** | Chapter I

##### Overview

The German writer August Kopisch first revealed the existence of the Blue Grotto (Grotta Azzurra) when he described its extraordinary beauty in August, 1826. Since then the Blue Grotto has become the emblem of the island of Capri; but its history goes back much further.



It was well known to the Romans, as proved by antique statues that were found submerged in it back in 1964. This discovery, plus the discovery of remains from an ancient landing place and work on an underground tunnel suggest that the cavern was once visited frequently.

The Capri locals knew about the grotto before Kopisch described it, but they avoided it because they thought witches and monsters inhabited it.

#### Vocabulary

**“The good saints keep us”:** a phrase used by Catholics who believe Saints in heaven watch over people on earth and advocate on people’s behalf.

**tam:** a hat with a tight head band and a wide flat circular crown.

**landlubber:** a person who lives and works on land, an inexperienced sailor.

**wry:** twisted to express emotion.

**“5 lire times forever”:** if the guests continue to pay 5 lire per day to stay at the inn, the Paganos will be rich. In other words, the guests bring good fortune.

#### To Discuss After You Read

Q: What countries do the three strangers come from and what do they seek?

A: *England—to paint beauty; Denmark—to study; France—a writer, in search of adventure*

Q: Why are guests in the off-season so welcome?

A: *they bring in money and give workers something to do*

#### 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**.

Capri (E5); Naples (E5); Venice (D4); Rome (E4) (map 3)

### **The Aesop for Children** | “Wolf and the Kid” p. 7

**Rationale:** We include this book to make children aware of their cultural heritage—of famous stories. We also want them to be aware of stories told to teach a lesson; a moral tale. Please note that for the four-day program we do not schedule every story. Feel free to read the extra stories at your convenience, as bedtime stories or during vacation.

#### Vocabulary

**kid:** a young goat.

#### To Discuss After You Read

Q: How did the Kid avoid being eaten by the Wolf?

A: *he asked the Wolf to pipe him a tune; the shepherd dogs heard it and came back to rescue the Kid*

## Day 2

### History/Geography

#### **The Usborne Book of World History** | pp. 4–5

**Note to Mom or Dad:** These pages contain nudity. Please keep in mind that the people in these civilizations view themselves as clothed. Many of them have not met someone with a western view of dress. They do not wear their few clothes to excite; this is normal dress.

#### To Discuss After You Read

Q: Why did people settle and farm?

A: *as people farmed and raised animals for food, they had time for other creative works*

### Read-Alouds

#### **Red Sails to Capri** | Chapter II

#### Vocabulary

The bell was being rung with both hands now. It **clamored** and clanked. (*made loud sustained noise*)

#### To Discuss After You Read

Q: Why can’t Michele go to Naples?

A: *there is too much work with the guests, and guests could mean money in the chest (or savings)*

Q: Why would the name Capri, or goat, be appropriate for a mountainous island?

A: *people need to be goat-like to walk the steep island*

### **104 Poems of Whimsy and Wisdom** | p. 1

**Rationale:** Our hope is that a BookShark™ student finds pleasure in these rich poems, and will go on to create—to communicate!—something of beauty.

And we hope that this book of poetry encourages them, a bit, towards that end.

“Mix a Pancake”

#### To Discuss After You Read

Q: What words rhyme in this poem?

A: *pan and can*



# Notes

## Week 1

### “Animal Crackers”

#### To Discuss After You Read

Q: The end of this poem might be a bit confusing, when the speaker talks of having “cocoa and animals once more for tea!” In America, people drink a cup of tea—we wouldn’t have cocoa and animal crackers for tea. What does that mean?

A: *This poem comes from England, and some people there call the evening meal “supper,” and some people call it “tea.” The speaker is having animal crackers and cocoa for supper!*

### Day 3

#### History/Geography

**The Usborne Book of World History** | pp. 6–7

**Note to Mom or Dad:** These pages contain nudity.

#### To Discuss After You Read

Q: Why does the book highlight Jericho and Çatal Hüyük?

A: *they are two of the oldest towns discovered*

#### Timeline and Map Activities

🕒 **Jericho established (ca. 8000 BCE)**

🕒 **Çatal Hüyük settled (ca. 6500 BCE)**

**Geography Songs** | “Continents and Oceans” Track 32

#### Read-Alouds

**Red Sails to Capri** | Chapter III

#### Vocabulary

**kilometer:** 1,000 meters; a meter is about 39 inches; a kilometer is a little more than half a mile.

**semicircle:** a half circle.

**bellied:** bulged.

#### To Discuss After You Read

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation?

A: *it’s jealous and wants all your attention*

**The Aesop for Children** | “The Tortoise & the Ducks” p. 8

#### Vocabulary

**Jupiter:** the ruler of the gods in Roman mythology.

### Day 4

#### History/Geography

**The Usborne Book of World History** | pp. 8–9

The ziggurat of Ur was about 21 meters high or about 69 feet and between 6 or 7 stories high.

#### To Discuss After You Read

Q: Why did Sumer develop?

A: *the people had water and fertile land*

#### Timeline and Map Activities

🕒 **Sumer (ca. 3500–2500 BCE)**

**Geography Songs** | “Continents and Oceans” Track 32

#### Read-Alouds

**Red Sails to Capri** | Chapter IV

#### Vocabulary

The voice, at least, was not **concealed**. (*hidden*)

\* \* \*

**Philosophy:** the study of human nature and conduct.

#### To Discuss After You Read

Q: How does Michele view the steps to Anacapri?

A: *at first he thinks they are ugly, but in Lord Derby’s picture they are beautiful—like a stairway to heaven*

**104 Poems of Whimsy and Wisdom** | pp. 2–3

“The Twelve Months”

#### To Discuss After You Read

The author plays with language in this poem. Some words are real words, like “snowy” and “breezy.” But most of the rest normally don’t end in “y.” Poets are allowed to adjust language to fit their poems. There’s even a name for this: poetic license. Poets have a license to play with language!

The word “bower” isn’t used much anymore, but it means a pleasant shady place outdoors, or a summerhouse. A summerhouse is a small building in a park or garden where people might sit in the summer time.



## “The Months”

### To Discuss After You Read

Look at the rhymes through this poem. When poets talk about rhymes, each different ending gets a new letter. The first two lines rhyme with each other, so they are both assigned the letter A. The second two lines rhyme with each other, so they are assigned the letter B.

- So far the poem is *AABB*.
- Then the rhymes alternate, and they are new endings, so the next four lines are *CDCD*.
- Back again to two lines rhyming: *EEFF*.
- Then comes the last four lines, with a tricky rhyme pattern that’s not overly obvious: *GHHG HIIH*.

That’s quite technical, but here is what the poet may be saying with the rhyme pattern: the year changes. Some things seem similar, some things show up again. But there is always something new, something unexpected.

Isn’t that interesting, that the poet could show that with the rhyme itself? ■

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# History B+C

## Week 2 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Usborne Book of World History</i>	pp. 10–11	pp. 12–13 	pp. 14–15 		
<i>The Usborne Time Traveler</i>				pp. 98–101 	
<i>Geography Songs</i>	"Middle East" Track 7		"Middle East" Track 7	"Middle East" Track 7	
<b>Read-Alouds</b>					
<i>Red Sails to Capri</i>	chap. V	chap. VI	chap. VII	chap. VIII	
<i>The Aesop for Children</i>	"The Frogs and the Ox" p. 9		"Belling the Cat" p. 11		
<i>104 Poems of Whimsy and Wisdom</i>		p. 4		p. 5	
<b>Electives</b>					
<b>Other Notes</b>					

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# Notes

## Week 2

### Day 1

#### History/Geography

**The Usborne Book of World History** | pp. 10–11

##### To Discuss After You Read

Q: Why did the Sumerians invent writing (cuneiform)?

A: *for record keeping and trade*

**Geography Songs** | “Middle East” Track 7

We start with the Middle East since civilization began here.

The song “Middle East” (pages 15 and 16, track number 7) in Geography Songs includes Cyprus and North Yemen as part of the Middle East. This is not correct. Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of “Turkish Republic of Northern Cyprus”). So it is important to note that while your book lists Cyprus in the Middle East, the Republic should more properly be considered European. North Yemen should also be omitted from the song because North and South Yemen merged to become Yemen in 1990, the year that the song book was written.

#### Read-Alouds

**Red Sails to Capri** | Chapter V

##### Vocabulary

“I thought the boat would turn over with his **ravings**.”  
(*irrational, incoherent utterings*)

“It’s all my fault,” said Michele **dolefully**. (*woefully; sadly*)

\* \* \*

**jackanapes**: monkeys, apes.

**sirocco**: a wind that is so full of dust that it sends everyone indoors.

##### To Discuss After You Read

Q: “Monsieur Jacques paced the floor like a caged animal.”  
What does this sentence mean?

A: *he walked back and forth in an agitated manner like a restless caged animal that can’t go anywhere*

Q: According to Signor Pagano what comes with the price of a fisherman’s boat? Does he like his job?

A: *the fish he will catch, his love of the sea, the feel of the wind on his face, the excitement, the danger, and his pride in the haul; yes!*

Q: How does the cove relate to philosophy according to Herre Nordstrom?

A: *they will find the truth by gaining knowledge*

**The Aesop for Children** | “The Frogs and the Ox” p. 9

### Day 2

#### History/Geography

**The Usborne Book of World History** | pp. 12–13

**Note to Mom or Dad:** These pages contain nudity.

##### To Discuss After You Read

Q: State one thing you found interesting about life in Sumer.

#### Read-Alouds

**Red Sails to Capri** | Chapter VI

##### To Discuss After You Read

Q: What is Angelo’s opinion of a “smart fool”? Why?

A: *there is nothing in the world as dangerous; they will do anything*

Q: According to Angelo, why do the people of Capri not mention the cove?

A: *due to an old superstition, a solemn pledge to the church, and a great fear of the mysterious cave*

**104 Poems of Whimsy and Wisdom** | p. 4

“Morning”

##### To Discuss After You Read

This poem sounds lovely in Italian, but the translator who put the words into English chose their words carefully and beautifully.

Q: What does it mean to be “illuminated by immensity”?

A: *one of the meanings could be that the sun lights up the world. We can’t see much in the dark, but when the sun rises, we can see all around. But poems can have more than one meaning, so if you think of something else, that works, too!*



“When the Sun Rises”

To Discuss After You Read

Try reading the first four lines of this poem. Without the last line, it sounds almost like a complaint: “I work and sleep and have to dig my own well and grow my own food.”

But then the last line somehow changes the four lines before! Rather than entirely about “I,” suddenly we read about sharing nature!

And “Kings can do no more”? That gives the whole poem a tremendous amount of dignity and majesty.

“I know how to work and to rest. I know how to produce water and food. I am self-sufficient. I live a balanced life.”

Isn’t that interesting!

Day 3

History/Geography

**The Usborne Book of World History** | pp. 14–15

**Note to Mom or Dad:** These pages contain violence and nudity.

To Discuss After You Read

- Q: Why was Egypt a fertile country?
- A: *the inundation, or flooding of the farmland brought nutrients and water to an otherwise dry land*
- Q: Describe one thing in Egyptian life that caught your attention.

Timeline and Map Activities

- 🕒 **Egypt first settled (ca. 4000 BCE)**
- 🕒 **Egypt united under one King (3200 BCE)**

**Geography Songs** | “Middle East” Track 7

Read-Alouds

**Red Sails to Capri** | Chapter VII

Vocabulary

“It has **tormented** me for many years.” (*caused suffering*)

\* \* \*

**curlicues:** fancifully curved figures.

**concoction:** crudely mixed together.

**imbeciles:** not smart.

To Discuss After You Read

- Q: Why does Signora Pagano take to bed?
- A: *she hopes that by refusing to work in the inn, the men will leave and not go to the cove*
- Q: Why is it important for Signor Pagano to take Michele to the cove?
- A: *Papa has a chance to give Michele something precious—an adventure to make him feel brave and important*

**The Aesop for Children** | “Belling the Cat” p. 11

Vocabulary

**porter:** a doorkeeper.

To Discuss After You Read

- Q: Why do you think none of the mice wanted to “bell the Cat”?
- A: *because if they got near enough to put a bell on the cat, the cat could catch them*

Day 4

History/Geography

**The Usborne Time Traveler** | pp. 98–101

This book gives your children the flavor of how people lived during this time. With such a visual book, have your children sit around you so they can enjoy the pictures as well. This will help bring to life many of the things we’ve been studying.

To Discuss After You Read

- Q: Why do we know so much about the Ancient Egyptians?
- A: *Egyptians were among the first people to leave behind pictures and writings that described how they lived*
- Q: Why is the desert called the Red Land and the river valley the Black Land?
- A: *the desert soil is red in color and the river valley black from the rich soil left behind when the Nile recedes*

Timeline and Map Activities

- 🌍 **Nile River (H8); Thebes (capital) (I9); Egypt (H8); Delta (Nile) (H8)** (map 3)

**Geography Songs** | “Middle East” Track 7

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# Notes

## Week 2

### Read-Alouds

#### **Red Sails to Capri** | Chapter VIII

##### Vocabulary

Signora Pagano looked particularly **jubilant**. (*expressing great joy*)

##### To Discuss After You Read

Q: What does Mamma mean by: "Sometimes it takes a brave man to run away"?

A: *sometimes it takes more courage to do what is right than to do what is expected of you*

Q: Why does Angelo decide to go at noon to the cove?

A: *at noon the men's behavior would not be at all suspicious*

#### **104 Poems of Whimsy and Wisdom** | p. 5

##### "Ducks' Ditty"

##### Vocabulary

**backwater:** a part of the river not reached by the current, a stagnant place.

**dabble:** this has several meanings, but one meaning is specific to ducks: to move the bill in shallow water when feeding.

**drake:** a male duck.

**roach:** an edible Eurasian fish of the minnow family, popular with fishermen.

**larder:** pantry.

##### To Discuss After You Read

If you have ever been near a pond with a lot of ducks, you know that they can be very noisy!

A "stanza" is a set of lines in a poem that are separated from other lines. Here we have four stanzas.

And in the third stanza, we find out who is saying these words. The speaker (or, rather, speakers!) are the ducks themselves!

##### "Four Ducks on a Pond"

##### To Discuss After You Read

This is another poem that has a surprise twist at the end.

The first four lines are so lovely. You can imagine looking at the pond, in the beautiful weather, with the ducks swimming.

It is a simple thing, but sometimes humans do remember little, unexpected moments. There was probably nothing very important about that memory, which is why the speaker seems almost surprised to still remember it.

But why does he remember that moment with tears?

It's a little unsolved mystery! Did his family move away from the pond and he never saw it again? Was that a moment of happy peace before a beloved parent died? Is the speaker sad that youth has gone, crying simply because so much time has passed?

It's interesting to think about. What do you believe the poet is thinking about? ■



# History B+C

## Week 3 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Usborne Time Traveler</i>	pp. 102–105		pp. 106–107	pp. 108–109	
<i>The Usborne Book of World History</i>		pp. 16–17			
<i>Geography Songs</i>	"Middle East" Track 7		"Middle East" Track 7	"Middle East" Track 7	
<b>Read-Alouds</b>					
<b>Memorization</b>	Our memorization/public speaking assignment is your child's favorite poem. Once your child has decided on a poem, have them read the poem ten times this week—twice each day.				
<i>Red Sails to Capri</i>	chap. IX	chap. X			
<i>The School Story</i>			chaps. 1–3 	chaps. 4–6 	
<i>The Aesop for Children</i>	"The Eagle and the Jackdaw" & "The Boy and the Filberts" p. 12		"Hercules and the Wagoner" p. 13		
<i>104 Poems of Whimsy and Wisdom</i>		p. 6		p. 7	
<b>Electives</b>					
<b>Other Notes</b>					

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# Notes

## Week 3

### Day 1

#### History/Geography

**The Usborne Time Traveler** | pp. 102–105

##### To Discuss After You Read

- Q: For what did Egyptians use the Nile?  
 A: *to water their crops in the hot, dry land and for transportation*
- Q: How did peasants pay for the land they farmed?  
 A: *peasants farmed the land of wealthy landowners and paid for use of the land by giving the landowner part of the food they grew*

**Geography Songs** | “Middle East” Track 7

#### Read-Alouds

##### Memorization | Poem

For the memorization/public speaking assignment your children will memorize their favorite poem. We recommend a poem at least 12 lines long, but no more than 70. Let them choose one that captures their attention—Robert Louis Stevenson writes some particularly good ones. The poem will be due for presentation in Week 8. To start, have them read their poem ten times this week—twice each day. Encourage them to think about the meanings of the words and the poem as a whole. Do they understand it completely?

**Red Sails to Capri** | Chapter IX

##### To Discuss After You Read

- Q: We are told that “Michele felt as if he had been chasing tomorrows all his life.” What does that mean?  
 A: *it seemed like he had been waiting for things to happen*
- Q: Why does Michele ask if Pietro can come too?  
 A: *they are brothers of the heart; Pietro didn’t go to Naples without him—bringing him along would only be fair*

**The Aesop for Children** | “The Eagle and the Jackdaw” & “The Boy and the Filberts” p. 12

##### Vocabulary

**jackdaw:** a black bird similar to a crow.

**filberts:** hazelnuts.

##### To Discuss After You Read

- Q: Why did the Kid feel free to speak unkindly to the Wolf?  
 A: *the Kid knew he was out of the Wolf’s reach—he wouldn’t say such things if he wasn’t in a safe place*

### Day 2

#### History/Geography

**The Usborne Time Traveler** | pp. 16–17

#### Read-Alouds

##### Memorization | Poem

**Red Sails to Capri** | Chapter X

##### Vocabulary

Even the air they breathed was blue. And their bodies, filled with it, felt light and **buoyant**. (*floating*)

Every ripple was edged with gleaming bubbles; every wave carried with it a trail of **spangles**. (*sparkling or glittering light effects*)

Three by three the boats continued to take their turns, and with every trip the **hilarity** mounted. (*intense laughter*)

##### To Discuss After You Read

- Q: As they traveled to the cove “no one said a word. There was nothing to say. All the talking was over; only doing remained.” What does this mean?  
 A: *all the plans had been discussed, now they just needed to carry them out*
- Q: All three men came to Capri for something. What did they each find in the cave?  
 A: *adventure, beauty, and truth*
- Q: Of what was the journey just the beginning?  
 A: *a huge tourist industry: people have come by the hundreds and thousands from all over the globe to see one of the most beautiful places in all the world*

**104 Poems of Whimsy and Wisdom** | p. 6

“Not They Who Soar”

##### To Discuss After You Read

- Q: In this poem, how many different sounds at the end of words can you find?



A: *only three: words that rhyme with sod and plod, words that rhyme with care and air. And the two ends of the two stanzas: soar*

This poem basically says, “If you’re soaring, you’re not a hero. Yes, nice to be you, free up there. But the ones who keep going, despite whipping and bare feet and thorns and rocks—these are the true heroes.”

Day 3

History/Geography

**The Usborne Time Traveler** | pp. 106–107

To Discuss After You Read

Q: Describe an Egyptian party.  
A: *guests gathered in the central hall. Married couples sat together, but single boys and girls had to sit apart. Egyptians did not use forks and knives. Instead they ate with their fingers, which they washed in bowls of water*

**Geography Songs** | “Middle East” Track 7

Read-Alouds

**Memorization** | Poem

**The School Story** | Chapters 1–3

Vocabulary

There was just a trace of **sarcasm**, but Zoe heard it loud and clear. (*use of caustic or stinging remarks*) [chap. 3]

Zoe shook her head and put on an air of **superiority**. (*surpassing in excellence or worth*) [chap. 3]

\* \* \*

**bodega**: a wine shop. [chap. 1]

To Discuss After You Read

Q: According to the author, all writers are first what? [chap. 2]  
A: *readers*  
Q: What did Natalie do to teach herself to write? [chap. 2]  
A: *she would imitate her favorite authors*  
Q: Why does Natalie think she couldn’t get her book published? [chap. 3]  
A: *there are too many writers with manuscripts already*

Timeline and Map Activities

Hudson River (D10); New York City (D11) (map 2)

**The Aesop for Children** | “Hercules and the Wagoner” p. 13

Vocabulary

**Hercules**: a hero of Roman mythology known for his great strength.

Day 4

History/Geography

**The Usborne Time Traveler** | pp. 108–109

To Discuss After You Read

Q: The book states that “temples were like small cities.” Explain what that means.  
A: *they had workshops, a school, a library, and storerooms; scholars and scribes worked at the temple copying and studying important scrolls; sons of temple officials attended the temple school, where they learned to read and write*

**Geography Songs** | “Middle East” Track 7

Read-Alouds

**Memorization** | Poem

**The School Story** | Chapters 4–6

Vocabulary

**morgue**: a place where bodies are kept until they are released for burial. [chap. 6]

To Discuss After You Read

Q: List some of the ways Natalie traveled safely in the busy city of New York. [chap. 4]  
A: *if she got in trouble she was to talk to a policeman or a woman with kids; she knew how to call collect and 911; she carried a whistle, extra money, and a cell phone; and she had extra people to call in case of an emergency*  
Q: What resources does Natalie use to look up Ted Geisel? [chap. 4]  
A: *a dictionary and an encyclopedia on the computer*

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# Notes

## Week 3

Q: What is a pseudonym? [chap. 5]

A: *sometimes called a pen name, a name an author makes up to keep his or her real name private*

times and very odd times, but no matter how hard a situation, the bird didn't need anything ("ask a crumb") from the speaker. ■

### Timeline and Map Activities

📍 *Manhattan* (D11); *California* (E1); *Illinois* (D8); *Texas* (F5); *Florida* (G8) (map 2)

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### **104 Poems of Whimsy and Wisdom** | p. 7

"'Hope' Is the Thing with Feathers"

#### To Discuss After You Read

To be "abashed" is to be ashamed or embarrassed. To be "in extremity" is to be in a condition of extreme adversity or difficulty.

This delightful poem is an extended metaphor, comparing hope to a bird that sings without stopping. Perhaps in an extremely bad situation, the bird might be embarrassed, but usually it sings and cheers the hearts of the listeners. The speaker claims to have heard it in very cold



## History B+C—Scope and Sequence: Schedule for Topics and Skills

Weeks	History/Social Studies	Geography	Biography
1	Archeology; The First Settlers; Mesopotamia	<i>Sumer; Middle East; Mesopotamia; the Tigris River; Euphrates River; the Persian Gulf; Rome</i>	
2	Ancient Civilizations	<i>Egypt; Mesopotamia; China; Iraq; Saudi Arabia; Nile River; Ur</i>	
3	Ancient Egypt	<i>Egypt; Oman; Qatar; United Arab Emirates, New York; Nile River</i>	
4	Ancient Egypt	<i>Egypt; Yemen</i>	
5	Jews; Ancient Egyptians	<i>Egypt; Syria</i>	
6	Ancient Egypt; Ancient Crete; Greek gods	<i>Egypt; Crete; Mediterranean Sea; Greece; Senegal; Mali; Mexico; United Kingdom</i>	
7	Ancient Egypt; Ancient India; Hittites; Babylon; Anatolia	<i>Aegean Sea; Pakistan; Ghana; Indus Valley; India; Babylon; Mesopotamia; Anatolia; Ur; Turkey</i>	Homer
8	Ancient Egypt; Ancient Greece	<i>Mediterranean Sea; Greece; Bulgaria; Spain; Alaska; Rosetta</i>	
9	Mycenaeans; Ancient Greece; Canaanites and Philistines	<i>Greece; Troy; Rome, Italy; Jerusalem; Babylon; Albania; Canaan; Mari</i>	
10	Phoenicians; Assyrians  Persians;	<i>Assyrian Empire (Mesopotamia; Phoenicia; Egypt); Tyre; Sidon; Carthage</i>	
11	Babylon; Europe India; China; Dark Ages of Greece	<i>Babylon; Euphrates River; India; China; Mexico; Greece</i>	Homer
12	The Golden Age of Greece; Rome; Persian Wars; Dark Ages of Greece	<i>Lydia; Rome, Italy; Greece; Persian Empire; Iran; Athens; Marathon; Thermopylae; Egypt; Morocco</i>	Darius I; Xerxes I; Alexander the Great; Socrates; Pythagoras
13	Scythians and Mongols; Silk Road; Early American Indians; The Maya	<i>Pompeii; China; North and South America, Mexico</i>	
14	Ancient Africa; The Celts; The Romans	<i>Egypt; Africa; Northern Europe; Gaul; France; Rome; Italy</i>	
15	Punic Wars; The Roman Empire	<i>Rome; Italy; The Roman Empire</i>	
16	The Roman Empire	<i>Roman Empire</i>	

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## History B+C—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	History/Social Studies	Geography	Biography
17	The Roman Empire; Barbarians	<i>Rome; Romania; Pompeii; Carthage ; North Africa; Constantinople; the Byzantine Empire; Spain; East Africa; Bissau; Niger; Burkina Faso; ; Kentucky; Kansas</i>	Hannibal
18	The Roman Empire; Barbarians; The Huns; The Byzantine Empire; Dark Ages	<i>Paris; Rome; Byzantine Empire; Constantinople; France; England; Persia; Lesotho; Madagascar; Zimbabwe; Rhine River; Palestine</i>	King Arthur; Constantine; Homer
19	Vikings	<i>Europe; Mecca; Arabia; Muslim Empire; China; Japan; North Korea; Asia; Scandinavia; Greenland; Iceland</i>	
20	England; The Vikings	<i>Charlemagne's Empire; England; Atlantic Ocean; Europe; Tibet; Ostia; Mongolia; Minnesota; New York; Ireland; Norway</i>	
21	The Vikings	<i>Iceland; Norway; American Midwest</i>	
22	The Middle Ages; Crusades	<i>Europe; Middle East; Sherwood Forest; Colorado; Norway; Britain</i>	Richard the Lion-Hearted; Eric the Red; Leif Ericsson
23	Knights; Castles	<i>Europe</i>	
24	Castles; India; Japan; Africa	<i>Europe; England; New York; Missouri</i>	
25	The Cretans; Muslim Empires; Crusades	<i>Crete; Jerusalem; North and South America; Europe; Constantinople; New Zealand; China; Australia; United Kingdom</i>	
26	The Middle Ages; Castles; Black Death	<i>Europe; North and South America; Spain; Colombia; Venezuela; Uruguay</i>	
27	The Middle Ages; The Mongols and Arabs; Pony Express; Crusade	<i>Europe; Rome; Asia; India; Indonesia; Cambodia; England; Central America</i>	Genghis Khan
28	Samurai; Japan; Buddhism; Africa	<i>Japan; North Africa; China; Mali; Peru; North America; England; Spain; New York City; Jamestown; Cuba; Trinidad; Haiti</i>	King Arthur
29	Aztec Empire; Renaissance	<i>North America; England; Russia; Venezuela; Brazil; Peru; Italy; Mexico; China</i>	
30	Incan Empire; Reformation	<i>England; America; France; Spain; South America</i>	
31	Muslim Empire; American Indians; Ottoman Empire	<i>Europe; England; Constantinople; Russia; Austria, Spain; New England; Krakatoa</i>	Henry VIII
32	Kingdom of Benin; Mogul Empire	<i>Holland; North America; Europe; India; China; Japan; Africa; West Indies; continents</i>	
33	Monarchies; Agricultural Revolution; Industrial Revolution	<i>Europe; Australia; New Zealand; Africa; Indonesia; Philippines</i>	Louis XVI

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## History B+C—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	History/Social Studies	Geography	Biography
34	Industrialization; Napoleonic War	<i>United States; Australia; England; France; Russia</i>	Napoleon
35	Slavery and the Civil War; European Colonization	<i>Canada; Europe; Australia; North Pole Africa; New Zealand; India; United States</i>	James Cook; Henry Morton Stanley
36	The Wild West; South America; Russian Revolution; Boxer Rebellion	<i>North and South America; Germany; England; France; Russia; China; Mexico; South America</i>	