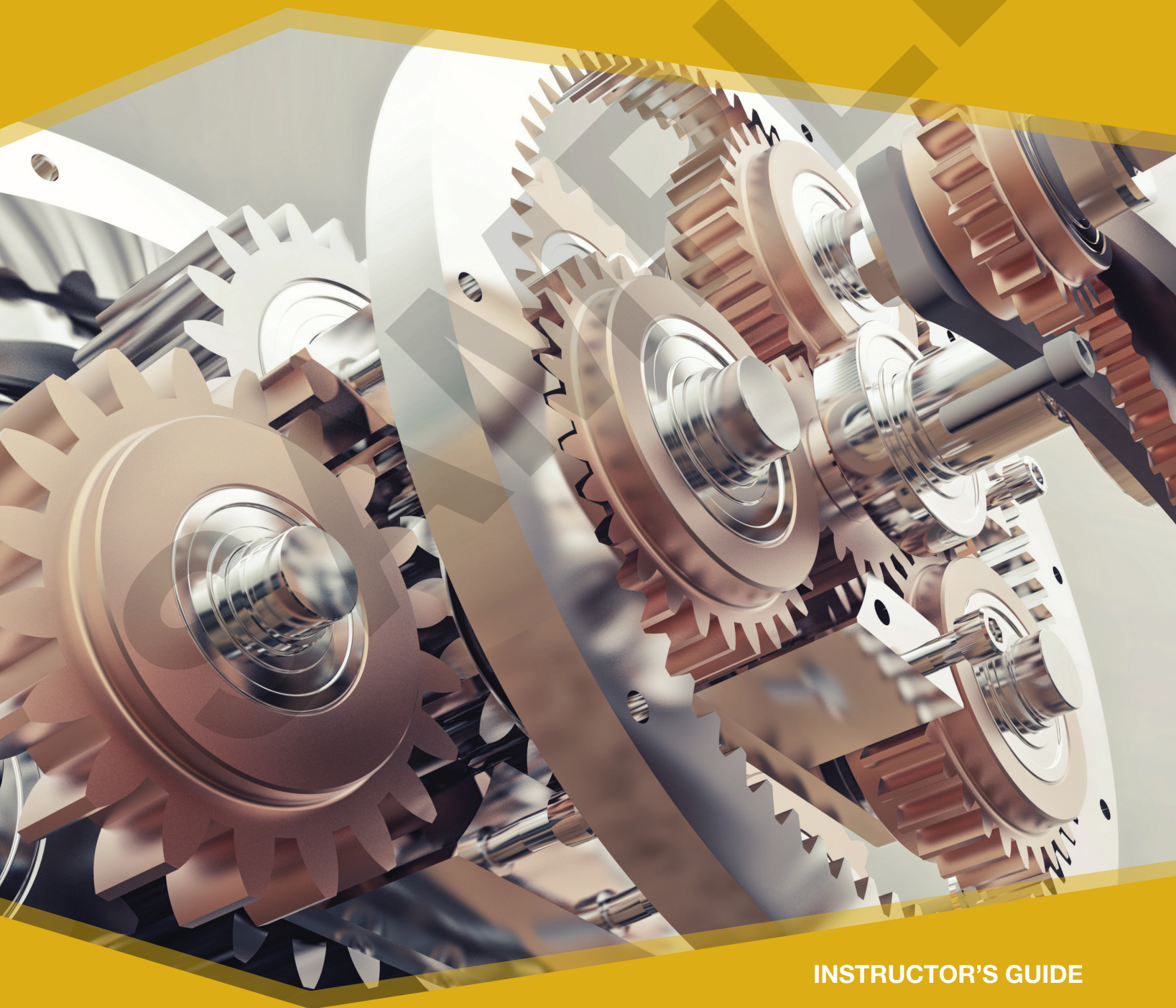




SONLIGHT

Science C



INSTRUCTOR'S GUIDE

Science (5-Day)

Geology, Meteorology, and Mechanical Technology

By The Sonlight Team

“Then God said, ‘Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.’”

Genesis 1:26 (NIV)

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Sonlight Curriculum® “Intro to the World: Cultures” (5-Day) Instructor’s Guide and Notes, Twenty-Ninth Edition

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“Do to others what you would have them do to you”
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

Published by

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Printed in the United States of America.

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1 Introduction to Your Instructor’s Guide

- Table of Contents

2 Schedule, Notes and Activity Sheets

- A Weekly SCHEDULE for Science
- ACTIVITY SHEET ANSWER KEYS

Days 1–5: Date: _____ to _____

Week Overview

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 1

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
The Usborne Book of Knowledge	pp. 52–53	pp. 54–55	pp. 56–57	pp. 58–59	pp. 60–61
Activity Sheet Questions	#1–2	#3–4	#5–6	#7–8	#9–10
Do Together	Monkey Bars		Mocha Bear		
Additional Subjects:					

The Usborne Book of Knowledge

Day
1

pp. 52–53

Day
1

Activity Sheet Questions #1–2

Are you or your children bothered by the phrase stating that chimpanzees “are the animals most like people”? It probably depends on what is meant. While the section is not explicit in stating that humans have evolved from apes, which is a typical macroevolutionary assumption, it does suggest the connection.

But, in looking at any data or information, scientists (and non-scientists) must be careful in how the information is evaluated. What explanation makes the most sense? Are there reasonable alternative explanations? Simply because some animals are similar in structure (homogeny) does not necessarily mean that the animals in question evolved rather than being created and designed. Doesn't it make sense that things with the same designer will sometimes show similar structures? If this is the case, then the fact that apes look somewhat like humans can be explained by saying that since God created all creatures, there are bound to be some similarities.

But, there are also significant differences that clearly separate humans from apes. Human beings are creative, sophisticated, communicating creatures with great intelligence, artistic sensibilities, broad emotions, critical thinking abilities, and religious tendencies. Clearly, we're vastly different from apes in many important respects. [p. 52]

Find the Activity Sheets after the notes. They are assigned on each schedule page. Each Activity Sheet has a corresponding Answer Key page following these schedule pages.

You do not have to do every question on the Activity Sheets. Feel free to adjust and/or omit activities to meet the needs of your children. We cover the same concepts repeatedly throughout the year (and years to come!) to enable students to learn “naturally” through repetition and practice.


Any question marked “**Challenge:**” will be just that—a challenge for your children. While we believe the material covered in the challenge questions is worthwhile for your children to know, it may not be specifically explained in their reading assignment. As always, if you think any question is too difficult for your children, please feel free to skip.

Please don't expect your children to write the answers until they gain considerable proficiency at handwriting. We have provided a variety of activities to interest and challenge your children. Feel free to let your children do those activities that they enjoy and simply talk through others.

We have provided space for you to fill in answers as your children respond verbally, or simply check off the items that you discuss.

Remember: This program is designed for you to use to meet your children's needs. It is not meant to use you!

Suggestion: Your Activity Sheets might work more easily in a small binder for your children to keep and use as assigned. If you have more than one child using this program, extra Activity Sheets can be purchased for each child (Item #CSG1).


While the book is correct in noting that giraffes appear awkward when they need to take a drink, it fails to point out that the mechanisms involved in this process are pretty amazing. Why doesn't the blood rush to a giraffe's head and cause a hemorrhage when it takes a drink? Because special valves in the giraffe's head regulate the pressure. There are other interesting things at work inside a giraffe taking a drink, too, such as the need for a powerful heart and special tissue near the brain. To find out more about how incredible it is when a giraffe takes a drink, see the article, "Do drinking giraffes have headaches?" which can be found on our IG links web page . [p. 54]

Do Together

Do you have a playground with monkey bars nearby? If so, take your children for some playtime. Help them swing on the monkey bars. Explain that monkey bars got their name because you have to swing from rung to rung just like a monkey (or an ape or a chimpanzee) swings from branch to branch in the jungle. If you can't get to a



playground with monkey bars, you can help them swing like a monkey from the branches of a tree at home. As you enjoy your time playing together, talk about what they've learned so far about apes and chimpanzees. Would they ever want one as a pet? Why or why not? Have fun engaging in a little monkey business.

Help your children create a neat brown bear art project suitable for hanging on the refrigerator. All you'll need is the following: paper, crayons or markers, glue, and coffee grounds. Start with a blank piece of paper and draw the shape of a brown bear on it. If you can't draw very well, feel free to print a picture of a brown bear from the Internet that you can trace or use as a guide. When you're done, have your children cover the bear's shape with glue. While the glue is still wet, gently shake some coffee grounds onto the glue and let it dry. When their brown bear is dry, ask your children to use crayons or markers to color an interesting background behind it. As they work, discuss what they learned this week about brown bears. ■

Science C: Week 1 Activity Sheet 

The Usborne Book of Knowledge

- Label each animal as an **ape** or a **monkey**. (p. 52)





(monkey)
(ape)

- How do chimps use tools? (p. 53)

(they get insects to climb on blades of grass and then they eat them; also, sometimes they fight with sticks—they throw them at or hit an enemy with them)

- Giraffes can run for long distances. (p. 54) True False



- How do the following characteristics help giraffes survive? (pp. 54-55)

long neck: *(help them reach high in the trees for food)*

heavy hooves: *(defend themselves from predators)*

long tongue: *(help them strip leaves from trees)*

- Where do bears live? Circle all that apply. (pp. 56-57)

Asia

Europe

South America

Africa

North America


Australia

Hawaii

Antarctica


The Arctic

Geology, Meteorology, and Mechanical Technology | 5-Day | Week 1 Activity Sheet 1


Science C: Week 1 Activity Sheet 

- Describe three ways bears obtain food. (pp. 56-57)


- (Possible: fishing, dig honey out of trees, pounce on seals as they sleep,*
- pull seals from the water when they come up for air, forage for berries,*
- eat ants, etc.)*




- Circle the biggest cat in the world. (p. 58)



leopard




tiger



house cat

- Why is a tiger's coat good camouflage? (p. 58)

(because the stripes make it difficult to see the tiger in long grass, shady places, and moonlight)




- Why is the white rhino's neck longer than the black rhino's? (Hint: Think about what they eat.) (p. 60)

(the white rhino eats grass and must reach down farther to get his food; the black rhino eats leaves, which are easier to get to)

- Why do rhinos wallow in the mud? Give two reasons. (p. 60)

- (to keep cool)*
- (to get rid of insects)*



2 Week 1 Activity Sheet | 5-Day | Geology, Meteorology, and Mechanical Technology



The Usborne Book of Knowledge

1. Label each animal as an **ape** or a **monkey**. (p. 52)



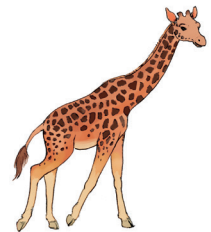


2. How do chimps use tools? (p. 53)

3. Giraffes can run for long distances. (p. 54)

True

False



4. How do the following characteristics help giraffes survive? (pp. 54-55)

long neck: _____

heavy hooves: _____

long tongue: _____

5. Where do bears live? Circle all that apply. (pp. 56-57)

Asia

Europe

South America

Africa

North America

Australia

Hawaii

Antarctica

The Arctic

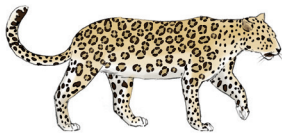


6. Describe three ways bears obtain food. (pp. 56-57)

- 1) _____
- 2) _____
- 3) _____



7. Circle the biggest cat in the world. (p. 58)



leopard



tiger



house cat

8. Why is a tiger's coat good camouflage? (p. 58)

- _____
- _____



9. Why is the white rhino's neck longer than the black rhino's? (Hint: Think about what they eat.)

- (p. 60) _____
- _____

10. Why do rhinos wallow in the mud? Give two reasons. (p. 60)

- 1) _____
- 2) _____

