

How to Use the Schedule

Write in the week's date for your records.

We offer Optional Activities to build your children's developmental skills.

Additional space for your record keeping.

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EXPLORING THE WORLD		WEEK 1					SCHEDULE			
Date: _____	Day 1	1	Day 2	2	Day 3	3	Day 4	4	Day 5	5
History										
<i>Kids Beginner's World Atlas</i>	pp. 4-5		pp. 6-7		pp. 8-9		pp. 10-11			
Read-Alouds										
<i>You Read to me and I'll Read to you</i>	pp. 2-9									
<i>The Lion Storyteller Bedtime Book</i>			"The Mouse and the Lion" pp. 8-9 Opt. Activity							
<i>Stories From Around the World</i>					"Strong Magic" pp. 6-10					
<i>Mother Goose</i>	"Old Mother Goose" pp. 14-16		"The Owl" & "Mary Had a ..." p. 17		"A Needle..." & "Ding, Dong, Bell" p. 17		"Under a Hill" p. 18			
<i>Eric Carle's Animals Animals</i>	"Bird in his..." p. 13						"Baby Chick" p. 21			
Science										
<i>The Berenstain Bears' Big Book of Science and Nature (Almanac)</i>					pp. 4-7 [N]		pp. 8-12			
Readiness Skills										
<i>Developing the Early Learner 1</i>	pp. 1-2		pp. 3-4		pp. 5-6		p. 7			
Other Notes										

[N] Special Note to Mom or Dad

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.

Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅
Geography & Culture					
<i>Kids Beginner's World Atlas</i>	pp. 4–5	pp. 6–7	pp. 8–9	pp. 10–11	
Read-Alouds					
<i>You Read to me and I'll Read to you</i>	pp. 2–9				
<i>The Lion Storyteller Bedtime Book</i>		"The Mouse and the Lion" pp. 8–9 Opt. Activity			
<i>Stories From Around the World</i>			"Strong Magic" pp. 6–10		
<i>Mother Goose</i>	"Old Mother Goose" pp. 14–16	"The Owl" & "Mary Had a ..." p. 17	"A Needle..." & "Ding, Dong, Bell" p. 17	"Under a Hill" p. 18	
<i>Eric Carle's Animals Animals</i>	"Bird in his..." p. 13			"Baby Chick" p. 21	
Science					
<i>The Berenstain Bears' Big Book of Science and Nature (Almanac)</i>			pp. 2–5	pp. 6–10	
Readiness Skills					
<i>Developing the Early Learner 1</i>	pp. 1–2	pp. 3–4	pp. 5–6	p. 7	
Other Notes					

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 Special Note to Mom or Dad

Day 1

Geography & Culture

Kids Beginner's World Atlas | pp. 4–5

We include discussion questions throughout the year for the books you are reading under **To Discuss After You Read**. At this age we don't expect your children to know the answers to the questions—we provide these questions and answers as talking points to discuss together. Some things your children may remember and some things they may not, that's okay. Our goal here is to introduce thoughts and ideas.

To Discuss After You Read

Q: Why can we only see Earth a half at a time even from space?

A: *part of the earth is hidden on the opposite side of the ball and can't be seen*

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.

You Read To Me and I'll Read To You | pp. 2–9

One of the smallest mammals meets the largest mammal in this story.

Friends come to appreciate the strengths of one another—although Amos and Boris differed greatly, they became the closest possible friends.

Vocabulary

Rodent: the ship's name; a fancy name for a mouse.

Had sounded: when whales dive below the surface of the water.

Hurricane Yetta: Since 1953 hurricanes were named for women with the first one of the season beginning with the letter A. Scientists began adding male names in 1979. Yetta would have been a year with many storms—24 earlier.

A tidal wave: a big surge of ocean water.

To Discuss After You Read

Q: How do Amos and Boris help one another?

A: *they save one another's lives—Amos is rescued from drowning by the whale, and Amos finds two elephants to push Boris back into the sea*

Mother Goose | "Old Mother Goose" pp. 14–16

Vocabulary

rascally knave: a dishonest person.

Eric Carle's Animals Animals | "Bird in his..." p. 13

We schedule this book out of order to match the letters your children start learning in Week 10.

Readiness Skills

Developing the Early Learner 1 | pp. 1–2

The *Developing the Early Learner* books practice developmental skills. They show you where to work on skills with your children. You will find instructions for using *Developing the Early Learner 1-4* at the beginning of each book, along with answers and a few additional teacher's helps at the end of each book.

If they seem easy at first, stick with it: the books rapidly get more challenging. There may be some pages that are simply too difficult. Either modify them in some way (ask a child to find the hidden shapes, rather than outline them, for example), or dogear the page to remember to try again later.

Day 2

Geography & Culture

Kids Beginner's World Atlas | pp. 6–7

To Discuss After You Read

Q: What is a map?

A: *a tool to help you find where you are and/or to use to see where you want to go*

Read-Alouds

The Lion Storyteller Bedtime Book | “The Mouse and the Lion” pp. 8–9

To Discuss After You Read

Q: What lesson can we learn from this story?

A: *we never know when someone can help us even when we are sure they can't. And it is good to be kind.*

Optional Activity

We provide Optional Activities that correspond to specific passages you read together with your children. Don't feel you have to do all of the activities provided—pick and choose what will work well for you and your family.

Have your children skitter like the mouse in “The Mouse and the Lion.” Ask your children who was kind in this story? Why? (*both were kind, the lion could have eaten the mouse, the mouse did not need to chew the ropes*)

Mother Goose | “The Owl” & “Mary Had a Pretty Bird” p. 17

Readiness Skills

Developing the Early Learner 1 | pp. 3–4

Day 3

Geography & Culture

Kids Beginner's World Atlas | pp. 8–9

To Discuss After You Read

Q: How do physical and political maps differ?

A: *physical maps cover things we see, like water, mountains, climate and more; political maps show the countries and cities of earth*

Read-Alouds

Stories from Around the World | “Strong Magic” pp. 6–10

See the world map on the inside cover. Find on the map where each story comes from.

Vocabulary

Boreholes: a narrow shaft drilled into the ground.

To Discuss After You Read

Q: How is the lazy boy's behavior similar to the behavior of the koala bear?

A: *he hid in a gum tree like koalas do; he refused to walk to water and koalas eat a few leaves rather than go for water; if anyone tries to climb a koala's tree, he moans and weeps just like the naughty boy did*

Mother Goose | “A Needle...” & “Ding, Dong, Bell” p. 17

The rhyme describes a needle and a thread; Mother Twitchett is a needle.

Science

The Berenstain Bears' Big Book of Science and Nature (Almanac) | pp. 2–5

This book starts by teaching about the seasons: winter, spring, summer, fall. You may notice that the months they give in the book don't completely match up to what you experience where you live.

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

When talking about this with your children, please do not get too caught up in the exact month a season starts or what the book says will happen in each season—you may never get snow in your area! Instead, please focus on what a wonderful and varied world we live in.

Readiness Skills

Developing the Early Learner 1 | pp. 5–6

Day 4

Geography & Culture

Kids Beginner's World Atlas | pp. 10–11

To Discuss After You Read

Q: Together with your children find the key deserts on earth. Find the mountain ranges; notice that most of them run north to south. Which ones don't?

A: *the Alps, Himalayas*

Q: Which imaginary line runs through the rain forests?

A: *the equator*

Q: Which features of the physical world have you visited?
A desert? A mountain?

Read-Alouds

Mother Goose | "Under a Hill" p. 18

Eric Carle's Animals Animals | "Baby Chick" p. 21

Science


The Berenstain Bears' Big Book of Science and Nature (Almanac) | pp. 6–10

Readiness Skills

Developing the Early Learner 1 | p. 7 ■

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Geography & Culture					
<i>Kids Beginner's World Atlas</i>	pp. 12–13	pp. 14–15	pp. 16–17	pp. 18–19	
Read-Alouds					
<i>You Read to me and I'll Read to you</i>	pp. 10–25				
<i>The Lion Storyteller Bedtime Book</i>		"Silly Jack" pp. 10–11 Opt. Activity			
<i>Stories From Around the World</i>			"Leyla and the Lamp" pp. 11–18		
<i>Mother Goose</i>	"A Busy Day" & "Haymaking" p. 19	"Merry are the Bells" & "Banbury Fair" p. 20	"Pussy-Cat Mew" & "Two Comical Folk" pp. 20–21	"Penny and Penny" thru "Pat-a-Cake" p. 21	
<i>Eric Carle's Animals Animals</i>			"The Duck-Billed Platypus" pp. 26–27	"Mother Doesn't Want ..." pp. 60–61	
Optional: <i>A Child's Book of Art</i>				"Family" pp. 6–7	
Science					
<i>The Berenstain Bears' Big Book of Science and Nature (Almanac)</i>			pp. 11–13	pp. 14–17 Opt. Activity	
Readiness Skills					
<i>Developing the Early Learner 1</i>	pp. 8–9	p. 10	p. 11	pp. 12–13	
Other Notes					

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 Special Note to Mom or Dad

Day 1

Geography & Culture

Kids Beginner's World Atlas | pp. 12–13

To Discuss After You Read

Q: What is the earth's surface made up of?

A: *land and water*

Q: How does a coniferous forest differ from a deciduous one?

A: *a deciduous forest loses its leaves in the fall, a coniferous one does not—it has trees with cones*

Read-Alouds

You Read To Me and I'll Read To You | pp. 10–25

Show your children how the family changed their name from Gregg to Egg.

To Discuss After You Read

Q: Mrs. Winter calls the girl in the story, stupid. Is this ever acceptable? How should Mrs. Winter have helped the girl? Although Mrs. Winter acted poorly, did she deserve what happened to her?

A: *no, Mrs. Winter should have used the girl's error to teach her how to spell correctly*

Q: Remind your children that the magic finger is of course not real. But, the story stems from our desire to fix the world around us. We see things we view as wrong and would love to be able to fix things just by getting angry. Can you think of other ways to handle injustice?

Q: Did the Gregg family deserve the treatment they received? Is hunting the worst thing?

Q: Do you like the ending? Has justice been served?

Mother Goose | "A Busy Day" & "Haymaking" p. 19

Readiness Skills

Developing the Early Learner 1 | pp. 8–9

Day 2

Geography & Culture

Kids Beginner's World Atlas | pp. 14–15

To Discuss After You Read

Q: Which political country is the largest?

A: *Russia*

Q: Find your home country on the map. Have you visited any others?

Read-Alouds

The Lion Storyteller Bedtime Book | "Silly Jack"
pp. 10–11

To Discuss After You Read

Q: How would you describe Jack?

A: *example: hard-working; obedient; very literal; doesn't have much common sense*

Q: How could Jack's mother have helped Jack since he worked for someone new each day?

A: *maybe spend some time and brainstorm what his pay could be and help Jack think through ahead of time how to care for his pay*

Optional Activity

Have your children practice walking across a "bridge" like Jack in "Silly Jack." This could be a curb, or a landscaping timber or 4 x 4, or the edge of a sandbox (if it is wide enough).

Mother Goose | "Merry are the Bells" & "Banbury Fair"
p. 20

Vocabulary

"Noodle goes your pate": the top of the head.

My dame: the female version of sir; a title.

Readiness Skills

Developing the Early Learner 1 | p. 10

Day 3

Geography & Culture

Kids Beginner's World Atlas | pp. 16–17

Find North America on the world map on pages 14-15.

Find Central America on the map. Read the names of the seven countries it contains.

Read-Alouds

Stories from Around the World | "Leyla and the Lamp" pp. 11–18

To Discuss After You Read

Q: In Middle Eastern cultures, the parents decide whom their children should marry. Why didn't the merchant's daughter want to marry the man her father chose?

A: *he was old, fat, ugly, and cruel*

Q: Why did the merchant want his daughter to marry such a man?

A: *he was Leyla's father's friend, and he was rich and had a beautiful home*

Q: What do you think would have happened if the merchant hadn't given away the lamp?

A: *maybe Leyla would have let her father grieve, and then "come back to life"*

Mother Goose | "Pussy-Cat Mew" & "Two Comical Folk" pp. 20-21

Eric Carle's Animals Animals | "The Duck-Billed Platypus" pp. 26–27

Science

The Berenstain Bears' Big Book of Science and Nature (Almanac) | pp. 11–13

Readiness Skills

Developing the Early Learner 1 | p. 11

Day 4

Geography & Culture

Kids Beginner's World Atlas | pp. 18–19

Review the map key. Together find the features described i.e. rivers, lakes, and deserts.

Read-Alouds

Mother Goose | "Penny and Penny" thru "Pat-a-Cake" p. 21

"A Cherry" is a riddle describing a cherry.

Vocabulary

A groat: a type of grain or a silver coin.

Eric Carle's Animals Animals | "Mother Doesn't Want ..." pp. 60–61

Optional: A Child's Book of Art | "Family" pp. 6–7

Science

The Berenstain Bears' Big Book of Science and Nature (Almanac) | pp. 14–17

Optional Activity

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

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

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

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

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

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


Readiness Skills

Developing the Early Learner 1 | pp. 12–13 ■

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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>
Geography & Culture					
<i>Kids Beginner's World Atlas</i>	pp. 20–21	pp. 22–23	pp. 24–25	pp. 26–29	
Read-Alouds					
<i>You Read to me and I'll Read to you</i>	pp. 26–30				
<i>The Lion Storyteller Bedtime Book</i>		"The Girl Who Played with the Stars" pp. 12–15			
<i>Stories From Around the World</i>			"How the Turtle got its Shell" pp. 19–21		
<i>Mother Goose</i>	"Simple Simon" & "The Hart" p. 22 Opt. Activity	"To the Snow" & "The Cat and the Fiddle" pp. 22-23 Opt. Activity	"Barber, Barber" thru "Going to Bed" p. 23	"What's in there?" p. 24	
Optional: <i>A Child's Book of Art</i>				"At Home" pp. 8–9	
Science					
<i>The Berenstain Bears' Big Book of Science and Nature (Almanac)</i>			pp. 18–19	pp. 20–23	
Readiness Skills					
<i>Developing the Early Learner 1</i>	pp. 14–15	pp. 16–17	pp. 18–19	p. 20	
Other Notes					

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 Special Note to Mom or Dad

Day 1

Geography & Culture

Kids Beginner's World Atlas | pp. 20–21

To Discuss After You Read

Ask your children to point to the three largest countries in North America. Read the names out loud as they point to them. Canada, United States, Mexico.

Q: What are the two main languages spoken in North America?

A: *English and Spanish*

Read-Alouds

You Read To Me and I'll Read To You | pp. 26–30

The first piggy seems to disobey her parents, but she reminds her parents that they are not people who love clothes, but pigs who love mud.

Enjoy the cadence and rhymes.

Mother Goose | “Simple Simon” & “The Hart” p. 22

Vocabulary

The hart: a deer.

Optional Activity

Materials: pennies, piggy bank or make one out of a milk jug or coffee can

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

Readiness Skills

Developing the Early Learner 1 | pp. 14–15

Day 2

Geography & Culture

Kids Beginner's World Atlas | pp. 22–23

To Discuss After You Read

Q: Find the capital of the United States on the map. Do you remember what it is called?

A: *Washington DC*

Q: Which is your home state? Together find it on the map. Do you know anyone who lives in another state?

Read-Alouds

The Lion Storyteller Bedtime Book | “The Girl Who Played with the Stars” pp. 12–15

To Discuss After You Read

Q: Do you think this is a true story? Why or why not?

Mother Goose | “To the Snow” & “The Cat and the Fiddle” p. 22–23

Optional Activity

After reading “The Cat and the Fiddle,” talk about the dish and spoon. Have your children set the table with plates and silverware. Ask them how many plates they will need? How many would they need if a friend came over? How many forks and spoons will they need? How many is that all together? It might be a good time to start this as a chore. Every day they can set the table. Show your children what eating utensils each person should get and explain that this is one set. Then let them figure out how many sets to put on the table.

Readiness Skills

Developing the Early Learner 1 | pp. 16–17

Day 3

Geography & Culture

Kids Beginner's World Atlas | pp. 24–25

To Discuss After You Read

Q: Find the ten provinces and three territories in Canada. Where are the territories located?

A: *provinces: Newfoundland and Labrador, Prince Edward Island, New Brunswick, Quebec, Nova Scotia, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia; territories: Yukon Territory, Northwest Territories, Nunavut*

Q: What are the two key languages of Canada?

A: *English and French*

Read-Alouds

Stories from Around the World | “How the Turtle got its Shell” pp. 19–21

To Discuss After You Read

Q: According to the story, why does turtle have a shell?

A: *as punishment for staying home during Zeus' wedding*

Mother Goose | “Barber, Barber” thru “Going to Bed” p. 23

Vocabulary

snuff: a smokeless tobacco.

Science

The Berenstain Bears' Big Book of Science and Nature (Almanac) | pp. 18–19

Readiness Skills

Developing the Early Learner 1 | pp. 18–19

Day 4

Geography & Culture

Kids Beginner's World Atlas | pp. 26–29

Together find South America on the world map on pages 14–15.

To Discuss After You Read

Q: Name one thing you learned about South America.

Q: Look at the map key on page 29. How does South America differ from North America on page 19?

A: *North America has forests, South America has rain forests, and South America has more grassland*

Read-Alouds

Mother Goose | “What’s In There?” p. 24

Optional: *A Child's Book of Art* | “At Home” pp. 8–9

Science

The Berenstain Bears' Big Book of Science and Nature (Almanac) | pp. 20–23

Readiness Skills

Developing the Early Learner 1 | p. 20 ■

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