

Come Sit by Me has been enjoyed by thousands of families from coast to coast for over 15 years!

“A very big thank you for Come Sit By Me. A great unit study that includes the values my husband and I teach our children.”

Colleen Hefer
British Columbia

“My kids love your curriculum!”

Debbie von Albedyll
Blue Skies, AB

“At the NF conference... I bought Come Sit by Me. A lot of work went into it!...I'm thankful for people like you who have the energy and God-given talent to put something like this together.”

Shauna Matthews
Newfoundland

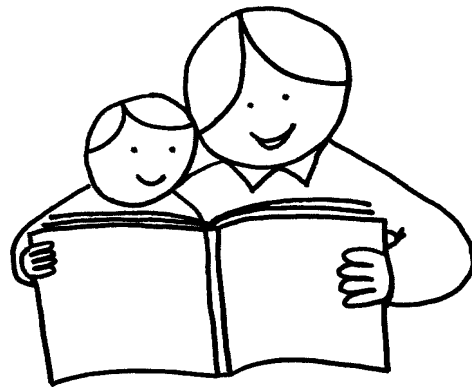
“The best selling points in my opinion are Canadian content... availability of books...and the Christian character and memory work integrated.”

Karen
Quebec

“It is truly a masterpiece. I may begin teaching other peoples' kids just so I can use it! Congratulations on a job well done!”

Sandi Smoker
author of History of Canada Timeline
and the Great Canadian Unit Study Series

Come Sit By Me



Volume One

Revised Edition

By
Cyndy Regeling, B.A. B.Ed.

and
Cori Dean, B.A.

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This book is dedicated to
my Heavenly Father,
who always walks by me
and
my three wonderful sons,
Kyle, Hayden and Luke
who are always welcome to
come and sit by me.

-C.R.

To the thousands of families across this great country of ours who have affirmed the value of using Canadian resources for learning by using Come Sit by Me. We hope that you enjoy all of the new additions to this edition.

-C.D.

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* indicates classic Come Sit By Me book studies updated and brought back in 2013

** indicates new book studies added in 2013

PREFACE TO THE REVISED EDITION

It was over ten years ago that I found myself, for the first time, in the living room at Cyndy Regeling's house for a "Newby Meeting" as my hubby and I were just beginning to consider educational options for our then three year old and soon to be newborn. Mark and I really hadn't considered homeschooling but I had a few friends that were looking into it and so I decided to join them for a fun evening out. I'm sure that if I had known then what an incredible world homeschooling and Maple Tree would open to my family and to me, I would not have believed it.

That evening we had a cozy visit with yummy treats, hot tea and great conversation and it wasn't until weeks later that I found out that I had been in the home of a nationally loved and respected author and educator. Cyndy is a humble woman but so gifted to have produced resources that have become something of a household name among Canadian homeschoolers.

I guess that you can imagine that, in time, we did decide that homeschooling was the right route for our family and when we finally make that leap, Come Sit by Me was a natural first learning tool for our little ones. After all, what child doesn't love a good picture book and this teacher-mama's heart was certainly pleased with the caliber of the books selected and absolutely delighted that they were all products of "the True North strong and free". We knew that, for our family, we didn't just want Christian content but we were looking for materials which were built on a worldview that was foundationally biblical and Come Sit by Me also fit the bill here. Add to these the fact that we had just gone into full-time ministry, and therefore had severely restricted our pocket book, the general availability of the books at our small local library was impressive. I didn't have to make a large investment. Smiles-per-dollar, Cyndy's curriculum was a great deal compared to other boxed curriculums which were likely also of spectacular quality but out of our price range. What a treat to know that home educating my children didn't need to cost an arm and a leg but that armed with a few good books we could learn so much together. Finally, feeling like a fish out of water, Come Sit by Me was a gentle introduction to being both the teacher and the mama at the same time. The curriculum was thorough and yet very simple.

Well, over the years, several young ladies at the exclusive all-girls' school that we call home have begun their learning with Come Sit by Me and, in the meantime, I had the privilege of working alongside Cyndy here and there, doing a bit of editing and chattering over writing ideas and outlines. So it seemed a natural transition, in 2008, when Cyndy's boys had finished their homeschooling journey and she had taken on a teaching position in a local Christian school, for me to take over Maple Tree Publications. Cyndy's books remained popular but she just couldn't keep up with the demand. It was a perfect fit as I had books and articles that were bubbling up wanting to be printed, and had already begun to be involved in speaking to groups of homeschoolers and to lead workshops. Maple Tree was a perfect fit for our little family, allowing me to make a few pennies to cover the costs of piano lessons and the occasional field trip while still being with my children fulltime.

I have loved every aspect of being involved with Maple Tree as I have been able to interact with customers, to deal with the printing and publishing end and to travel across the country speaking at homeschool conferences and in local support groups. In the wee hours of the night I even have fun writing books, articles and blog posts. All in all, what I love the best is getting to know people coast to coast and hearing your stories, why you've chosen the educational route that you have, what makes your family unique and what you love to do together.

Consistently, over the years, the people I run into have shouted their praises for Cyndy's books and for Come Sit by Me in particular. So many of you feel the way that I do! It was with this in mind that I embarked on the task of updating and improving this resource so that it can be enjoyed all the more by the next generation of homeschoolers.

So What's New?

You may be saying, "I know the old Come Sit by Me. It's great! What needed changing?" Well, not much, but lots. Not much because the books that were covered in the unit studies are no less great now than they were when they were chosen years ago and the unit study format remains a fun, popular and effective way to start out schooling your young ones. The general layout hasn't changed but here is what is new:

- **6 new book studies.** It has always been our goal at Maple Tree to make sure that the books that you are looking for to do these unit studies are accessible. With the advent of the digital age and so many websites that sell both new and used books, as well as the widespread availability of interlibrary loan, even books that are out of print are often quite close to your fingertips. Even so, we did replace a few books to make sure that the books that are studied are the most available.
- **Dozens of new activities.** Besides the new activities that accompany the new books studies, you will find lots of other updated, freshened and added activities. You'll even find that a few books that weren't previously available and now are in print again have returned with new activities.
- **Expanded additional reading lists.** Let's face it, I could write a book of good books alone so this is still a very limited list. I couldn't resist, however, a few additions – especially some scrumptious Canadian offerings.
- **New photography and graphics.** With all of this new material came the need for a new look. Everyone likes a new outfit every so often and Come Sit by Me wanted to celebrate its new look with a new jacket and some bling on the inside too. Crystal Hounsome, at Crystal Xpressions Photography (www.crystalxpressions.com) was the creative genius behind the new look and style. She would love to hear your kudos. Stop on by her site and show her some love.
- **Updated Bible verses.** Come Sit by Me has always used the New International Version for Bible verse quotations and now both the NIV and Come Sit by Me have been updated so we made sure that wording will match your newer copy of the NIV Bible (copyright 2011). If you find the wording of some verses slightly different than your NIV Bible at home then the difference is probably due to a different copyright date. As always, you are welcome to use whichever version of the Bible your family chooses to study.
- **Updated charts and planners.** You asked me to make them better and I've taken your suggestions.
- **Lots of little tweaks and fixes that you suggested.** Let's face it, everyone makes mistakes and some of you have graciously shared your time and energy in making those fixes that will make Come Sit by Me even better. Thanks to many independent editors, parents, friends and Maple Tree fans for proof reading over and over. I'm sure you will still find typos and errors here and there and I appreciate your help in tracking them down. If you find an error in the text then please send me a note and, as your prize, I will send you a list of the corrections that we have accrued to date. If you have a contribution to make to this prize please email me at mapletreepublications@sympatico.ca. I am always glad to hear from you.

I certainly hope that you enjoy this new edition of Canada's classic homeschool curriculum for your younger children and more than that, I hope that you enjoy the activities and adventures that it helps you along with. I look forward to hearing about some of your adventures.

Enjoy!

Cori

INTRODUCTION

On my twenty-sixth birthday, a good friend came over for tea with her children. Her young daughter proudly presented me with a gift. I opened it to find a hard cover version of We're Going on A Bear Hunt by Helen Oxenbury. Young little Erin was puzzled. Why had her mom given a children's book to an adult? Her mom and I both smiled and I assured Erin that I loved the gift her mom had chosen. Her mom knew only too well how much I enjoyed children's literature. That gift brought much pleasure to our families for many years and still sits proudly on my shelf.

Of all the things I am able to share with my children, stories are certainly one of my favourites. We frequent libraries, visit bookstores and gather treasures at garage sales. Whether teaching at the local Christian school or in our home school, I usually find a few good picture books or an interesting chapter book to supplement our studies. Often our unit studies at home are developed around those books. A passion and interest in children's books is a constant in my life. So it was little surprise, to those who knew me, when I shared my plans to write this curriculum.

Actually, the idea was a joint thought between myself and Jeanine, a friend of mine from teacher's college who was also preparing to home school her daughters. We were checking out curriculum together at a conference and both felt that a literature-based unit study approach was a terrific idea, BUT wouldn't it be nice if there was one available using Canadian literature? At the same time, Jeanine and I turned to each other and said, "We should write our own!"

And so it began. What amazes me as I look back over the past years of writing this curriculum is how the Lord had set things up for this project to take place. Like preparing soil before planting, the Lord had prepared my heart and mind for this project. My passion for literature has been developed by my university work as an English major, my teaching experience, as well as my attendance at many reading conferences and seminars. By the time the idea for this book had been "planted", I had been immersed in children's literature and was ready and excited to get started.

As the project grew and developed, the Lord's help continued to be present. He placed special people in my path who have encouraged, guided, and helped me out in a number of ways. Even when glitches occurred, God helped me through them, a reminder of His faithfulness. We can certainly "do all things through Him who strengthens us!" (Philippians 4:13)

I consider it a privilege to meet you through the pages of this curriculum. I have no idea how you came to be here, but I'm glad you did! Maybe you're a new homeschooler excited about teaching your little ones. You might be a veteran in the homeschooling department, looking for a curriculum that suits your style and fits your schedule. Or maybe you are not sure about homeschooling, but would like to work with your wee ones at home, using picture books to open up the world around them. However our paths have crossed, I am delighted to be joining you on this part of your journey. As you use the picture books and the suggestions in this curriculum, I hope that your travels will be paved with adventure, excitement and enlightenment.

Blessings!

Cyndy

HOW WERE THESE PICTURE BOOKS CHOSEN?

Whenever we choose or decide between a variety of things, we use a criteria for the choice. If you are shopping for new shoes, you have a checklist in your mind. You are likely looking for a particular style, colour and size. These are your criteria for the pair you need. In a similar manner, I had different criteria in mind when choosing which picture books to use in this curriculum.

As you are probably aware, each of these picture books is Canadian. They are written, illustrated or published by Canadians. Why did I choose only Canadian books? Because I live in Canada! I am proud to be a Canadian. We are blessed with many freedoms in this country. For our family, it is a good place to live. I am proud of the talents and successes of my fellow Canadians. By sharing these books with my children, I am building in a sense of pride in the country which we call home.

By “limiting” myself to only Canadian picture books, you might think it would be slim pickings to come up with a good crop. Just the opposite! There is a treasure trove of Canadian children’s picture books that sparkle and gleam—if you know where to look. Not all of us are aware of these gems because they don’t always find their way into read-aloud handbooks or homeschool catalogues. Some are published by smaller publishing companies that don’t get the same shelf space as other favourite children’s books from other countries. Popular Canadian children’s literature is relatively young compared to British and American children’s literature. Some of these wonderful titles are not as well known – yet!

Being a Canadian book was not the only criteria on my checklist. I considered the theme of each of these books. What message was the author trying to share? Is that message worthy once held up beside the Word of God? Is this message one I would like my child to learn about and remember?

I also looked at the characters in the stories. Do they also stand up to the requirements of our Lord? We know that the Lord would love each of these characters, but would He approve of their actions and choices? I tried to choose books that presented characters our children could relate to in some way and could understand, characters that portrayed or pursued the character traits which the Lord desires each of us to have in our own lives.

To top off the checklist, the book had to be wonderful. It had to look wonderful, sound wonderful and feel wonderful as it was read. It had to be a book I could read more than once without getting tired of it. I looked for books that made my boys beeline for the couch when they saw it in my hand.

Having shared *my* criteria, I would also like to add a caution. We each view books and other media we share with our children through “criteria glasses”. The lenses in these “glasses” are shaped by our experiences and our beliefs. Each of us wears a different set of glasses. I encourage you to read these books through your own criteria glasses before you share them with your child. I truly hope they each fit your requirements.

USING THE CURRICULUM

Planning and Choosing Activities

You've probably been going through the book studies and have noticed that there are many activities listed to follow up each picture book. You may be wondering, "How am I ever going to be able to get through *all* these?" Well, the answer is simple: you're not! You're not supposed to. (If you do, call me, I'd love to meet such a dynamic, energetic and committed homeschooler!)

This curriculum is intended to suit families of every shape and size. It is written for those who are teaching their oldest with three children below; those teaching an only child; those teaching their youngest with six siblings above and any other combination in between! To fit so many different family requirements, the curriculum needed to have flexibility and choice. As you look at the activities, choose ones that are appropriate for your child's level of learning or that would interest you and your child.

When choosing activities from the book study, keep in mind the need to offer your child a balanced approach to learning. Our own preferences and interests often affect that which we do with our children. Many of us have certain subject areas which we understand well and love to teach. Other areas, which are a struggle, we skim over, often telling ourselves that we'll take care of that later. If music is a passion in your life, share that with your child, doing many of the music activities suggested (and probably adding a few of your own!) but don't forget to adequately cover math or social studies. If some subject material is not familiar to you, try doing a bit of research. The more we homeschool our children, the more we learn ourselves!

It is recommended that you spend ONE WEEK on each book study. Since most of the activities that you choose to do relate directly to the picture book, it is also recommended that you read the picture book EACH DAY of that week. It often works best to do this prior to the activity(s) you have chosen for the day. I have heard as many different suggestions of how to include read-aloud time in the school day as families who have been using this curriculum! Some read the story right after breakfast, others at morning break. Some with young babies and toddlers have told me that reading to the older child during the young ones nap time works best. We found that on busy days, including the book in the bedtime reading was one of the only places it would fit! If you come across a time when you and/or your child don't want to hear a particular book each day, don't worry. Do it as often as you feel necessary, but continue with the suggested activities in the manual.

You will find a tracking page included at the end of each book study. This is a helpful tool in planning which activities you would like to do each week. Before the week begins, choose the activities to do with your child. Write them in on the days that would work best for your schedule. There is adequate room for you to include activities you would like to do from your supplemental curriculum, giving you an overall "week-at-a-glance". (Using a pencil is highly recommended. Oh, how quickly plans can change!) You might want to highlight or mark with an asterisk, any activities that require you to prepare materials or gather supplies. Check off the activities as you progress through the week, making changes as they come up. This allows the tracking sheet to become a record-keeping tool, tracking that which you actually did cover during the week. Don't forget to set aside some time each week to work on the unit activity. Most of the unit activities can be broken down into chunks of work done over the course of the unit, rather than being completed in one or two afternoons.

THE UNIT STUDY APPROACH

I often look at learning as a layered process. The reason I feel the unit study approach is successful in the early years of educating our children is because it creates many layers to their learning about a certain topic. When studying snow, you are reading about snow, talking about snow, thinking of different words that describe snow. You are studying the scientific qualities of snow, studying what each flake looks like and then creating it from paper with your own two hands. All these layers deepen the learning that is taking place about the particular topic.

To enhance this literature-based curriculum, the books selected have been grouped under topics of study or units. There are eight units contained in this volume of *Come Sit By Me*. When choosing the books and the topics of study, consideration was given to provide a balanced “diet” of topics. I worked to avoid focusing the unit topics too heavily in any one-subject area, such as science or geography. The eight units cover these areas of learning:

I Can Do It!: self-esteem, life skills

Cats and Dogs: poetry

The Inuit: social studies

Let it Snow!: science

Canada: Coast to Coast: geography, social studies

Grandparents: history, family life

The Classics: literature

Counting Up and Down: math

Although the activities suggested for each book study provide many layers for learning, you can create more in your home. Try to make the topic visually apparent in your home for the period of time you are studying it. One way to do this is by having a large bulletin board to display pictures or information about the topic (if a bulletin board is not available, even setting aside a certain wall for your unit display is great!). Scrounging through old magazines can yield some wonderful photographs relating to the topic. Cut them out and mount them. Find Bible verses or poems that relate to the topic you are studying. Write them out, decorate them nicely and mount them with your display. This is also a great place to show some artwork your child might create during the unit, helping to see how it relates to the topic of study.

A display table is another way to help focus your child on the topic you are studying. Find a number of books in the library about this topic and stand them up on a small table for your child to glance through at his leisure. Any artifacts or items of interest that you might have or borrow could be added to the display table.

Included in the curriculum, you will find a unit activity at the beginning of each unit. Each unit activity creates another layer of learning. These are often in the form of a published book (for more information about this, see “Publishing Your Child’s Work”). These unit activities are the creative writing portion of the curriculum. An effort has been made to include a variety of writing activities with the intent of exposing your child to different types of writing and recording skills. The unit activities cover the following types of writing:

I Can Do It!: autobiographical writing
Cats and Dogs: creative writing
The Inuit: writing definitions
Let it Snow!: writing using the scientific method
Canada: Coast to Coast: labeling a map
Grandparents: biographical writing
The Classics: story writing
Counting Up and Down: writing numbers

It can be difficult to find time to complete these unit activities on top of the other activities in the book study and the other supplemental activities you do with your child (not to mention the rest of your busy life!). But—I strongly encourage you to give it your best effort. The finished products are true treasures to have and to keep. My boys are extremely proud of each published book they have made. They are wonderful sources of encouragement for these young writers. Aren't we usually able to find time for things which are important?

PUBLISHING YOUR CHILD'S MATERIAL

*How you think of a child,
Is how you treat him;
How you treat him,
Is how he responds.
(source unknown)*

The above saying can also be applied to our children's writing. How we treat his writing is how he will respond in future attempts at written work. The importance of building confidence in a young writer cannot be emphasized enough.

I have sometimes described the writing process as two trains running parallel to each other on two separate tracks. One train is called 'creativity'. Some of the cars hooked up to its engine are vocabulary, style and expressing ideas. The other train is called 'mechanics'. Behind its engine we find cars such as spelling, grammar and sentence structure. Both of these trains need tending in order to develop an accomplished writer. However, we should focus differently on each train at different stages in our child's learning.

In the early years, we should be waving, cheering and encouraging the creativity train. With genuine words of praise, we should make it clear to the child that he can communicate with written words. At this time, we are also nurturing the mechanics train along, but it is not where our eyes are constantly drawn.

Once the creativity train gets a running start and is chugging along nicely, we turn our focus onto the mechanics train. This should happen in the early middle grades. With tinkering, gentle adjustments, and much patient repetition, we encourage and develop the child's ability to follow the many rules of our written language. Once in while, we peer over our shoulder to make sure the creativity train is still filled up with confidence to keep it going, but our focus is on a smooth running mechanics train.

As soon as we have these two trains chugging along with confidence and ability, it is time for the two to link. The two tracks join and the trains are connected. We now have a child who has confidence in his ability to write, as well as the necessary skills to do so effectively and successfully.

I CAN DO IT!

“I can do it myself!”

How many times have you heard that statement from the lips of one of your young children? It is not usually a statement of defiance, but often a desire for independence. Your child is gaining confidence in his ability to complete a task and he is more than happy to show you. Quite often, they have not mastered the task, yet, but you praise him for trying and gently offer assistance (which is more likely than not to be refused!) It is through these attempts at new tasks that our children are lead down the road to greater independence. There are many, many things our children need to accomplish in their younger years: talking, walking, throwing, politeness, zippers, shoelaces...the list goes on. I believe the Lord built in a sense of “I can do it myself” in these young minds to help them tackle these new tasks, enabling each child to grow up and to mature.

Franklin the turtle is a lovely embodiment of that young child. Franklin is very conscious of what he can do. It is announced at the beginning of each book. Then Franklin faces a new challenge with forays of independence. This unit will take us from learning new skills, such as Franklin learning to ride a bike, to developing character traits, such as obedience seen in the story of Franklin being lost in the woods. Each book allows us to see Franklin grow up just a little bit more and young children love stories about growing up!

As you watch your child in his attempts at new tasks or in the ongoing development of character and good habits, there are times of discouragement. This is a time to share with your child your own failures or times of slow growth. Help him know that you also know the feeling of “I’m never going to be able to do this.” Then take your Bible off the shelf and look up Philippians 4:13 together. Remind your child that despite our shortcomings and failures, God is a source of strength. We can do all things in His strength!

Hurry Up, Franklin!
Franklin is Messy
Franklin Rides a Bike
Franklin Fibs
Franklin’s New Friend

“I CAN DO IT!”

UNIT BOOK

Book Format: simple, shape, hardcover

Writing Focus: autobiographical writing

If you look closely at the first lines of each Franklin book, you will see an interesting pattern. Paulette Bourgeois begins each story by focusing first on what Franklin can do. The rest of the book deals with a weakness or problem Franklin needs to face. Aren't most of our children like this? Most children are willing to tell the grocery clerk that he zipped his coat by himself that morning. They naturally focus on their abilities, not their weaknesses.

It is easier to try new tasks if you are confident in your abilities to successfully accomplish other ones. Most of us are well aware of the importance of building our child's self esteem. This unit book is aimed at highlighting your child's achievements, and hopefully spurring him on to new tasks!

1. Use one of the book covers you have prepared or prepare one now. Take sheets of 11" x 14" paper (or a size of your choice) and fold in half. Number the pages 1-8. (Don't staple or sew the pages together just yet! We all appreciate a margin of error, so let's allow our children the same.)

2. On the first page print (or have your child print) the title of the book. You might choose "Luke's I Can Do It Book" - or any other catchy title. Ask your child to draw a picture of himself on this page.

3. Take a few books off your shelf in your home. Show your child the dedication page in each one. Talk about what a dedication is, who the book is dedicated to and how that person might feel about the dedication. Explain to your child that a dedication is an honor. Ask him who he would like to honor with a dedication in his book. Write this on the second page.

4. During the first week of the unit, ask your child to think of something he can do well. As he tells you, write down his response along the top or bottom of page 3. Ask him to draw a picture of himself doing that task or activity.

5. During the second week of the unit, ask your child to think of things Jesus asks us to do in our daily life (love one another, show kindness, encourage one another, help the poor, etc.) Ask your child to think of a time when he was obedient to one of Jesus' commands. (He may need some help with this one.) Write out his response on page 4. Ask him to draw a picture to show this accomplishment. You may want to remind him that obedience is an ongoing and continuing process, not just a one-time deal. Encourage him to make obedience an important part of his life.

6. At the beginning of the third week, ask your child what he could learn to do this week. Together, decide on a manageable goal for him (learn to set the table, put his own toothpaste on the brush, mix the orange juice for breakfast, make his bed, etc.) Help and encourage your child throughout the week to learn this task. Once the task is

accomplished, write it out on page 5. Ask your child to draw a picture showing his achievement.

7. During the fourth week, ask your child to think of something that he would like to do when he is an adult. It doesn't need to be a job or career choice. Drive a car or be a Mommy is also a valid response. Write down his response on page 7. Ask him to draw a picture of himself doing this future task, job or activity.

8. On page 7, include the encouraging words of Philippians 4:13. If your child memorized this verse during the unit, write across the top of the page " I Can Memorize God's Words". Print the memory verse or ask him to copy it. Leave room around the text for your child to decorate with a fancy or colourful border.

9. The last page is for the author biography. Again, pull down a few books from your bookshelf to show your child where the publisher writes a short biography of the author and illustrator. Together, write a short biography of your child. Don't be afraid to use some "big" words in the write-up. It stretches his vocabulary and makes him sound very important!

*Luke Regeling is four years old. He resides in Richmond Hill,
Ontario with his parents and two older brothers. Luke loves
to play hockey, draw pictures and eat Rice Krispie squares.
This is Luke's first published book.*

For a nice touch, glue a wallet size or small photo of your child below or beside the biography.

10. Take one more sheet of 11" x 14" paper, folded in half. Fold it around the completed pages. Sew (or staple) the three pages together, down the centerfold. Insert into the prepared book cover (see Publishing Your Child's Material). Glue the blank outer pages to the book cover to secure the book in place.

***Voila! Your child is now published!
Time to arrange for a public reading of his latest work!***

I CAN DO IT!

ADDITIONAL RESOURCES

Paulette Bourgeois and Brenda Clark have collaborated on many other Franklin books. Take time to share a few others with your child. There are also a number of Franklin videos available. I am a bigger fan of picture books than videos, but some of the videos are well done and a fun treat.

Franklin Is Messy

Tell Me A Season Mary McKenna-Siddals, Houghton-Mifflin Publishers, 1997

A simple look at the changing seasons.

Pond Seasons Sue Alderson, Greenwood Publishers, 1997

A poetic journey through the seasons.

Jillian Jiggs Phoebe Gilman, Scholastic Publishing,

A charming and creative young lady procrastinates to the greatest degree!

Franklin Rides a Bike

Bikes Anne Rockwell

Discover the many types of bikes that are out there!

Bikes Eyewitness Books

It is amazing how many different kinds of bikes there are around the world!

Pedrito's Day, Luis Garay, Stoddart Books

Having a bike of his own is a dream for this young Latino.

Franklin Fibs

You Are Special Max Lucado

A precious story about how important it is for us to accept the way God made us. Among fairy tale anthologies is the story of 'The Boy Who Cried Wolf'. Find a tale and share it with your child.

Franklin's New Friend

Brenda and Edward, Maryann Kovalski, Kids Can Press, 1997

This tale highlights the special friendship between two dogs.

Franklin's Valentines, Paulette Bourgeois, Kids Can Press, 1997

Franklin initiates a new holiday at the end of this book: Friendship Day!

Boris and Morris, B. Wiseman

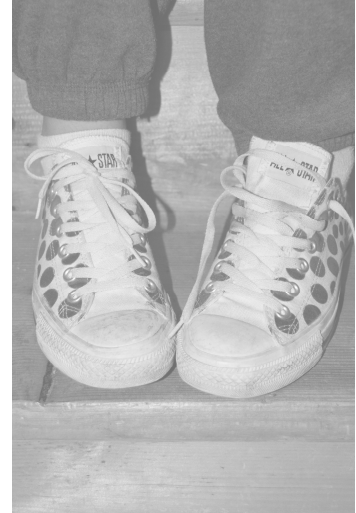
This easy-to-read series of books about a moose and a bear are simply hilarious.

— HURRY UP, FRANKLIN —

Written by Paulette Bourgeois

Illustrated by Brenda Clark

Kids Can Press, 1989



Dawdling and young children go together like peanut butter and jelly. I don't mean to say that young children intentionally try to irritate us by taking their time (though it can feel like that at times!). Little ones dawdle because they are so easily distracted or sidetracked. They are also new to many "getting ready" skills like zipping, tying and buttoning. They need extra time to get it together. They also lack a sense of time. Young children don't always know the difference between getting ready in one minute as opposed to ten minutes. Thus we often feel like we are "hurrying up" our children.

In this story, Franklin is the perfect example of one who is easily sidetracked. There are temptations around him and Franklin gives in to a few of them. He knows he *should* get going to Bear's place, but having a swim with his friend is too much fun to pass up. As the story progresses, Franklin sees the need to overcome the temptation to play because a more important responsibility is at hand. He sees that being true to his promise to be at Bear's party is more important than some fleeting moments at a favourite game.

Our society often seems in a constant hurry. Must we teach our children to always hurry up? Do we want to encourage a frantic pace as the norm? Of course not! But there is a time for everything. We must teach our children that there is also a time to hurry one's self to be punctual. To show consideration to others who are depending on us, we need to show our children the need to be on time. If you have agreed to meet someone at 10:00, you must try your best to meet this obligation. This shows consideration to the person you agreed to meet. If church starts at 10:30, you must do your best to be there on time. This shows consideration to the other members of the church by not interrupting their worship time.

Of course, we must strive to strike a balance between hurrying and taking our time. If others are expecting you, you need to allow your children adequate time to get ready. You should expect their co-operation as you try to be punctual. And yes, hurry if you must. But when you are not on a schedule—don't rush! There is not a time clock at the park or pond. Take the time to answer questions, show how to tie a shoe, or play "Where's your hand?" as you help put on a jacket. These moments say to your child that he is valuable, valuable enough to deserve your time and attention. — CR

CHARACTER STUDY

Lazurus

This story is an example of a time when Jesus did not hurry, despite the news that his dear friend was dying. Read this story to your child from John 11. As you read, point out to him the verses which show that Jesus was in control. He refers to Lazurus' death as a time to glorify God. Explain to your child that God was in control of this situation the whole time and Jesus knew how things would turn out. Remind him that God also knows how things will turn out in our lives and we can rest in the knowledge of this.

focus: God's timing is the best timing

Tempted Thrice

Franklin is tempted by fun things around him to abandon his journey to Bear's house. We are also surrounded by temptations. And just like Franklin, we fall prey to that temptation at times. Ask your child if he has ever been tempted to do something he should not do (you may need to suggest scenarios to help him understand what temptation means). Was he able to overcome the temptation or did he give in? Teach your child that it is not sinful to be tempted, but we are in sin when we give in and follow the temptation, knowing it is in disobedience to God.

Jesus, however, did not fall prey to temptation. Tell your child the story of Jesus being tempted by Satan found in Luke 4. Have your child keep count on one hand how many times Jesus was tempted. On the other hand, have him keep track of how often Jesus overcame the temptation. Help him see that Jesus overcame each temptation and showed us that He is sinless. Encourage your child that it is through this Jesus, who is able to stand up to temptation by the Devil himself, that we are saved.

focus: understanding temptation and Jesus' sinless character

Memory Verse

God is in control of our lives and the world around us. Teach your child this verse to remind him that God has a time for everything.

*There is a time for everything, and a season for every activity
under the heavens.*

Ecclesiastes 3:1

focus: memory skills, putting God's word in our hearts

MATH

Sands of Time

To understand how time slips by, show your child an hourglass. Preferably use one that only represents one or two minutes. Have your child turn it over and watch the sands pass through. Explain to him how much time has gone by once the last grain of sand has hit the bottom pile. Challenge your child to find things that he can do in that time frame. How many times can he jump up and down, say the alphabet or run around the yard in that period of time. Keep the timer handy when you ask your child to prepare to go out or get ready for bed. See if he can get ready before all the sand passes through!

focus: understanding the time value of one minute

Clock Hunting

If Franklin was watching the time a little more closely, maybe he wouldn't have needed to hurry! Ask your child how we know when we are late (we look at the time). How do we tell the time? Go clock counting through your house, finding as many clocks as you can. After the total tally, go back to look at the differences and similarities between the clocks. Teach your child the difference between digital and analog clocks (analog clocks have hands). Look at the differences in size between a wrist watch and a wall or mantel clock. Ask your child why this difference is needed. Look at the different ways numbers are put on the clock. You may even be able to teach a bit about Roman numerals. If your child is able to understand the concept of a 24-hour clock, talk about what it is and why it is used in various settings, such as train stations and hospitals.

focus: looking at the different ways that we tell time

Telling Time

Using a teaching clock, commercial or homemade show your child how to tell time by the hour. Teach him that the long hand at the 12 tells us the hour is beginning. We call this o'clock. The short hand at the numeral tells us which hour of the day it is. Put the clock at various hours and talk with your child about what your family is doing at that time of day. Throughout the week, point out the time on the clock, encouraging your child to help tell what hour it is.

focus: learning to tell time

LANGUAGE

Speedy and Poky

At times Franklin is fast and at times he is slow. Cut out about ten pieces of paper, the size of recipe cards. Write the words 'fast' on one card and 'slow' on another. With your child, think of different words that mean the same as fast. As you come up with them, write each one out on a card. Your child's vocabulary may not be broad enough yet to include a list of synonyms. Use this opportunity to teach him words that mean the same as fast. Some possibilities are speedy, quick, or zippy. Do the same for the word 'slow'. Some possible synonyms are poky, tardy, lagging or dawdling. Write each word on separate card. Mix the cards up and read them to your child one at a time. Ask him if the word you read means the same as fast or slow. Try reading through the cards again, this time asking him to act out the word, showing its meaning.

focus: synonyms

SCIENCE

Fast and Slow

As you go through this storybook with your child, ask him which animals in the illustrations move fast and which move slow. Look through junior information books about animals together and find other animals which are known for their speed, either slow or fast. Some animals to look up with your child:

Fast – cheetah, bear, mountain lion, dragon fly, greyhound

Slow – turtle, sloth, porcupine, snail

Discuss what makes these animals either fast or slow movers. Ask your child why God made these animals in this way. How did He provide protection for the slower animals which cannot escape their predators quickly?

focus: variety among God's creation

ART

Happy Birthday

Franklin is delighted to wish his friend, Bear, a happy birthday. Remembering and celebrating birthdays with friends and family is special. Have your child make a birthday card for someone in your family. If no one's birthday is coming up soon, make a card for a neighbour's or church member's upcoming birthday. Encourage your child to print his name and the name of the recipient in the card.

focus: fine motor skills

MUSIC

Allegro and Andante

In music, we also find fast and slow. Musical terms communicate to the musician how the composer intended the pace of the song. Take three pieces of paper. On one draw a simple picture of a turtle, on another a person walking, and on the last one a person (or maybe a horse) running. Explain to your child that at times music is played as slow as a turtle. Clap a slow beat together. This is called adagio. At other times, the music is played at a walking pace. Clap out a walking pace together. This is called andante. There are also times when music is played as fast as a galloping horse. Clap out a fast pace together. This quick tempo is called allegro. Write these words out on the pieces of paper, matching the musical term to the picture that represents that speed. Choose pieces of music for your child to listen to and ask him to hold up the card that describes the tempo of the music. Encourage him to use the proper musical term. A lovely piece of music that contains all the tempos mentioned above is Beethoven's Sonata Pathotique. You may also want to discuss how the mood of a song and the tempo it is played at are related.

focus: musical terms, tempo in music, auditory skills

Blueberry Surprise

Bear seems to be enjoying his blueberry surprise. Invite your child to make a blueberry surprise for the members in your home. Dig out your favourite recipe for blueberry pie, cobbler or muffins. As you mix the blueberries in the recipe, ask your child where blueberries come from. Explain that they are the fruit from blueberry bushes. The plant has grown them as seeds to help more blueberry bushes start growing the next year. The bushes are not usually very tall and the berries are ready for picking in the hot summer months. They really are a bear's favourite treat!

focus: following a recipe, extending elements of the story

Knots and Zippers

Part of getting ready on time is knowing how to do things for yourself, not needing to wait for Mom, Dad or others to help you get zipped or buttoned. Take time this week to practice a skill which will help your child get ready on his own (zipping zippers, buttoning buttons, tying shoes...) Practice daily and encourage him in his efforts with applause and affirmation.

focus: developing life skills

The "Perfect" Gift

Franklin knows exactly what gift will please his friend, Bear. Have your child think of members in your family. What would be a wonderful gift to give to Dad? How about a brother or sibling? What things do they enjoy? Teach your child that giving a gift is not giving what you would want if you were the receiver. It is about considering the person you are giving to, focusing on pleasing him. When we give with the intent to please the other, we always reap joy in our own hearts.

focus: art of giving

WEEK OF: _____

DAY ONE	
DAY TWO	
DAY THREE	
DAY FOUR	
DAY FIVE	
I Can Do It! Book	
<i>Progress Notes</i>	

The following pages contain the memory verses for each book study. Photocopy them onto paper (maybe even coloured paper!) and mount them on half sheets of construction paper. Display these verses in a prominent place each week to help your child hide God's word in his or her heart.

Hurry Up, Franklin!

*There is a time for
everything, and a season
for every activity under
the heavens.
- Ecclesiastes 3:1*