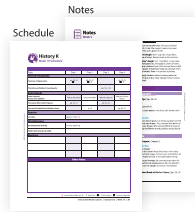


Instructor's Guide Quick Start

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.



Day 2	Day 3	Day 4
pp. 34–37		pp. 38–43

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").

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 1.3 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 Read the Schedule Page


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.

Write in the week's date for your records.


The  symbol indicates you will find a timeline suggestion in the notes for that day.

The  symbol indicates you will find a timeline suggestion in the notes for that day.

The  symbol indicates you will find a timeline figure in the notes for that day.












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	Day 5
History/Geography					
<i>The Beginner's American History</i>	pp. 57–62 	pp. 63–65 (to the break) 	pp. 65–68  	pp. 69–74 	
Read-Alouds					
<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			
Readers					
Regular: <i>Squanto, Friend of the Pilgrims</i>	"London" 	"The Indian Show" & "Captain John Smith" 	"Captain Hunt"	"In the Dark"	
Advanced: <i>The Matchlock Gun</i>	chaps. I–II  	chaps. III–IV	chaps. V–VII	chaps. VII–X	
Hands-on					
Optional: American History I Lap Book	Activity 8: European Exploration & Colonization (approx. 25–40 minutes)				
Electives					
Other Notes					

📌 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

Week 1 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Why We Live Where We Live</i>	Intro & pp. 8–9 	pp. 10–11 	pp. 12–13 		
<i>Wonderful Houses Around the World</i>				pp. 2–9 	
Optional: Hands-on History: World History I Kit	Miniature Yurt				
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		
Mother Goose Rhymes (see note below)		"Humpty Dumpty"			
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>					



Notes

Week 1

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.

Why We Live Where We Live | Introduction and pp. 8–9

Vocabulary

adapt: to change to fit a new situation or a new use [p. 4]

tsunami: a large sea wave caused by an earthquake or a volcano; a tidal wave [p. 4]

climate: the usual condition of the weather in a place over time [p. 4]

environment: the conditions that surround a person [p. 5]

To Discuss After You Read

Q: How have people adapted to live in the widely diverse environments around the world? (p. 4)

A: *by using our brains; by spreading out and figuring out how to make homes across the planet*

Q: Name some of the challenging environments that people have used their brain to thrive in (p. 4).

A: *very cold, dry, or hot weather; places may be in the path of danger from tsunamis, tornadoes, earthquakes, or volcanoes that are active*

Note to Parents: You will notice that pp. 6-7 are not part of the schedule as they venture off topic for our world history reading and focus. The topic for these pages goes into quite a bit of scientific detail (with Kepler-62e, Kepler-62f, and Kepler-69c, radiation, the atmosphere, and lightyears).

Q: How does climate differ from weather (p. 8)?

A: *the weather for an area can be seen when we look out the window at any specific time, but the climate describes the usual weather conditions of a place over time*

Q: Has the climate in your home ever made you consider relocating to a new area (p. 8)? Do you prefer the climate in your area or in another area? Which one?

A: *answers will vary, sometimes by family member, depending on preference*

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**.

📍 *The Great Plains of America (D5) (map 4)*

📍 *Draw a point on the map where you live and label the area you live in*

Optional: Hands-on History: World History I Kit

The Optional *Hands-on History: World History* activities are scheduled to correspond with BookShark's content. Please note that the activities can be done over any day/s of the week. It isn't necessary to do the project on the same day that the history content is read. You can purchase the optional hands-on kit at www.bookshark.com/bhk (Item #B-BHK).

Follow the instructions in the kit to complete the Miniature Yurt activity to supplement your children's lessons learn about why people live in various locations around the world and what different houses look like.

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

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.

Day 2

History/Geography

Why We Live Where We Live | pp. 10–11

Vocabulary

harvest: the gathering of a crop [p. 10]

transport: to move from one place to another [p. 10]

To Discuss After You Read

Q: Why were some people able to settle and not roam around as nomads many years ago (p. 10)?

A: *people learned how to grow crops and raise livestock for food*

Q: How do oranges travel from the farm to our homes (p. 11)?

A: *fresh oranges in boxes are moved or transported to warehouses for shipping; they arrive and are held in a distribution building for storekeepers to buy; someone buys the oranges from a store for you*



Notes

Week 1

Q: What three causes create famines or the lack of food people need (p. 11)?

A: *drought (lack of rain), poverty, and war*

Timeline and Map Activities

📍 *The Arctic (B6); Thailand (E10) (map 1)*

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.

Day 3

History/Geography

Why We Live Where We Live | pp. 12–13

Vocabulary

tap: a waterspout or faucet [p. 12]

chemistry: the science of substances and the changes that happen to them [p. 12]

fertile: producing a large or generous amount of crops [p. 12]

ports: a city or town in a harbor where ships can unload cargo and reload to take goods to other ports [p. 13]

To Discuss After You Read

Q: Why did more people settle in cities like New York, Montreal, Cape Town, and Tokyo (p. 12)?

A: *people needed water and settled where it was readily available as with these cities; crops grew well near a water source and fish was a food source found in the water; useful products could be brought to these areas by voyagers from other places*

Q: Why are some communities far from water (p. 13)?

A: *people may want to live close to family, to jobs, or to beautiful scenery; people have become creative in solving the problems to make these homes a safe place to live*

Q: How have people solved the challenges around needing water for life (p. 13)?

A: *they created pools, cisterns, waterways, dams, wells dug deep underground, reservoirs, underground pipes*

Timeline and Map Activities

🕒 **Ancient city of Petra attacked by Greek Empire (312 BCE)**

📍 *New York City (D11); Montreal (C11) (map 4)*

📍 *Cape Town (G6); Tokyo (D11); ancient city of Petra (D7) (map 1)*

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



Day 4

History/Geography

Wonderful Houses Around the World | pp. 2–9**Vocabulary****koumiss:** fermented mare's milk, similar to kefir.**To Discuss After You Read**

- Q: Why do you think the Mongolian people offer their guests koumiss? [Mongolia]
- A: *since they herd sheep and horses, mare's milk would be a product they have on hand; because they want to provide their guests a refreshing drink; to share what they drink and enjoy*
- Q: How is a yurt similar to your house? How does it differ? [Mongolia]
- A: *similar: has a door, a roof and walls, provides protection and a place to sleep, etc.; different: is round, portable, has no windows, is white, etc.*
- Q: How does their family compare to your family? [Mongolia]
- Q: Because a Mongolian home is so small, what items do you own that you would not be able to have anymore? Would you miss those things? [Mongolia]
- Q: What would be an advantage of a tulou? [China]
- A: *in a mountainous region, it fits many people in a smaller area leaving land for planting; the people share walls so they have less to build; it would be warmer to live close to one another (mountainous regions are often much colder); allows the people to live in community; many friends live nearby; could easily share cooking duties and ingredients*
- Q: What could be some disadvantages of living so closely together? [China]
- A: *little privacy—everyone knows what you do; little quiet with children and animals nearby; in case of a fire, all could be lost; could be smelly, etc.*
- Q: How is a tulou similar to your house and how is it different? [China]

Timeline and Map Activities

- Mongolia (C9); China (D10) (map 1)

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* ■

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History B

Week 2 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Why We Live Where We Live</i>	pp. 14–15 	pp. 16–17	pp. 18–19 		
<i>Wonderful Houses Around the World</i>				pp. 10–13 	
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"			
Electives					
Other Notes					



Notes

Week 2

Day 1

History/Geography

Why We Live Where We Live | pp. 14–15

Vocabulary

energy: power that can be used [p. 14]

internal-combustion engines: an engine in which combustion, or burning, of fuel that makes the heat takes place inside the engine itself, not in a furnace [p. 14]

To Discuss After You Read

- Q: How did new energy technologies affect the growth of cities (p. 14)?
- A: *new sources of energy allowed people to live further from where they worked*
- Q: How does the cost of energy affect the way people live (p. 15)?
- A: *people drive more when fuel is less expensive, but when it is more expensive, people try to cut down on travel or find new solutions to use less gasoline*
- Q: If you were suddenly without power, which would you miss the most—warmth or cooling; light for seeing after dark; inventions such as washers, dryers, and vacuums; or devices for communication (phones and computers)? Or something else?
- A: *answers will vary*

Timeline and Map Activities

- Norway (B6) (map 1)

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

Day 2

History/Geography

Why We Live Where We Live | pp. 16–17

Vocabulary

barrier: an obstacle that blocks you from a goal [p. 17]

To Discuss After You Read

- Q: Regardless of ancestry or background, what big area of life do people need or crave (p.16)?
- A: *communication—being able to share our thoughts with people around us through a shared language*
- Q: What is one challenge with languages (p. 16)?
- A: *6,000-7,000 different languages are spoken on our planet, which makes communication and understanding of one another a challenge*
- Q: What are some of the solutions linguists have suggested to help people be able to communicate regardless of language differences (p. 17)?
- A: *learning every language; planning one new language for everyone to use; having everyone study an existing language*

Note: In the "Pick a language, any language" section, the number of English speakers is not listed, but it is the most shared language of any in the world as of 2022. (This is implied but is not made completely clear.) Within language families, such as the Chinese language family, some dialects differ so much that people in the same language family cannot always understand each other.



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.

Day 3

History/Geography

Why We Live Where We Live | pp. 18–19

Vocabulary

industrial: used in manufacturing, or making, products [p. 18]

revolution: a change (in the case of the Industrial Revolution, the change was in how things were made) [p. 18]

Skype: video conference or voice call using Skype Technologies or Skype software, that was first released in 2003 [p. 19]

To Discuss After You Read

Q: What are the benefits and challenges of living in the same home with extended family (p. 18)?

A: *possible answers: benefits: it can be less expensive, there's more help for household tasks and responsibilities, it can be fun to have so much family around; challenges: lack of privacy, feeling crowded*

Q: What happened in Europe and North America that caused people to move from living with extended family members (p. 18)?

A: *the Industrial Revolution*

Q: Why are people in developing countries also now able to move from living with extended family members (p. 19)?

A: *improvement in technology that helps with safety on the job, new laws that make sure children are provided with schooling and education that leads to better jobs and income (money) to buy homes, improvement in travel and the ability to stay connected with family, changing expectations and culture, living costs going up or costing more, more supports for caring for children and elderly family members, divorce, and university or college choices in another area*

Timeline and Map Activities

Industrial Revolution begins in England (1760s)

Asia (C9); Middle East (D7); North America (C2); Europe (C6) (map 1)

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



Notes

Week 2

Day 4

History/Geography

Wonderful Houses Around the World | pp. 10–13

To Discuss After You Read

- Q: How do these homes compare to your home?
- Q: How do the construction materials differ from the materials used to make your house?
- Q: Why do the Indonesian people use the building materials that they do—bamboo and grass?
- A: *they use materials they can easily gather*
- Q: What would be the advantages of having the animals live below your home? Can you think of any disadvantages?
- A: *advantages: would need to build only one building, you wouldn't have to travel far to care for the animals, you could be aware of the needs of the animals; disadvantages: could be smelly and noisy*

Timeline and Map Activities

- 🌐 Indonesia (F10) (map 1)

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 some of the same names for their endoskeleton that spiders have for their exoskeleton. Humans have bones inside the body to support them while spiders have an outer shell that supports them. Similarities include the following:

coxa is the joint of the hip

femur is the upper leg bone

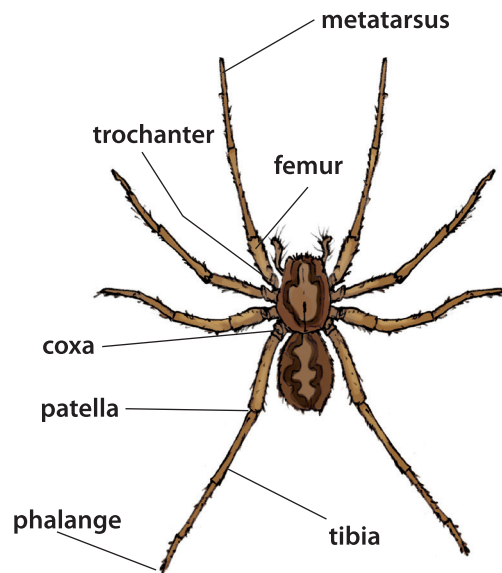
trochanter is either of the two knobs at the top of the femur attaching the muscles between the thigh and pelvis

tibia is one of the two lower leg bones

patella is the knee cap

metatarsals are the foot bones

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) ■

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History B

Week 3 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Why We Live Where We Live</i>	pp. 20–21 	pp. 22–23 	pp. 24–27		
<i>Wonderful Houses Around the World</i>				pp. 14–21 	
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"			
Electives					
Other Notes					



Notes

Week 3

Day 1

History/Geography

Why We Live Where We Live | pp. 20–21

Vocabulary

spectrum: a broad range of characteristics that starts on one side of a group and varies, or changes, little by little until you come to the opposite on the other end (in this case, the spectrum is related to wealth, so the wealthy with the most resources are on one end of the spectrum and poor citizens are on the opposite side of the wealth spectrum) [p. 20]

potholes: a deep, pot-shaped hole in a road [p. 20]

taxation: the action of collecting taxes by a local, state, or national government [p. 20]

To Discuss After You Read

Note: Page 20 makes it sound like everyone in the world is purely and equally motivated by money. Money does help us purchase the things we need, no doubt, but many people in the world work toward other purposes, too. This may be a good time to talk with your children about what is more important to you than money. Are there any things that your children can think of that are a bigger priority to them than money? Can they think of anybody, be it family member or historical figure, who made decisions that were not motivated only by money but for personal or societal good? Being careful with money is a good and useful discipline. To have money allows us to help others and do good.

Page 21 says that a mortgage or credit is “easy money.” It may be helpful to distinguish between money and credit with your children: When you have a mortgage, the bank buys your house, and you pay back the bank for your house slowly over time. When the bank lends you money, that does not mean you have suddenly earned a lot more money. You still need to pay off your debts. It may be better to say that a mortgage is not really “easy money;” it is easy access to purchasing power that comes at a cost: paying back the loan plus interest.

Imagine you really want a bike that costs \$100. Your parents don’t want to buy the bike, but say that you can buy it for yourself if you want to. But you only have \$20 in your piggy bank. You don’t have the power to purchase the bike because you don’t have enough money! You tell your parents you don’t have enough money, and they make you an offer: They will buy the bike for you, but you have to pay them back the \$100 over time *and* pay them an additional \$5. You agree. You now have the power to

purchase the bike. But now, you have to do extra jobs for your neighbors to earn enough money and pay your parents back \$105. You can ride the bike while you earn money, but you don’t really own the bike until you’ve paid your parents all \$105. That’s what a mortgage is like for people buying homes.

Q: What are some products that people exchange, or use, money to buy (pp. 20-21)?

A: *homes, cars, companies, or businesses*

Q: What are some services that people pay taxes to the government to provide (p. 20)?

A: *roads that are safe and repaired; schools that serve the community well; clean drinking water; parks; other community services like teachers or police*

Q: Not every adult drives into an office for their job every day. A lot of people stay home. Can you think of any ways that an adult can make money from home or help the family save money? Do you know anyone who works from home (pp. 20-21)?

A: *some adults may make their own products at home and sell them; some may provide in-home services like nanny-ing or tailoring; some parents make sure they spend their money well by cooking cheaply at home*

Timeline and Map Activities

🌐 *United States of America (C2), Canada (C2), India (D9), Britain (C5) (map 1)*

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



Day 2

History/Geography

Why We Live Where We Live | pp. 22–23

Vocabulary

immigration: to come into a new country to settle there [p. 22]

bushels: large amounts [p. 22]

spuds: potatoes [p. 22]

famine: an extreme lack of food [p. 22]

citizenship: being a legal citizen of a country [p. 23]

To Discuss After You Read

Q: What goals might immigrants have when they move to a new country (p. 22)?

A: *to escape war, famine, disorganization after natural disasters, or threats related to beliefs; to attend school in the new country; to join family already living in the country; they may have skills that match the jobs available in the new country; exploration or adventure*

Q: Do you know the history of your family and if any generation of your family emigrated from one country to become immigrants in another? If so, discuss the year or years this happened and what was happening in immigration at that time in history (pp. 22–23).

A: *answers will vary*

Q: What do countries welcome immigrants (p. 23)?

A: *large countries need people to fill it; in countries with many older people, younger people with job skills are welcomed; to protect people from around the world who are truly in danger in another country*

Q: Think about your community. Do you know anybody from a different country or culture? Where are they from? Are there any similarities or differences in how you act, what you enjoy doing, or holidays you celebrate?

A: *answers will vary; encourage your children to discuss what principles or values are similar across cultures like having a strong family unit, pursuing education, athleticism, being honorable people, etc.*

Timeline and Map Activities

🕒 **Irish Potato Famine (1845)**

🕒 **Dominion Lands Act passes, encouraging people to settle in Canadian Prairies (1872)**

📍 **Ireland (C5); Spain (C6) (map 1)**

Optional: If your family has ever emigrated to a new country and you know when that happened, or if your family has just moved from one city to another, mark those timeline and map points today.

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.

Day 3

History/Geography

Why We Live Where We Live | pp. 24–27

Vocabulary

nomadic: wanderers from place to place with no fixed home [p. 24]

fertilizers: a material used on soil that helps plants or crops grow [p. 24]

generation: people that live around the same time (in general, people who were born within a 15–20-year age span) [p. 24]

sewage: the liquid and solid waste that now typically goes from bathrooms to sewers through pipes [p. 25]



Notes

Week 3

cholera: infectious diseases that cause severe diarrhea and vomiting [p. 25]

nosedive: a sudden fall or decrease [p. 25]

population: the number of people [p. 27]

dense: crowded or close together [p. 27]

accessible: available or easy to obtain [p. 27]

To Discuss After You Read

Q: What discovery made it easier for people to live in bigger groups or communities and why was it easier (p. 24)?

A: *the discovery of fertilizers; fertilizers caused more food to grow which gave people more time to do other things*

Q: What were some of the problems in cities (p. 25)?

A: *bad sanitation caused bad smells, diseases, low-paying jobs, overcrowding*

Q: Why did more people want to come to cities again, despite the previous problems (p. 26)?

A: *technology and organization allowed cities to become nice places to live, more job and educational choices, better hospitals, inexpensive transportation*

Q: What is the population density of your community (p. 27)? Use your favorite search engine to find your community's population density. Compare it to that of Monaco and New York City.

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

Day 4

History/Geography

Wonderful Houses Around the World | pp. 14–21

To Discuss After You Read

Q: How does the kitchen in the home compare to your home's kitchen? Do you think it would be easy to cook here? [India]

IKAT weaving uses a resist dyeing process—the yarns are dyed prior to weaving the fabric. [India]

Q: Why is the outside of the house made of wood? [Romania]

A: *the village is surrounded by forests—much wood is available*

Q: Do you think the Romanian people designed the smoke holes to look like eyes? [Romania]

Q: Explain why this house has smoke holes. [Romania]

A: *the smoke from the chimney escapes into an upper storage room and helps preserve the food stored there; the vents release the excess smoke*

Notice the well has a counter balance opposite the bucket—this helps the family more easily draw water from the well. [Romania]

Q: How does the family's kitchen compare to your kitchen? Do you see any easy chairs to sit on? [Romania]

Timeline and Map Activities

India (D9); Romania (C6) (map 1)



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* ■

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

Week	History	Geography	Biography
1	Where People Live and Why	<i>The Arctic; Thailand; NYC; Montreal; Cape Town; Tokyo; Petra; Mongolia; China</i>	
2	Where People Live and Why	<i>Norway; Asia; Middle East; North America; Europe; Indonesia</i>	
3	Where People Live and Why	<i>U.S.A.; Canada; India; Britain; Ireland; Spain; India; Romania</i>	
4	Where People Live and Why	<i>Paris; Seoul; Tunisia</i>	
5	Where People Live and Why	<i>Dubai; Las Vegas; Detroit; Ukraine; Spain</i>	
6	Archaeology	<i>Togo; Senegal</i>	
7	Archaeology	<i>Bolivia</i>	
8	Early People and Cities; Earliest Civilizations	<i>Kansas</i>	
9	Earliest Civilizations	<i>Mesopotamia; Mediterranean Sea; Tigris and Euphrates Rivers; Persian Gulf; Egypt; Nile River</i>	Narmer/Menes
10	Ancient Egypt	<i>Egypt; Nile River Delta</i>	
11	Ancient Egypt	<i>Egypt; Columbia River</i>	
12	Ancient Egypt; Pyramids	<i>Egypt; Valley of the Kings</i>	
13	Ancient Egypt; Old and Middle Kingdoms	<i>Egypt; China</i>	
14	Ancient Egypt; Pyramids	<i>Egypt; Shanghai; San Francisco</i>	Tutankhamen
15	Ancient Egypt; Pharaohs	<i>Egypt; Ethiopia; Norway</i>	
16	Ancient Egypt; Crete	<i>Egypt; Crete</i>	
17	India; Babylon; Ancient Myths; Anatolia; New Kingdom of Egypt	<i>Egypt; India; Indus River; Babylon; Mesopotamia</i>	Hammurabi
18	Egyptian Houses; Egyptian Temples; Hittites; Mycenaeans	<i>Egypt; Anatolia; Greece</i>	
19	Mycenaeans; Trojan War; Canaanites; Philistines; Ancient Nomads; Phoenicians; Invention of the Alphabet	<i>Palestine; Mediterranean Sea; Syria; Arabia; Israel; Carthage; Troy; Phoenicia; Tyre; Sidon</i>	Homer
20	Assyrian Empire; Babylon	<i>Assyria; Babylon</i>	Nebuchadnezzar
21	Ancient Monuments; Early China; Olmecs; The Dark Ages	<i>Babylon; Europe; China; Yellow River; America; India; Persian Empire; Jerusalem; Lydia</i>	Cyrus; Darius I
22	Ancient Greece	<i>Greece</i>	
23	Ancient Greece	<i>Olympia; Greece</i>	
24	Alexander the Great ; The Greeks; Ancient China	<i>Greece; Athens; Sparta; Alexandria</i>	Alexander the Great
25	Great Wall of China	<i>China; Great Wall of China</i>	

(continued on the following page)

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

Week	History	Geography	Biography
26	Tang Dynasty; The Silk Road	<i>China; Chang'an; Dunhuang; Taklamakan Desert; Afghanistan</i>	
27	Ancient China; The Silk Road; Han Dynasty	<i>China; The Silk Road; Samarkand; Baghdad; Herat; Tyre; Istanbul, Turkey</i>	Confucius
28	Ancient China; Chinese Inventions	<i>Chang'an, China</i>	
29	Ancient China	<i>China; The Great Wall; The Silk Road</i>	Confucius
30	Mongols; The Maya; Ancient Africa; Assyrians	<i>China; Mongolia; Central America; Kush; Axum; India;</i>	Gautama (The Buddha)
31	Rome & the Romans; Celts	<i>Rome; The Tiber River; Spain; Gaul</i>	Julius Caesar; Hannibal; Octavius (Augustus Caesar)
32	Rome & the Romans	<i>Rome; Gaul; The Tiber River; Alexandria</i>	
33	Rome & the Romans	<i>Rome; Macedonia</i>	
34	The Roman Empire; Barbarians; Beginning of Christianity	<i>Rome; Pompeii; Romania</i>	Marcus Aurelius
35	The Roman Empire; Barbarians	<i>Rome; Carthage; Tiber River; Italy</i>	Constantine; Cleopatra
36	Byzantine Empire; Persia	<i>Constantinople; Byzantine Empire; Persia; Rhine River</i>	Justinian

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