



Helping You  Your Best



2020 Emergency Curriculum

A Free Offering to Aid Families Affected by the CoronaVirus



Who We Are

The Charlotte Mason Institute (CMI) started as an annual conference in 2004 in response to a growing number of requests across the United States for Charlotte Mason training, and became an educational nonprofit in 2006. Since that time, our role has grown to include supporting researchers through the Susan Schaeffer Macaulay Scholarship, archival maintenance of original documents housed at the [Armitt Museum](#) in Ambleside, a partnership with [Redeemer University College](#) in Canada to [digitize](#) a large portion of that archive, and the development of Charlotte Mason's Alveary curriculum and training materials to support schools and homeschools. Our organization recently entered into a formal Memorandum of Understanding with the [University of Cumbria](#) (formerly Charlotte Mason College) in Ambleside to support them in embracing their heritage as the original seat of the Charlotte Mason movement. By purchasing the Alveary curriculum, you are helping to support this vital work.

What We Do

Our Purpose

The purpose of the Charlotte Mason Institute is to support a worldwide community of learners and educators in an authentic practice of Charlotte Mason's paradigm of education.

Our Mission

To faithfully hand on the truths of Charlotte Mason's educational vision.

Our Vision

- To foster a relational education by equipping and inspiring communities through current application of Charlotte Mason's principles
- To conduct a thorough investigation into the writings, programmes, and archival documents from the Charlotte Mason Archive as well as through any future empirical research.

Our Values:

Charity, Fidelity, Humility

Find Out More

Visit our [website](#) and watch [this video](#) to find out more about our organization, our work, and our conference, as well as to discover ways to get involved with the Institute. You can [contact CMI](#) directly, or write to the Alveary via the [CONTACT](#) button on our website.



Jen Spencer, EdD

Program Director, Charlotte Mason's Alveary

Dr. Jen Spencer has been an educator, school administrator, and curriculum writer since 1997. With degrees in Early Childhood Education, Elementary Education, and Curriculum & Instruction, she has served in public, private, and home schools across all ages, from preschool through high school. Jen discovered Charlotte Mason in 2001. Since then, she has led study groups, founded a school, helped digitize the archive at the Armitt Museum, and created the Alveary. Jen and her husband Wes have two adult children and live in South Carolina with their English Pointer, Daisy Mae.

A Note From Jen

If you are here now, chances are you find yourself in immediate need of a curriculum for your children due to an unforeseen event like the COVID-19 pandemic. You may feel insecure and overwhelmed by becoming a homeschooler virtually overnight. Normally, when people join us at this time of year, it is in anticipation of fall lessons. They have months to make decisions, purchase books, and plan for the very best school experience. But these are not normal times.

This Emergency Curriculum was designed with three goals in mind:

- 1) To allow you to start immediately,
- 2) To provide you with lesson plans for a few diverse subjects, and
- 3) To allow you to homeschool temporarily at minimal cost.

In this document, you will find direct links to a full term (11 weeks) of lesson plans for a variety of subjects that only use books you can read for free online or purchase inexpensively. Please feel free to use as many or as few of the lesson plan sets as will serve you. Whether you plan to be with us for a couple of weeks or for the rest of the school year, we hope the Alveary will provide you and your children with peace and light during this unsettling time.

Sincerely yours,

Jen Spencer

Subjects You Can Do As a Family

Art Appreciation: Henry Ossawa Tanner

[Artist Portfolio](#): Print at home on cardstock (even black & white on regular paper will be fine in a pinch) or send it to be printed at an office supply store.

[Art Appreciation Lesson Plans](#)

Art Instruction: Level 1

[Art Instruction Level 1 Lesson Plans](#): Feel free to use whatever materials you already have.

Brushwork: Elementary Brush-Forms by Marion Hudson: [Read for free online](#).

Drawing, Design, and Craft-Work by Frederick J. Glass: [Read for free online](#).

Bible

[Old Testament Lesson Plans](#)

Prophets & Kings by J. Paterson Smyth: [Read for free online](#).

[New Testament Lesson Plans](#)

The Road to Jerusalem by J. Paterson Smyth: [Read for free online](#).

Geography

[From "Alveary Scouting Guide"](#): Reading Maps and Mapmaking

Elementary Geography by Charlotte Mason: [Read for free online](#).

Life Skills: Sloyd Level 1

[Sloyd Lesson Plans](#)

Paper Sloyd for Primary Grades by Ednah Rich: [Read for free online](#).

Music Appreciation: Ralph Vaughn Williams and Aaron Copland

[Music Appreciation Lesson Plans](#): Links to playlists in lesson plans.

Singing: Hymns, Folk & Patriotic Songs

[Hymn Study Lesson Plans](#): Links to sheet music and recordings in lesson plans.

[Folk & Patriotic Songs Lesson Plans](#): Links to recordings and sheet music in lesson plans.

Solfa: Level 1 Sight-Singing

[Solfa Lesson Plans](#): Links to recordings in lesson plans.

Age-Specific Subjects (ages 6-14)

History

Read historical fiction and biography titles that interest your students. Draw from books you have or can check out from the library .

[Stories of America Level 1 Lesson Plans](#): Ages 6-11

Stories of America Vol. 2 by Lorene Lambert: [Purchase from Simply Charlotte Mason](#)

[Stories of America Level 2 Lesson Plans](#): Ages 12-13

America Moves Forward by Gerald Johnson: [Purchase from Yesterday's Classics](#)

Literature

Read poetry and classic titles that you have or can check out from the library that interest your students.

[First Stories in Greek Mythology Lesson Plans](#): Ages 6-8

A Wonder Book for Girls and Boys by Nathaniel Hawthorne: [Read for free online](#).

[Classic and Historical Literature Lesson Plans](#): Ages 9-11

The Singing Tree by Kate Seredy: [Purchase from Amazon](#)

[Shakespeare Lesson Plans](#): Ages 9+

Coriolanus by William Shakespeare: [Read for free online](#).

Mathematics

Continue your child's current math curriculum, if possible. Play [games](#) to keep math skills sharp.

[Math History Lesson Plans](#): Ages 10-13

Number Stories of Long Ago by David Eugene Smith: [Read for free online](#)

Movement

[Traditional Folk Dance Lesson Plans](#): Ages 6-11

[Historical Folk Dance Lesson Plans](#): Ages 12+

Science

[Stories From Nature Lesson Plans](#): Ages 6-8

Hexapod Stories by Edith Patch: [Read for free online](#).

[Lessons in Nature Study Lesson Plans](#): Ages 9-11

First Lessons in Nature Study by Edith Patch: [Read for free online](#).

[Natural History Lesson Plans](#): Ages 12-13

Wild Animals I Have Known by Ernest Thompson Seton: [Read for free online](#).

Age-Specific Subjects (ages 14-18)

- Lessons are written directly to the students

Citizenship

[Citizenship Lesson Plans](#)

Posterity by Dorrie McCullough Lawson: [Purchase from Amazon](#).

Children of the Dust Bowl by Jerry Stanley: [Purchase from Amazon](#).

Geography Lesson Plans:

[Geography Lesson Plans](#)

Sailing Alone Around the World by Joshua Slocum: [Purchase from Amazon](#) OR [Read for free online](#).

History

[History Lesson Plans](#)

A Short History of the United States by Robert Remini: [Purchase from Amazon](#).

Red Scarf Girl. [Purchase from Amazon](#).

Literature & Poetry

[Literature & Poetry Lesson Plans](#)

Hidden Figures by Margot Shetterly: [Purchase from Amazon](#).

Dream Bender by Ronald Kidd: [Purchase on Amazon](#).

Science

[Science Lesson Plans](#)

The Language of Life: DNA and the Revolution in Personalized Medicine by Francis Collins: [Purchase from Amazon](#).

Storm in a Teacup: The Physics of Everyday Life by Helen Czerski: [Purchase from Amazon](#).

The Creator Revealed by Michael G. Strauss: [Purchase on Amazon](#).

Sample Basic Schedule

*High School subjects and times are slightly longer and listed in lesson plans

Monday	Tuesday	Wednesday	Thursday	Friday
Old Testament (20m)	New Testament (20m)	Science (20m)	Old Testament (20m)	New Testament (20m)
Math Games (20m)	Math Games (20m)	Math Games (20m)	Math Games (20m)	Math Games (20m)
Folk Songs (10m)	Hymns (10m)	Solfa (10m)	Literature (20m)	Dance (15m)
Free Play (15m)	Free Play (15m)	Free Play (15m)	Free Play (15m)	Free Play (15m)
History (20m)	Biography (20m)	Math History (20m)	History (20m)	Literature (20m)
Scouting (20m)	Art Appreciation (15m)	Art Instruction (20m)	Music Appreciation (15m)	Sloyd (20m)





Lesson Plans Subjects You can Do as a Family

ART APPRECIATION: Henry Ossawa Tanner



Lesson arc for Picture Study:

- Preparation: The teacher should read the biography of the artist provided with the prints. This biography is not intended to be read to students.
- Connect back to previous lessons.
- Tell the students a little about the artist (a few sentences about something interesting).
- Have the students look closely at the picture. Discuss observations. Older students may make observations about artistic elements they have studied. Ask questions to get students to look closer.
- Talk about the title of the piece. Discuss its bearing on the meaning of the picture.
- Have students visualize the picture (try to imagine it clearly with eyes closed) and then look again.
- Put the picture away. Have students describe it from memory. Students may sketch the chief lines of the piece (not a detailed drawing).
- Have students look once more at the piece and self-evaluate their descriptions/sketches.
- Optional: Allow students to record the artist on the Wall Timeline, on a Century Chart, or in the Book of Centuries.

Lesson 1: Picture Talk - *The Thankful Poor*

Prep	Read biography of Henry Ossawa Tanner  <i>Artist Portfolio</i> by Charlotte Mason's Alveary
Lesson	Intro Share from the biography of Henry Ossawa Tanner with the students. Tell them what period of history he lived and worked in and link it to something or someone they already know from the same time period. Briefly discuss what took place in this period of history.  <i>Artist Portfolio</i> by Charlotte Mason's Alveary Study, Narrate, and Discuss  Image: <i>The Thankful Poor</i> by Tanner
Extra Helpings (Optional)	Study Tanner and other Realist artists of his time during this term. +  <i>Henry Ossawa Tanner: His Boyhood Dream Comes True</i> by Faith Ringgold

Lesson 2: Memory Drawing - *The Thankful Poor*

Lesson	Recap Study and Draw  Image: <i>The Thankful Poor</i> by Tanner  Activity: Draw Main Lines and Objects
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Lesson 3: Picture Talk - *Angels Appearing Before the Shepherds*

Lesson

Recap

Study, Narrate, and Discuss

 Image: *Angels Appearing Before the Shepherds* by Tanner

Lesson 4: Memory Drawing - *Angels Appearing Before the Shepherds*

Lesson

Recap

Study and Draw

+  Image: *Angels Appearing Before the Shepherds* by Tanner

+  Activity: Draw Main Lines and Objects

Lesson 5: Picture Talk - *Spinning By Firelight*

Lesson

Recap

Study, Narrate, and Discuss

 Image: *Spinning By Firelight* by Tanner

Lesson 6: Memory Drawing - *Spinning By Firelight*

Lesson

Recap

Study and Draw

 Image: *Spinning By Firelight* by Tanner


+  Activity: Draw Main Lines and Objects

Lesson 7: Picture Talk - *A.R.C. Canteen, World War I*

Lesson

Recap

Study, Narrate, and Discuss

 Image: *A.R.C. Canteen, World War I* by Tanner

Lesson 8: Memory Drawing - *A.R.C. Canteen, World War I*

Lesson

Recap

Study and Draw

 Image: *A.R.C. Canteen, World War I* by Tanner

+  Activity: Draw Main Lines and Objects

Lesson 9: Picture Talk - *The Banjo Lesson*

Lesson

Recap

Study, Narrate, and Discuss


 Image: *The Banjo Lesson* by Tanner

Lesson 10: Memory Drawing - *The Banjo Lesson*

Lesson

Recap

Study and Draw

 Image: *The Banjo Lesson* by Tanner


 Activity: Draw Main Lines and Objects

Lesson 11: Picture Talk - *Ship in a Storm*

Lesson

Recap

Study, Narrate, and Discuss

 Image: *Ship in a Storm* by Tanner

Art Instruction: Level 1

Lesson arc:

- Connect back to the previous lessons and skills learned.
- Introduce new skill(s) discussed in lesson plans and watch tutorial videos.
- Model the new skill.
- Allow time for practice.
- Have the children evaluate their own work by looking back at the models and making notes on how they would like to improve next time.

TERM PREP

 Activity: Look ahead and prepare for any special specimens or objects needed for Art lessons

 Supply: Replenish supplies as needed

Lesson 1: Brush Drawing - Introduction

Materials  Art Supplies: watercolor, grid paper

Lesson **Intro** We have new art supplies like the ones artists use. They cost a lot of money, and it will be important to learn how to take good care of them so they will last a long time.

View, Narrate, and Discuss

 Video Tutorial: [Brush Care](#)

Practice

- Rinse the gum arabic from new brushes and reshape tip (directions in brush care link)
- Practice loading the brush and making strokes so that the bristles do not splay.
- Ask about the parts of the brush (weasel hair bristles, ferrule, handle, glue inside) and how it is put together (see brush care link).
- Demonstrate the correct way to clean, dry, and reshape the brush using only water. Let students practice.
- Have students choose a paint color. Demonstrate how to load color on the brush using water and make a stroke with the brush correctly (don't splay the bristles).
- Have students explore using different amounts of water.
- What happens when you have too much? Too little? How can you tell when it is just right?
- Allow students to practice making strokes correctly so that the bristles do not splay. Do this on grid paper. Save this grid paper and use it for the next lesson.

Clean Up Allow students to clean, dry, and store the brush. Leave palette open to dry.




Discuss how to use and care for brushes

Extra Helpings Allow students time to draw with his brush and new paint but watch to make sure that good


(Optional)	habits are being practiced.
Afternoon Extension	Encourage and remind students to use the skills and techniques learned in art lessons anytime they paint or do nature study. This will help them develop good habits.

Observe Look for things with a teardrop shape during nature walks.

Lesson 2: Drawing - Introduction

Prep	<p>Read</p> <p> "Introduction" <i>Drawing, Design, and Craft-Work</i> p.1-12 (to "for the sake of its freedom.")</p> <p>View tutorial and learn some basics to share with Students</p> <p> Video Tutorial: Mass Drawing Verses Outline Drawing</p>
Materials	<p> Art Supplies: White chalk, chalkboard, pencil and scrap paper (small piece is fine)</p>
Lesson	<p>Warm Up Allow students three to four minutes to draw with the chalk freely. This will begin the habit of warming up at the chalkboard before drawing, even in later levels. Start strong to end strong.</p> <p>Intro During our art lessons, we are going to learn how to draw like real artists.</p> <p>Practice</p> <ul style="list-style-type: none"> • Ask the student to write his/her name on the scrap paper with pencil as they normally would. • Notice the pencil grip, the size of the letters and what parts of the arm/hand move. (mostly hand and wrist) • Discuss observations. • Have student write his/her name on the upright chalkboard. • Notice and discuss the differences between the two. • Which parts of the arm moved then? (whole arm) Model if necessary. • Tell the students that this is how we are going to draw most of the time: moving the whole arm from the shoulder. • Allow students to explore the use of the chalk again. Suggest different kinds of marks; i.e. thick marks (chalk on its side), thin marks (on its tip), heavy, light, etc. • Student may draw or write any words, pictures or designs desired. • Make sure to remind them to use their shoulder muscles to draw with and not their wrists or fingers. <p>Discuss What was noticed or discovered.</p>
Extra Helpings (Optional)	Spend time in the afternoon drawing at the chalkboard with white chalk.
Afternoon Extension	Point out and discuss circles during nature walks.

Lesson 3: Color Theory - Introduction

Materials  Art Supplies: Watercolors palettes, water, cloth, art books, paint brush

Lesson **Note** Wet your watercolors before beginning so that they will have time to soften. This should be done at the very beginning of any use of watercolors.

View, Narrate, and Discuss

 Video Tutorial: [Brush Care](#)

Practice

- Teach students the names of the three colors in their palettes. (Students need to know that these three colors have specific names--Quinacridone Pink, Hansa Yellow, and Prussian Blue--but “primary colors” can be any blue, red, and yellow. Every set of primaries makes a new rainbow. Our rainbow (aka color wheel) will remain the same based on Quinacridone Pink, Hansa Yellow and Prussian Blue until level 7.)
- Instruct students that these three colors are called ‘primary colors.’ Mixing them in certain orders will create an entire rainbow. Next term we will begin learning how to mix colors.
- Allow students to do “free drawing” with their brushes and new colors. Do not attempt to instruct them any further. Allow them to mix colors on their own if they happen to do it. Allow students to verbalize what they notice if they would like to, but do not force a conversation at this time.
- Stay near to students and remind them to clean their brush when they switch colors.
- Encourage them to keep their colors clean from other colors.
- Be quick to clean their colors for them if they dirty their colors.

Clean Up When students are finished for the day, clean any mixed colors off their palettes so that for each lesson they begin with only their primary colors until we begin mixing secondary colors in later lessons.

Discuss What was noticed or discovered?

Extra Helpings (Optional) Allow students to “free paint” in the afternoons.

Afternoon Extension Spend time looking outside and naming the primary colors that you see.


Lesson 4: Observational Drawing - Introduction

Prep **Note** Students should study six different kinds of twigs or wildflowers this term. In order to meet this goal, please gather a different type for each observational drawing lesson.

Materials  Art Supplies: White chalk, chalkboard, pastels, nature notebook, twig or wildflower

Lesson **Warm Up** Practice drawing strokes and shapes on the chalkboard using both the tip and the sides of the chalk for three or four minutes.

View, Narrate, and Discuss

 Video Tutorial: [Pastel Basics #1](#)

Practice Observational Drawing.

- Allow the student a minute or two to study the object that you have chosen. Discuss.
 - Are there outlines?
 - What shapes do you see?
 - What is the overall shape?
 - What colors do you see?
 - Can you find pastels that match the colors?
 - Anything else noticed?
- Allow the students time to draw the object for about ten minutes.

Discuss Tell what was noticed or discovered

Extra Helpings (Optional) Do the same activity with other twigs or wildflowers of the same species.

Afternoon Extension **Discuss** objects that you see. Ask guiding questions to help Students think through what they see.

* Document: [Guiding Questions](#)

Lesson 5: Brush Drawing - Vertical Brush-Forms

Prep **Read** lesson and preview plate.

 “Elementary Brush-Forms Vertical and Horizontal” *Brushwork* No.1 Model Lesson

Note There are four different directions of brush-forms to learn in Hudson’s first lesson. We will learn one per week.

- Top left: down to up
- Top right: up to down
- Bottom left: right to left
- Bottom right: left to right

View tutorial for a refresher on brush care

 Video Tutorial: [Brush Care](#)

Materials  Art Supplies: Brushes, water, cloth, watercolor palettes, grid paper

Lesson **Recap** Review brush care and use.

View, Narrate, and Discuss

 Video Tutorial: [Vertical Brush-forms](#)

Intro Today we are going to learn a vertical brush-form with a stroke that goes “down to up”. We will only use one color while learning the brush-forms so we can better evaluate our work and see progress. Pick one color today and use it throughout.

Practice

- Demonstrate “down to up” brush-form
- Have students practice until they are making consistent brush-forms.
- Help them to think through the brush-form in the same way that you would in Penmanship. Craftsmanship is important.

 “Elementary Brush-Forms Vertical and Horizontal” *Brushwork* No.1 Model Lesson

Self-Evaluate Which brush-forms look best?

Clean Up Have students clean, dry, and store brush. Leave palette open to dry.

Extra Helpings (Optional) Use a different color and make patterns using same brush-forms.

Afternoon Extension Look for things with a teardrop shape during nature walks. Encourage students to think about how a brush-form might be used to create a picture or in their nature journals.

Lesson 6: Drawing - Circles

Prep **Note** Students will learn and repeat the following steps in each drawing lesson. These steps should become habit to help lay a good foundation for drawing.

1. Study the object that they are drawing.
2. Discuss what they see.
3. Draw the overall shape of the object with their finger in the air. (They should always draw from the shoulder.) This will help to trigger their brain to see the object correctly before they attempt a direct drawing.
4. Do a mass drawing of this object.

Materials  Art Supplies: White chalk, chalkboard

Lesson **Recap** Ask students to recall what they learned in the last drawing lesson. What part of our body do we focus energy on when drawing? (Shoulder)

Warm Up Give student about a one inch piece of chalk to draw with and allow them to draw whatever they choose for three or four minutes.

Practice

- Have students draw a circle in the air. What is the smallest circle you can draw? What is the largest circle?
- Find a medium sized circle where your arm moves from the top of your head to about your belly button.
- Practice drawing this circle in the air, moving your arm clockwise and then counter-clockwise.

- Draw different sized circles on the chalkboard.
- Model the “just right” medium circle in both directions.
- Have the student practice drawing this circle several times going in both directions.
- What can you make out of the circles that you have drawn? Snowmen, donuts, wheels, baseballs, etc.?
- Is there anything in your classroom that has circles? If so, try to draw it.

Discuss What was noticed or discovered?

Extra Helpings
(Optional)

Read article
+ 📖 Article: [“Circles in Nature”](#)

Afternoon
Extension

Look for things on your nature walk that have a circle shape. Draw them in your nature notebook.

Lesson 7: Color Theory - “Free Drawing”

Materials

🎨 Art Supplies: Watercolor palette, brushes, water, cloth, art book

Lesson

Note Wet your watercolors before beginning so that they will have time to soften. This should be done at the very beginning of any use of watercolors.

Practice

- Students should be given their palettes with their primary watercolors in them.
- Ask students to name the colors.
- What type of colors are these? (primary)
- Allow students to do a “free drawing” with their brushes and colors.
Do not attempt to instruct them any further. Allow them to mix colors on their own if they happen to do it and to talk about it if they choose.
- Stay near students and remind them to clean their brushes between colors.
Encourage them to keep their colors clean from other colors. Be quick to clean the colors if they get dirty.

Clean Up When students are finished for the day, clean any mixed colors off their palettes so that for each lesson they begin with only their primary colors until we begin mixing secondary colors in later lessons.

Extra Helpings
(Optional)

Allow students to do a “free drawing” with their primary colors.


Afternoon
Extension

Spend time looking outside and naming the primary colors that you see.



Lesson 8: Observational Drawing - Twig or Wildflower

Prep

Gather a wild fruit. Students should study six different kinds of twigs or wildflowers this term.

Materials	 Art Supplies: White chalk, chalkboard, pastels, nature notebook, wild fruit
Lesson	<p>Warm Up Practice drawing strokes and shapes on the chalkboard using both the tip and the sides of the chalk for three or four minutes.</p> <p>Practice Observational Drawing.</p> <ul style="list-style-type: none"> ● Allow the student a minute or two to study the object that you have chosen. Discuss. <ul style="list-style-type: none"> ○ Are there outlines? ○ What shapes do you see? ○ What is the overall shape? ○ What colors do you see? ○ Can you find pastels that match the colors? ○ Anything else noticed? ● Allow the students time to draw the object for about ten minutes. <p>Discuss Tell what was noticed or discovered</p>
Extra Helpings (Optional)	Do the same activity with other twigs or wildflowers from the same plant.
Afternoon Extension	Discuss objects that you see. Ask guiding questions to help Students think through what they see.

Lesson 9: Brush Drawing - Vertical Brush-Forms

Prep	<p>View tutorial to learn how to demonstrate brush-form to students.</p> <p> Video Tutorial: Vertical Brush-forms #2</p> <p>Note There are four different directions of brush-forms to learn in Hudson's first lesson. We will learn one per week.</p> <ul style="list-style-type: none"> ● Top left: down to up ● Top right: up to down ● Bottom left: right to left ● Bottom right: left to right
Materials	 Art Supplies: Brushes, water, cloth, watercolor palettes, grid paper
Lesson	<p>Recap Review brush care and use.</p> <p>Intro Today we are going to learn a vertical brush-form with a stroke that goes up to down. We will only use one color while learning the brush-forms so we can better evaluate our work and see progress. Use the same color as last time we practiced brush-forms.</p> <p>Practice</p> <ul style="list-style-type: none"> ● Demonstrate up to down brush-form ● Have students practice until they are making consistent brush-forms. ● Help them to think through the brush-form in the same way that you would in

Penmanship. Craftsmanship is important.

 "Elementary Brush-Forms Vertical and Horizontal" *Brushwork* No.1 Model Lesson

Self-Evaluate Which brush-forms look best?

Clean Up Have students clean, dry, and store brush. Leave palette open to dry.

Extra Helpings (Optional) Look at the example of a design with brush-forms. Students may create their own if they want.

+  "Pattern of Brush-Forms" *Brushwork* Lesson 2

Afternoon Extension Look for things with a teardrop shape during nature walks. Encourage students to think about how a brush-form might be used to create a picture or in their nature journal.

Lesson 10: Drawing - Spiral

Materials  Art Supplies: White chalk, chalkboard

Lesson **Warm Up**

- Practice your large, small and "just right" medium circles in the air in both directions and on the board for three or four minutes.
- Make sure the same large muscles are used to draw both small and "just right" circles.

Intro Today we are going to draw a design that starts like a small circle but then it grows into a big circle. This shape is called a "spiral."

Practice

- Model drawing a spiral in the air in both directions with student following along.
- Model drawing the spiral shape on the board with the chalk on its side. Do this in both directions.
- Have students do the same thing with the chalk on its side.
- What can you turn your spiral shapes into? A fan? A flower?,etc.
- Is there anything in the room that is a spiral shape? If so, try to draw it.

Discuss What was noticed or discovered?

Extra Helpings (Optional) Do "free drawing" with spirals.

Afternoon Extension Look for things on your nature walk that have a spiral shape to collect/draw in your nature notebook. Does the spiral stay the same width all the way around, or does it start tiny in the middle and then get fatter?

Lesson 11: Color Theory - Primary Colors

Materials  Art Supplies: Watercolor palette, brushes, water, cloth, art book

Lesson **Note** Wet your watercolors.

Practice

- Ask students to name the colors in the palette.
- What type of colors are these? (primary)
- Allow students to do a “free drawing” with their brushes and watercolors.
- Do not attempt to instruct them any further. Allow them to mix colors on their own if they happen to do it and to talk about it if they choose.
- Stay near students and remind them to clean their brush between colors. Encourage them to keep their colors clean from other colors. Be quick to clean the colors if they get dirty.

Clean Up When students are finished for the day, clean any mixed colors off their palettes so that for each lesson they begin with only their primary colors until we begin mixing secondary colors in later lessons.

Extra Helpings (Optional) Allow students to do a “free drawing” with their primary colors.

Afternoon Extension Spend time looking outside and naming the primary colors that you see.

Lesson 12: Observational Drawing - Twig or Wildflower

Prep Gather a wild fruit. Students should study six different kinds of twigs or wildflowers this term.

Materials 🎨 Art Supplies: White chalk, chalkboard, pastels, nature notebook, twig or wildflower

Lesson **Warm Up** Practice drawing strokes and shapes on the chalkboard using both the tip and the sides of the chalk for three or four minutes.

Practice Observational Drawing.

- Allow the student a minute or two to study the object that you have chosen. Discuss.
 - Are there outlines?
 - What shapes do you see?
 - What is the overall shape?
 - What colors do you see?
 - Can you find pastels that match the colors?
 - Anything else noticed?
- Allow the students time to draw the object for about ten minutes.

Discuss Tell what was noticed or discovered

Extra Helpings (Optional) Do the same activity with other twigs or wildflowers of the same species.

Afternoon Extension **Discuss** objects that you see. Ask guiding questions to help students think through what they see.

Lesson 13: Brush Drawing - Horizontal Brush-Forms

Materials 🎨 Art Supplies: Brushes, water, cloth, watercolor palette, grid paper

Lesson **Recap** Review brush care and use.

Intro Today we are going to learn a horizontal brush-form with a stroke that goes “right to left”. We will only use one color while learning the brush-forms so we can better evaluate our work and see progress. Pick one color today and use it throughout.

Practice

- Demonstrate “right to left” brush-form
- Have students practice until they are making consistent brush-forms.
- Help them to think through the brush-form in the same way that you would in Penmanship. Craftsmanship is important.

📖 “Elementary Brush-Forms Vertical and Horizontal” *Brushwork* No.1 Model Lesson

Self-Evaluate Which brush-forms look best?

Clean Up Have students clean, dry, and store brush. Leave palette open to dry.

Extra Helpings (Optional) Look at the example of a design with brush-forms. Students may create their own if they want.

+ 📖 “Pattern of Brush-Forms” *Brushwork* Lesson 2

Afternoon Extension Look for things with a teardrop shape during nature walks. Encourage students to think about how a brush-form might be used to create a picture or in their nature journal.

Lesson 14: Drawing - Mass Drawing

Prep **Read**
📖 “Mass Drawing” and “Mass Drawing and Silhouette” *Drawing, Design, and Craft-Work* p.39-40,42-43

Materials 🎨 Art Supplies: White chalk, chalkboard

Lesson **Warm Up** Practice drawing spirals on your chalkboard in both directions using large shoulder movements for three to four minutes.

Intro Today we are going to draw squares with our chalk on its side. This is called a “mass” drawing or “silhouette.”

Practice

- Teach students how to turn their chalk (or any medium) on its side and do a mass drawing.
- Draw a square in the air in both directions using large shoulder movements.
- Model drawing squares of different sizes on the board.
- Mention that squares have four equal, straight sides and four 90 degree angles.
- Allow students time to do mass drawings of squares.

Discuss What was noticed or discovered?

Extra Helpings (Optional) **Practice** drawing using silhouettes (avoiding outlines) during nature walks.

Afternoon Extension Look for squares in nature.

Lesson 15: Color Theory - “Free Drawing” with Primary Colors

Materials 🎨 Art Supplies: Watercolor palette, brushes, water, cloth, art book

Lesson **Note** Wet your watercolors.

Practice

- Ask students to look at their palettes and name the colors.
- What type of colors are these? (primary)
- Allow students to do a “free drawing” with their brushes and new colors.

Clean Up When students are finished for the day, clean any mixed colors off their palettes so that for each lesson they begin with only their primary colors until we begin mixing secondary colors in later lessons.

Extra Helpings (Optional) Allow students to do a “free drawing” with their primary colors.

Afternoon Extension Spend time looking outside and naming the primary colors that you see.

Lesson 16: Observational Drawing - Twig or Wildflower

Prep Gather a wild fruit. Students will study six different kinds of twigs or wildflowers this term.

Materials 🎨 Art Supplies: White chalk, chalkboard, pastels, nature notebook, wild fruit

Lesson **Warm Up** Practice drawing strokes and shapes on the chalkboard using both the tip and the sides of the chalk for three or four minutes.

Practice Observational Drawing.

- Allow the student a minute or two to study the object that you have chosen. Discuss.

- Are there outlines?
- What shapes do you see?
- What is the overall shape?
- What colors do you see?
- Can you find pastels that match the colors?
- Anything else noticed?
- Allow the students time to draw the object for about ten minutes.

Discuss Tell what was noticed or discovered

Extra Helpings (Optional) Do the same activity with other twigs or wildflowers of the same species.

Afternoon Extension **Discuss** objects that you see. Ask guiding questions to help Students think through what they see.

Lesson 17: Brush Drawing - Horizontal Brush-Forms

Materials 🎨 Art Supplies: Brushes, water, cloth, watercolor palettes, grid paper

Lesson **Recap** Review brush care and use.

Intro Today we are going to learn a horizontal brush-form with a stroke that goes “left to right”. We will only use one color while learning the brush-forms so we can better evaluate our work and see progress. Pick one color today and use it throughout.

Practice

- Demonstrate “left to right” brush-form
- Have students practice until they are making consistent brush-forms.
- Help them to think through the brush-form in the same way that you would in Penmanship. Craftsmanship is important.

📖 “Elementary Brush-Forms Vertical and Horizontal” *Brushwork* No.1 Model Lesson

Self-Evaluate Which brush-forms look best?

Clean Up Have students clean, dry, and store brush. Leave palette open to dry.

Extra Helpings (Optional) Look at the example of a design with brush-forms. Students may create their own if they want.

+ 📖 “Pattern of Brush-Forms” *Brushwork* Lesson 2

Afternoon Extension Look for things with a teardrop shape during nature walks. Encourage students to think about how a brush-form might be used to create a picture or in their nature journal.

Lesson 18: Drawing - Triangles

Materials 🎨 Art Supplies: White chalk, chalkboard

Lesson **Warm Up** Draw with big arm muscles on the board. Draw squares of various sizes.

Intro Today we are going to focus on triangles. Triangles come in various sizes but all have three straight sides that meet at points.

Practice

- Draw triangles in the air.
- Model mass (silhouette) drawings of triangles of various sizes on the board.
- Allow students time to practice doing silhouettes of triangles on the board.

Discuss What was noticed or discovered?

Extra Helpings (Optional) Look for triangles around the classroom. Draw what you see.

Afternoon Extension Look for triangles on your nature walk.

Lesson 19: Color Theory - “Free Drawing” with Primary Colors

Materials  Art Supplies: Watercolor palette, brushes, water, cloth, art book

Lesson **Note** Wet your watercolors.

Practice

- Ask students to name the colors in their prepared palettes.
- What type of colors are these? (primary)
- Allow students to do a “free drawing” with their brushes and watercolors.
- Do not attempt to instruct them any further.

Clean Up When students are finished for the day, clean any mixed colors off their palettes so that for each lesson they begin with only their primary colors until we begin mixing secondary colors in later lessons.

Discuss What was noticed or discovered?

Extra Helpings (Optional) Allow students to do a “free drawing” with their primary colors.

Afternoon Extension Spend time looking outside and naming the primary colors that you see.

Lesson 20: Observational Drawing - Twigs or Wildflowers

Prep Gather a wild fruit. Students should study six different kinds of twigs or wildflowers this term.

Materials  Art Supplies: White chalk, chalkboard, pastels, nature notebook

Lesson **Warm Up** Practice drawing strokes and shapes on the chalkboard using both the tip and the sides of the chalk for three or four minutes.

Practice Observational Drawing.

- Allow the student a minute or two to study the object that you have chosen. Discuss.
 - Are there outlines?
 - What shapes do you see?
 - What is the overall shape?
 - What colors do you see?
 - Can you find pastels that match the colors?
 - Anything else noticed?
- Allow the students time to draw the object for about ten minutes.

Discuss Tell what was noticed or discovered

Extra Helpings (Optional) Do the same activity with other twigs or wildflowers of the same species.

Afternoon Extension **Discuss** objects that you see. Ask guiding questions to help students think through what they see.

Lesson 21: Brush Drawing - Review Vertical and Horizontal Brush-Forms

Materials  Art Supplies: Brushes, water, cloth, watercolor palette, grid paper

Lesson **Recap** Review brush care and use.

Practice

- Review Lesson 1 from Hudson. Allow students to practice making four consistent brush strokes going in each direction; down to up, up to down, right to left and left to right.
- Demonstrate making brush-forms using one color. Stick with the same color from previous week. This makes it easier to compare progress and discern improvement.
- Have students practice until they are consistently making perfect brush-forms. Help them to think through the brush-form in the same way that you would in Penmanship.

 "Elementary Brush-Forms Vertical and Horizontal" *Brushwork* No.1 Model Lesson

Self-Evaluate Which brush-forms look best?

Clean Up Have student clean, dry, and store brush. Leave palette open to dry.

Extra Helpings (Optional) Look at the example of a design with brush-forms. Students may create their own if they want.

+  "Pattern of Brush-Forms" *Brushwork* Lesson 2

Afternoon Extension Look for things with a teardrop shape during nature walks. Encourage students to think about how a brush-form might be used to create a picture or in their nature journal.

Lesson 22: Drawing - Trilliums

Prep **View** tutorial to learn how to teach students to draw a trillium.
 Video Tutorial: [Trilliums](#)

Materials  Art Supplies: White chalk, chalkboard

Lesson **Warm Up** Draw with big arm muscles on the board. Draw silhouettes of triangles of various sizes.

Intro Today we are going to draw a shape that is like a triangle but has curved lines that intersect before coming to a point. This shape is called a “trillium”. (Trilliums are difficult to do as a mass drawing but do keep the chalk on its side while drawing. Next try it with the point of the chalk.)

Study, Narrate, and Discuss Trilliums

 “Plate 1” *Drawing, Design, and Craft-Work* p.11

Practice

- Have students draw a trillium in the air.
- Model drawing trilliums on the board of various size. Make three dots in a triangular shape. Draw a line that arches in towards the center from dot to dot.
- Have students trace your trillium first with their finger and then with the chalk.
- Allow students time to practice doing trilliums on the board.

Discuss What was noticed or discovered?

Extra Helpings (Optional) Look for trilliums around the classroom. Draw what you see.

Afternoon Extension Look for trilliums on your nature walk.

BIBLE: Old Testament

Lesson arc:

- Teacher reads Smyth to prepare.
- Connect back to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the story. Talk about one or two unknown words that may be crucial to understanding.
- Read aloud from the Bible.
- Have the student narrate (tell the story back).
- Optional: Share something interesting from Smyth that will help shed light on the story.
- Give students an opportunity to share their thoughts on the story and any connections made.
- Optional: Allow students to record events on the Wall Timeline. Older students may record events, quotes, and/or reflections in their Century Charts, Books of Centuries, or Citizenship Notebooks. Students may also choose to use some passages for copywork.

Lesson 1: 1 Samuel 9:1-27

Prep

Read

 "Intro." - "The Lost Asses" Prophets and Kings Lesson I, Sec.1, p.15-19 ("We have now" to "help less real.")

Lesson


Intro Look at the book cover together and allow students to make predictions about the stories they will read. Discuss what a prophet is and explain that this is a history of the Israelites.


We will be jumping back and forth between the Old Testament and the New Testament to see how God used his prophets and kings to fulfill his plan for the Israelites.

Read, Narrate, and Discuss

 *1 Samuel 9:1-27*

Locate Gibeah. Gibeon (Zuph) was just across the river to the northwest. Where would that be?


 Map: "The Kingdom of Saul" *Student Bible Atlas* p.12 Map 8
Find this area on a globe or world map.

 Map: Globe or world map

Lesson 2: 1 Samuel 10:1-27

Prep

Read

 "God Save the King!" *Prophets and Kings* Lesson I, Sec.2, p.19-20 ("Now a few months" to "use it well!")


Lesson

Recap

Read

 *Prophets and Kings* p.19 ("Now a few" to "Matri is chosen.")


Read, Narrate, and Discuss

 1 Samuel 10:1-27


Lesson 3: 1 Samuel 11:1-15

Prep


Read

 “The Fiery Cross” *Prophets and Kings* Lesson I, Sec.3, p.20-22 (“Again the scene changes” to “fighting for Israel!”)

Read, Narrate, and Discuss

 1 Samuel 11:1-15

Locate Jabesh-Gilead; trace movement from Gibeah to Jabesh-Gilead.

 Map: “The Kingdom of Saul” *Student Bible Atlas* p.12 Map 8

Lesson 4: 1 Samuel 14:1-23

Prep

Read

 “The Centre of Life” *Prophets and Kings* Lesson I, Sec.4, p.22-23 (“The scene changes” to “come some time.”)


Lesson

Recap

Read

 *Prophets and Kings* p.22 (“But we have to” to “of the tribes.”)

Read, Narrate, and Discuss


 1 Samuel 14:1-23

Lesson 5: 1 Samuel 14:24-52

Lesson

Recap

Read

 *Prophets and Kings* p.22 (“Up to this” to “not go wrong.”)

Read, Narrate, and Discuss

 1 Samuel 14:24-52

Lesson 6: 1 Samuel 15:1-19

Prep

Read

 “The Rejection of Saul” *Prophets and Kings* Lesson I, Sec.5, p.23-27 (“The first evil” to “him into evil.”)


Lesson

Recap

Read, Narrate, and Discuss

 1 Samuel 15:1-19

Locate Amalek

 Map: "The Kingdom of Saul" *Student Bible Atlas* p.12 Map 8

Lesson 7: 1 Samuel 15:20-31


Lesson **Recap**

Read, Narrate, and Discuss

 1 Samuel 15:20-31


Lesson 8: 1 Samuel 16:14-23

Prep **Read**

 "An Evil Spirit from the Lord" *Prophets and Kings* Lesson II, Sec.1, p.28-30 ("Do you think" to "here on earth")


Lesson **Recap**

Read, Narrate, and Discuss

 1 Samuel 16:14-23

Lesson 9: 1 Samuel 18:6-30

Prep **Read**

 "Jealousy" *Prophets and Kings* Lesson II, Sec.2, p.30-33 ("Now David comes" to "spoiled it all.")

Lesson **Recap**

Read

 *Prophets and Kings* p.30 ("David first meets" to "were on him.")

Read, Narrate, and Discuss

 1 Samuel 18:6-30

Lesson 10: 1 Samuel 31:1-13

Prep **Read**

 "Unhappy Old Age" - "Gilboa" *Prophets and Kings* Lesson II, Sec.3-5, p.33-37 ("Now we are drawing" to "rebelled against Him.")

Lesson **Recap**


Read

 *Prophets and Kings* p.33 (“Now we are” to “irreligious man.”)

Read, Narrate, and Discuss

 *1 Samuel 31:1-13*

Locate Mt. Gilboa, Beth-shan

 Map: “The Kingdom of Saul” *Student Bible Atlas* p.12 Map 8

Extra Helpings
(Optional)


Read

* Article: [Tamarisk Trees](#)

Lesson 11: 1 Samuel 16:1-13


Prep

Read

 “Was His Religion Real?” - “The Spirit of the Lord” *Prophets and Kings* Lesson III, Sec.1-4, p.39-46 (“We have studied” to “to face Goliath.”)

Lesson

Recap**Read**

 *Prophets and Kings* p.39 (“We have studied” to “of its characters.”)


Read, Narrate, and Discuss

 *1 Samuel 16:1-13*

Lesson 12: 1 Samuel 17:1-31


Prep

Read

 “David and Goliath” *Prophets and Kings* Lesson III, Sec.5, p.46-49 (“Soon after his” to “his happiest days.”)

Lesson


Recap**Read**

 *Prophets and Kings* p.46-47 (“Soon after his” to “on both sides.”)

Read, Narrate, and Discuss

 *1 Samuel 17:1-31*

Locate The Valley of Elah which is located about mid-way between Hebron and Ashkelon. Put your finger where that would be on the map.

 Map: “The Kingdom of Saul” *Student Bible Atlas* p.12 Map 8

Lesson 13: 1 Samuel 17:32-58

Lesson

Recap


Read, Narrate, and Discuss

 1 Samuel 17:32-58

Lesson 14: 1 Samuel 18:1-5

Prep


Read

 "The Border Line" - "Friendship" *Prophets and Kings* Lesson IV, Sec.1-2, p.50-53 ("There is a border" to "may last forever.")

Lesson

Recap

Read

 *Prophets and Kings* p.52 ("That is the" to " God in them.")


Read, Narrate, and Discuss

 1 Samuel 18:1-5

Lesson 15: 1 Samuel 20:1-42

Prep

Read

 "Parting" *Prophets and Kings* Lesson IV, Sec.3, p.53-55 ("That is the first" to "the after years.")

Lesson

Recap


Read, Narrate, and Discuss

 1 Samuel 20:1-42

Lesson 16: 1 Samuel 23:7-19

Prep

Read

 "The Friends Who Strengthen Us" *Prophets and Kings* Lesson IV, Sec.4, p.55-57 ("Again the scene" to "sin of his life.")

Lesson

Recap

Read, Narrate, and Discuss

 1 Samuel 23:7-19

View

 Image: [Desert of Ziph](#)

Lesson 17: 2 Samuel 1:1-27

Prep **Read**
■ “Jonathan is Dead!” - “Friendships in the Hereafter”
Prophets and Kings Lesson IV, Sec.5-6, p.57-60 (“Five years have” to “for ever and ever.”)

Lesson **Recap**

Read
■ *Prophets and Kings* p.57-58 (“Five years have” to “to their feet.”)

Read, Narrate, and Discuss
■ 2 Samuel 1:1-27

Lesson 18: 1 Samuel 21:1-22:5

Prep **Read**
■ “The Outlaw’s Faith” *Prophets and Kings* Lesson V, Sec.1, p.61-64 (“We have dealt with” to “this dead of Doeg.”)

Lesson **Recap**

Read, Narrate, and Discuss
■ 1 Samuel 21:1- 22:5

Lesson 19: 1 Samuel 23:1-6, 20-29

Prep **Read**
■ “A Captain of Freebooters” *Prophets and Kings* Lesson V, Sec.2, p.65-67 (“Again David has to” to “of David and Israel.”)

Lesson **Recap**


Preview Vocabulary Freebooters are lawless men. In David’s case, his men protected the Jewish farmers and guarded their land, but they also might plunder their homes or take their cattle.

Read, Narrate, and Discuss
■ 1 Samuel 23:1-6, 20-29

Lesson 20: 1 Samuel 24:1-21

Lesson **Read**
■ “Returning Good for Evil” - “End of the Outlaw Days” *Prophets and Kings* Lesson V, Sec.3-4, p.68-70 (“Next year we find” to “unselfishness as that!”)
Recap

Read, Narrate, and Discuss

 1 Samuel 24:1-21

Lesson 21: 2 Samuel 2:1-8; 3:32-37

Prep

Read

 “Waiting for the Kingdom” *Prophets and Kings* Lesson VI, Sec.1, p.71-73 (“We have now come” to “and ennoble it.”)


Lesson

Recap


Read

 *Prophets and Kings* p.71 (“We have now” to “as the new king.”)

Read, Narrate, and Discuss

 2 Samuel 2:1-8; 3:32-37


Locate Hebron and Jabesh-gilead

 Map: “The Kingdom of Saul” *Student Bible Atlas* p.12 Map 8

Lesson 22: 2 Samuel 5:1-12 and 1 Chronicles 12:23-38

Prep

Read

 “The King’s Resolve” - “The Coming of the Ark” *Prophets and Kings* Lesson VI, Sec.2-4, p.73-77 (“Seven years have” to “Ark of God”)

Lesson

Recap

Read, Narrate, and Discuss

 2 Samuel 5:1-12

 1 Chronicles 12:23-38

Bible: New Testament


Lesson arc:

- Teacher reads Smyth to prepare.
- Connect back to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the story. Talk about one or two unknown words that may be crucial to understanding.
- Read aloud from the Bible.
- Have the student narrate (tell the story back).
- Optional: Share something interesting from Smyth that will help shed light on the story.
- Give students an opportunity to share their thoughts on the story and any connections made.
- Optional: Allow students to record events on the Wall Timeline. Older students may record events, quotes, and/or reflections in their Century Charts, Books of Centuries, or Citizenship Notebooks. Students may also choose to use some passages for copywork.

Lesson 1: John 7:1-18

Prep

Read


 "How St. Luke Wrote His Gospel" - "The Two Stories" *The Road to Jerusalem* Lesson I, Sec.1-2, p.15-17 ("Do not read" to "find what happened.")

Lesson


Intro This year we will read about Jesus' teaching and traveling from Galilee to Jerusalem. We will also read about Jesus' death, resurrection, and ascension.

Preview Vocabulary The word ascension means the act of moving to a higher or more powerful position.


Read

 *The Road to Jerusalem* p.18 ("Now it is" to "what joy means.")

Read, Narrate, and Discuss

 *John 7:1-18*

Locate Galilee and Jerusalem on a globe or world map. What water bodies do you see?

 Map: "Palestine at the Time of Christ" *Student Bible Atlas* p.22 Map 19

Lesson 2: John 7:25-44

Prep

Read


 "Harvest Festival in Jerusalem" *The Road to Jerusalem* Lesson I, Sec.3, p.17-18 ("Now we resume" to "what joy means.")

Lesson

Recap

Jesus appeared halfway through the Festival which disappointed many people. They found him in the Temple teaching. The people were surprised by all Jesus said.


Read, Narrate, and Discuss

 John 7:25-44

Lesson 3: John 7:45-52

Prep

Read


 "Nicodemus and the Police" - "Two Startling Pronouncements" *The Road to Jerusalem* Lesson I, Sec.4-5, p.18-21 ("The Festival was" - "would not hear.")

Lesson

Recap

Preview Vocabulary A Pharisee is a member of the Jewish ruling council.


Read, Narrate, and Discuss

 John 7:45-52

Lesson 4: Luke 15:1-10

Prep

Read

 "Teachings Outside Jerusalem" - "The Heart of God" *The Road to Jerusalem* Lesson II, Sec.1-3, p.25-27 ("Now the narrative" to "His child back.")

Lesson

Recap

Preview Vocabulary Parables are simple stories that are used to illustrate moral or spiritual lessons.

Read, Narrate, and Discuss

 Luke 15:1-10

Lesson 5: Luke 15:11-31

Prep

Read

 "Too Good to Be True" - "God Finding" *The Road to Jerusalem* Lesson II, Sec.4-6, p.27-30: ("Does it seem" to "heart of God.")

Lesson

Recap

Read, Narrate, and Discuss

 Luke 15:11-31

 Image: [The Return of the Prodigal Son by Rembrandt](#)

Lesson 6: Luke 10:25-37

Prep

Read

■ “The Father and the Brothers” - “The Man Who Kept This Law” *The Road to Jerusalem* Lesson III, Sec.1-2, p.31-33 (“What was subject” to “and pleased God.”)

Lesson

Recap

Read

■ *The Road to Jerusalem* p.31 (“If God is” to “unhappiness or wrong.”)

Read, Narrate, and Discuss

■ Luke 10:25-37

Lesson 7: Luke 16:19-31

Prep

Read

■ “The Man Who Did Not Keep This Law” - “The Sacred Duty of Giving Pleasure” *The Road to Jerusalem* Lesson III, Sec.3-6, p.34-38 (“Now we come” to “for each other.”)

Lesson

Recap

Read, Narrate, and Discuss

■ *Luke 16:19-31*

Lesson 8: Luke 14:1, 7-25

Prep

Read

■ “Table Talk” - “The Foolishness of It” *The Road to Jerusalem* Lesson IV, Sec.1-5, p.39-43 (“Think of the” to “to disappoint Thee!”)

Lesson

Recap

Read, Narrate, and Discuss

■ *Luke 14: 1, 7-25*

Lesson 9: Matthew 25:1-13

Prep

Read

■ “The Waiting Virgins” - “Suggestions for Prayer” *The Road to Jerusalem* Lesson V, Sec.1-6, p.45-53 (“Parable of the” to “their own words.”)

Lesson

Recap

Today, we will read a parable comparing a wedding to the kingdom of heaven. In the Middle East, marriages are celebrated at night.

Read, Narrate, and Discuss

■ *Matthew 25: 1-13*

Lesson 10: Matthew 25:14-30

Prep

Read

■ “Setting the Work” - “The Man Who Would Not Use His Talent” *The Road to Jerusalem* Lesson VI, Sec.1-5, p.54-61 (“This parable was” to “of thy Lord.”)

Lesson

Recap

The servants of this time period were not slaves. They worked for a master but were also given money to make a profit. Scholars differ in interpretation of the value of a talent, some saying the modern equivalent would be \$1,000-3,000, others saying it would be worth 20 years of wages for one man.

Read, Narrate, and Discuss

■ *Matthew 25: 14-30*

Lesson 11: Matthew 25:31-46

Prep

Read

■ “The Son of Man in His Glory” - “Ye Have Done It Unto Me” *The Road to Jerusalem* Lesson VII, Sec.1-6, p.62-67 (“After reading the” to “for every man.”)

Lesson

Recap

Read, Narrate, and Discuss

■ *Matthew 25:31-46*

Lesson 12: John 10:22-42

Prep

Read

■ “A Nationalist Celebration” - “The Young Ruler” *The Road to Jerusalem* Lesson VIII, Sec.1-4, p.71-77 (“Now we are” to “not forget him.”)

Lesson

Recap

Jesus returns to Jerusalem again for a festival which celebrated the dedication of the temple

Read, Narrate, and Discuss

■ *John 10:22-42*

Lesson 13: John 11:1-6

Prep


Read

■ “The Message from Bethany” *The Road to Jerusalem* Lesson IX, Sec.1, p.78 (“So the Lord” to “Jerusalem to die.”)


Lesson

Recap

Read

 *The Road to Jerusalem* p.78 ("So the Lord" to "lovest is sick")

Read, Narrate, and Discuss

 *John 11:1-16*

Locate and trace Jesus' route from Jerusalem to Bethany. Approximately how many miles did he travel? In which direction?

 Map: "Palestine at the Time of Christ" *Student Bible Atlas* p.22, Map 19

Lesson 14: John 11:17-37

Prep


Read

 "Jesus in Bethany" - "At the Graveside" *The Road to Jerusalem* Lesson IX, Sec.2-3, p.79-81 ("He went on" to "stone closing it.")

Lesson

Recap

Read

 *The Road to Jerusalem* p.79 ("How reluctantly they" to "breaking their hearts.")


Read, Narrate, and Discuss

 *John 11:17-37*

Lesson 15: John 11:38-44

Prep

Read

 "Lazarus, Come Forth!" - "The Silence of Lazarus" *The Road to Jerusalem* Lesson IX, Sec.4-5, p.81-83 ("Now you see" to "through His gospel.")


Lesson

Recap

Read

 *The Road to Jerusalem* p.81 ("Now you see" to "mourners did not.")


Read, Narrate, and Discuss

 *John 11:38-44*

Lesson 16: John 11:45-57

Prep


Read

 "Though One Rose from the Dead" - "This Man Must Die" *The Road to Jerusalem* Lesson X, Sec.1-3, p.84-86 ("What was last" to "than he meant. How?")

Lesson

Recap

Read

 *The Road to Jerusalem* p.84 (“Picture that little crowd” to “Jesus any more.”)


Read, Narrate, and Discuss

 *John 11:45-57*

Lesson 17: Mark 10:32-45

Prep

Read

 “Excitement in Jerusalem” - “All Israel Meeting Him” *The Road to Jerusalem* Lesson X, Sec.4-6, p.86-89 (“At any rate” to “dying for men!”)

Lesson

Recap

Read, Narrate, and Discuss


“Jesus Predicts His Death”

 *Mark 10:32-45*

Lesson 18: Luke 18:31-43

Prep

Read

 “First Picture” - “Second Picture” *The Road to Jerusalem* Lesson XI, Sec.1-2, p.91-95 (“After reading whole” to “God is like.”)

Lesson

Recap


Read, Narrate, and Discuss

 *Luke 18:31-43*

Lesson 19: Luke 19:1-10

Prep


Read

 “Third Picture” *The Road to Jerusalem* Lesson XI, Sec.3, p.95-97 (“The road goes” to “Jerusalem to die.”)

Lesson

Recap

Read

 *The Road to Jerusalem* p.95 (“The road goes” to “of the people.”)

Read, Narrate, and Discuss

 *Luke 19:1-10*

Lesson 20: John 12:1-11

Prep **Read**
📖 "Anointing by Mary of Bethany" *The Road to Jerusalem* Lesson XII, Sec.1, p.98-99 ("Now we have" to "agreed with Judas.")

Lesson **Recap**

Read
📖 *The Road to Jerusalem* p.98-99 ("Now from Jericho" to "home with them.")

Read, Narrate, and Discuss

📖 *John 12:1-11*

Locate and trace Jesus' route as he travelled from Jericho to Bethany.

🗺️ Map: "Palestine at the Time of Christ" *Student Bible Atlas* p.22, Map 19

Lesson 21: Luke 19:28-48

Prep **Read**
📖 "Palm Sunday Procession" - "The Children in the Temple" *The Road to Jerusalem* Lesson XII, Sec.2-4, p.99-104 ("Next day is" to "which suggest that.")

Lesson **Recap**

Read
📖 *The Road to Jerusalem* p.100 ("So the procession" to "to His death.")

Read, Narrate, and Discuss

📖 *Luke 19:28-48*

This map shows where the main events of Jesus' last days in Jerusalem took place. **Locate** the Mount of Olives. Trace your finger north, then west to the location marked "Triumphal entry from Bethany."

🗺️ Map: "Jerusalem at the Time of Christ" *Student Bible Atlas* p.24 Map 21

Lesson 22: Catch-Up Day

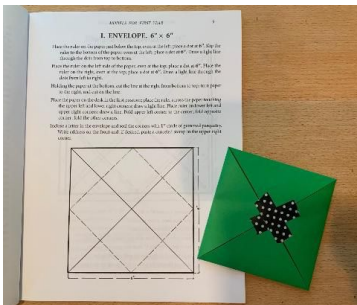
Prep Catch-Up Day

LIFE SKILLS: Sloyd Level 1

Lesson arc (may take several lessons to complete a project):

- Connect back to previous lesson and skills learned.
- Give students their materials and show them how to orient their paper.
- Read the instructions one step at a time. Model each step and make sure students complete it with precision before moving to the next step.
- When a project is complete, students may repeat it to give as gifts or create original patterns that are similar to the project.

Model 1: Envelope



View, Narrate, and Discuss

 Tutorial Video: [Envelope](#)

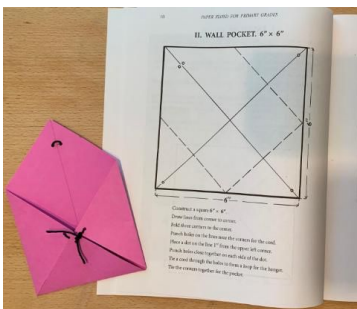
Practice Work on the model at your own pace.

- Read instructions one step at a time.
- Demonstrate each step with the student.


 "I. Envelope" *Paper Sloyd for Primary Grades* p.9

Practice Repeat the project. What could you do with this project to make a gift?

Model 2: Wall Pocket



View, Narrate, and Discuss

 Tutorial Video: [Wall Pocket](#)

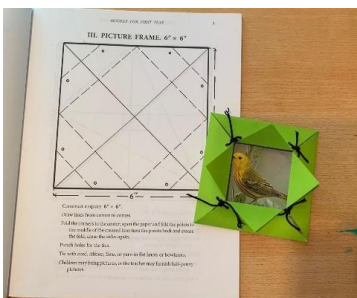
Practice Work on the model at your own pace.

- Read instructions one step at a time.
- Demonstrate each step with the student.


 "II. Wall Pocket" *Paper Sloyd for Primary Grades* p.10

Practice Repeat the project. What could you do with this project to make a gift?

Model 3: Picture Frame



View, Narrate, and Discuss

 Tutorial Video: [Picture Frame](#)

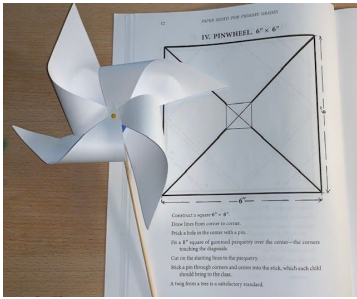
Practice Work on the model at your own pace.

- Read instructions one step at a time.
- Demonstrate each step with the student.

 "III. Picture Frame" *Paper Sloyd for Primary Grades* p.11

Practice Repeat the project. What could you do with this project to make a gift?

Model 4: Pinwheel



View, Narrate, and Discuss

 Tutorial Video: [Pinwheel](#)

Practice Work on the model at your own pace.

- Read instructions one step at a time.
- Demonstrate each step with the student.

 "IV. Pinwheel" *Paper Sloyd for Primary Grades* p.12






Practice Repeat the project. What could you do with this project to make a gift?

MUSIC APPRECIATION: Ralph Vaughn Williams and Aaron Copland



Lesson arc:

- Connect back to the previous lesson.
- Share a little about the life of the composer.
- Introduce any idea or musical element for which the students should listen.
- Listen to the day's selection.
- Have students "narrate" the music by telling about things they noticed or singing/humming a part of the selection.
- Older students may copy major melodies in their Music Journals and play them on the piano.
- Allow students an opportunity to share their thoughts and connections.
- Extension: Play the term's music during car rides, while doing handicraft practice, or during other afternoon and evening activities.

Lesson 1: Ralph Vaughan Williams

Lesson	<p>Intro This term we're going to listen to some songs composed by a British Composer named Ralph Vaughan Williams. His first name rhymes with "safe" and "Vaughan Williams" is his last name.</p> <p>Listen In the piece we'll listen to today, there are three folk songs. Can you hear when one ends and the next one begins?</p> <p> Video: "English Folk Song Suite"</p>
F2A+ Extension (Optional: 1A-2B)	<p>Read one of the biographies about Ralph Vaughan Williams (Older students should read at least sections of the longer biography.)</p> <p>*  Article: Shorter Bio of Ralph Vaughan Williams</p> <p>*  Article: Longer Bio of Ralph Vaughan Williams</p>
Afternoon Extension	<p>Listen to the "English Folk Song Suite" from the lesson and also this the sung version of one of the folk songs included in the suite.</p> <p>*  Audio: "I'm Seventeen Come Sunday"</p> <p>*  Audio: "English Folk Song Suite" by Vaughan Williams</p>

Lesson 2: RVW and the Song Cycle

Lesson	<p>Recap What's the name of the composer we listened to last week?</p> <p>Listen This next piece by Vaughan Williams is a song cycle. A song cycle is a group of songs intended to be performed together as a set. Unifying factors of the cycle may include theme, mood, story line, or settings of poetry by a single poet. Listen to the first three or four songs in the cycle</p> <p> Audio: Songs of Travel</p> <p>Narrate What is a song cycle? Describe the Songs of Travel you heard.</p>
F2A+ Extension (Optional: 1A-2B)	<p>Read The <i>Songs of Travel</i> song cycle was written to poems by Robert Louis Stevenson. Read some of the poems.</p> <p>*  Ebook: Songs of Travel by Robert Louis Stevenson</p>

Afternoon
Extension

Listen to *Songs of Travel* from the lesson throughout the week

Lesson 3: RVW's Song Cycle Cont.

Lesson

Recap What is a song cycle?

Listen to your favorite songs in the cycle

 Audio: [Songs of Travel](#)

F2A+ Extension
(Optional: 1A-2B)

Read and Discuss this letter from a friend of Vaughan Williams. Why do you think he didn't want to be on TV?

* Article: [Letter from Hubert Foss to Ralph Vaughan Williams](#)

Afternoon
Extension

Listen to the *Songs of Travel* from the lesson throughout the week

Lesson 4: RVW's "Fantasia on a Theme by Thomas Tallis"

Lesson

Recap Describe the setting or story of one of the *Songs of Travel*.

Listen The "Fantasia on a Theme by Thomas Tallis" is one of Vaughan Williams' most famous pieces. In music, a theme is a melody. Listen to as much as you can during the lesson and finish during the afternoon:

 Audio: "[Fantasia on a Theme](#)" by Thomas Tallis

F2A+ Extension
(Optional: 1A-2B)

Listen to the tune on which Vaughan Williams based his piece.

* Video: "[Why Fum'th in Fight](#)" by Thomas Tallis

Afternoon
Extension

Listen Finish "Fantasia on a Theme" and listen during the week.

* Audio: "[Fantasia on a Theme](#)" by Thomas Tallis

Lesson 5: Aaron Copland's Fanfare for the Common Man

Lesson

Recap

Intro Aaron Copland is another famous American composer from the 20th century. Leonard Bernstein actually said that Copland "led American music out of the wilderness."

Listen and Discuss "Fanfare for the Common Man" is one of Copland's most famous pieces. He explained that it was to be a "traditional fanfare, direct and powerful, yet with a contemporary sound." Do you think Copland met his goal?

 Audio: "[Fanfare for the Common Man](#)"

Listen for a few minutes to this second piece by Copland



 Audio: "[Lincoln Portrait](#)"

F2A+ Extension
(Optional: 1A-2B)



Listen to a little about Aaron Copland's story

* Audio: [About Aaron Copland](#)



Lesson 6: Aaron Copland's Lincoln Portrait

Lesson	Recap Describe "Fanfare for the Common Man." Listen and Discuss  Audio: " Lincoln Portrait " If this piece is supposed to be a musical portrait of Abraham Lincoln, what do you think Copland thinks of Lincoln; what is Lincoln like?
Afternoon Extension	Listen to "Lincoln Portrait and "Fanfare for the Common Man" *  Audio: " Fanfare for the Common Man "

Lesson 7: Aaron Copland's "Appalachian Spring"

Lesson	Recap What instruments does Copland use in "Fanfare for the Common Man?" Listen  Audio: " Appalachian Spring "
F2A+ Extension (Optional: 1A-2B)	Listen to "Simple Gifts," the folk song that inspired Copland *  Audio: " Simple Gifts "
Afternoon Extension	Listen to "Appalachian Spring"

Lesson 8: Appalachian Spring cont.

Lesson	Recap Can you hum a melody from "Appalachian Spring"? Listen While you listen, see if you can identify which instruments are playing at different times. Try and count the number of times the main melody is repeated, or draw a chart writing down the dynamics of the piece (the pattern of when it gets loud and soft). See this article as a teacher reference (or for older students)  Article: Aaron Copland's "Appalachian Spring"  Audio: " Appalachian Spring "
Afternoon Extension	Listen to "Appalachian Spring"

Lesson 9: Copland's "Hoe-down" and "Laurie's Song"

Lesson	Recap What is the name of the composer we listened to last week? Describe "Appalachian Spring."
--------	--

Listen Copland wrote a ballet called “Rodeo” and an opera called “The Tender Land,” both centered on American experiences in the Midwest or West. A hoe-down is a lively party with folk dancing.

 Audio: [“Hoe-down” from Rodeo](#)

 Audio: [“Laurie’s Song” from “The Tender Land”](#)

F2A+ Extension
(Optional: 1A-2B)

Listen to find out more about Copland’s “Rodeo”

* Audio: [“Rodeo” by Copland](#)

Afternoon
Extension

Listen to Copland’s pieces from the lesson.

Lesson 10: “Hoe-down” and “Laurie’s Song” cont.

Lesson

Recap Tell what you remember about the pieces you listened to last lesson.

Listen What instruments do you hear in these pieces? Listen for the wood block--a percussion instrument--in “Hoe-down.” It sounds like a horse.

 Audio: [“Hoe-down” from Rodeo](#)

 Audio: [“Laurie’s Song” from “The Tender Land”](#)

Discuss How does “Hoe-down” make you feel? Tell what you know about the character Laurie from her song.

Extra Helpings
(Optional)

Do you like the sound of the woodblock? You might consider buying one and learning how to play!

Afternoon
Extension

Listen to Copland’s pieces from the lesson.

Lesson 11: Miles Davis

Lesson

Recap

Listen As the finale to our year, we will listen to a famous jazz trumpeter named Miles Davis. He composed some pieces, but is perhaps more famous for his performances, one of which is the following “Stella by Starlight”

 Audio: [“Stella by Starlight”](#)

Extra Helpings
(Optional)

Look up more songs by Miles Davis or investigate the music of Caroline Shaw, the youngest person ever to win the Pulitzer Prize in music!

+  Audios: [Miles Davis Playlist](#)

+  Video: [About Caroline Shaw](#)

+  Audio: [“Partita for 8 Voices”](#)

Afternoon
Extension







Listen to some of your favorite pieces from the year.

SINGING: Hymns





Lesson arc for Songs:

- Warm up by singing a song or verse you already know or doing vocal warm-up exercises.
- Listen to the new song all the way through.
- Echo sing on a neutral vowel, such as “hoo,” line by line (or longer sections for more advanced students) until the melody is learned.
- Read through the words. Have the child narrate the lyrics. Give the child an opportunity to share any connections or thoughts on the song. Practice diction.
- Echo-speak the text using the correct rhythm and/or clap the rhythm.
- Echo-sing with words and melody, line-by-line for one verse (or longer for more advanced students)
- Play the song again and sing along with the verse(s) you know.

Lesson 1: The King of Glory Comes

Prep	Print /Bookmark Lyrics/Sheet Music for "The King of Glory Comes"  Hosanna, Loud Hosannas #30 OR  Music: "The King of Glory Comes" Sheet Music
Lesson	Intro This term we'll learn two hymns. Make sure to sing along with the recordings as instructed during the lesson time, and listen to the song as much as you need to in the afternoons in order to know the song well at the end of the term. Note D.C. stands for da capo, an Italian term which means “from the beginning” or literally “from the head.” Fine (pronounced “fee-nay”) means “the end.” Listen to the full hymn and clap or march with the music, then start learning the tune.  Audio: "The King of Glory Comes"  Audio: "The King of Glory Comes" #1
Extra Helpings (Optional)	+  Read Psalm 24 in your Bible For students who play an instrument: try playing the hymn!
Afternoon Extension	Listen and Sing along with the YouTube recording. Note that this audio includes an additional verse. *  Audio: "The King of Glory Comes"

Lesson 2: The King of Glory Comes cont.

Lesson	Recap Hum what you remember of the tune for "The King of Glory Comes" Listen and Sing  Audio: "The King of Glory Comes" #2 Read Bio of William Jabusch  Hosanna, Loud Hosannas #30 OR  Article: Obituary for William Jabusch
Extra Helpings (Optional)	+  Copywork Forms 1A+: Copy a line of the melody. For more advanced sol-fa students: Use the pitches you copied and create a new melody.
Afternoon	Listen and Sing along with the YouTube recording

Extension *🎧 Audio: ["The King of Glory Comes"](#)

Lesson 3: The King of Glory Comes cont.

Lesson **Recap** What do you know about this song?

🎧 Audio: ["The King of Glory Comes" #3](#)

Discuss What are some of the things the song could mean when it says in verse 2, "he goes among His people, curing their illness"? Do any stories from the Bible come to mind?

Afternoon Extension **Listen and Sing** along with the YouTube recording

*🎧 Audio: ["The King of Glory Comes"](#)

Copywork, Dictation, & Composition Suggestions 🗨️ or 🗨️ Form 1-2B: use a line from this song for copywork or dictation this week.

📄 Composition Forms 2A+: The song asks, "Who is this King of Glory? How shall we call him?" Write a few sentences answering this question. What are other names in the song or in the Bible for this King of Glory? Who is he?

Lesson 4: The King of Glory Comes cont.

Lesson **Recap** Sing as much of the song from memory as you can.

Sing
🎧 Audio: ["The King of Glory Comes" #4](#)

Extra Helpings (Optional) **Sing** a few of your other songs from previous terms to keep them fresh in your memory.

Afternoon Extension **Listen and Sing** along with the YouTube recording

*🎧 Audio: ["The King of Glory Comes"](#)

Lesson 5: The King of Glory Comes cont.

Lesson **Recap** The tune to this song is also used as a dance. Remember that when you sing the song today!

Sing the song very slowly. Does that change the feel of the music?
🎧 Audio: ["The King of Glory Comes" #4](#)




Extra Helpings (Optional) **Listen** to some other Israeli dance music; does it remind you of the King of Glory? If yes, how?
+🎧 Audios: [Israeli Folk Dances](#)

Afternoon Extension **Listen and Sing** along with the YouTube recording






*🎧 Audio: ["The King of Glory Comes"](#)

Lesson 6: And Can it Be?



Prep **Print**/Bookmark lyrics
📄 [Hosanna, Loud Hosannas #63](#) OR 🎵 Music: [And Can It Be Sheet Music](#)

- Lesson **Recap** Sing The King of Glory from memory. Today we're going to start learning a new hymn.
- Listen** to the full version of the song to get familiar with it
 Audio: [And Can It Be?](#)
- Listen and Sing** to start learning the song yourself.
 Audio: [And Can It Be? #1](#)
- Afternoon
Extension **Listen and Sing** along with the YouTube recording
* Audio: [And Can It Be?](#)


Lesson 7: And Can it Be? cont.

- Lesson **Recap** Sing as much of the melody as you can remember on the “ng” part of “ing”
- Listen and Sing**
 Audio: [And Can It Be? #2](#)
- Read** the story behind And Can It Be?
 [Hosanna, Loud Hosannas #63](#) OR  Article: [And Can It Be? Hymn Story](#)
- Extra Helpings
(Optional) + Activity: Draw an illustration for this song.
- Afternoon
Extension **Listen and Sing** along with the YouTube recording
* Audio: [And Can It Be?](#)

Lesson 8: And Can it Be? cont.

- Lesson **Recap** Who was Charles Wesley and what do you know about him?
- Listen and Sing**
 Audio: [And Can It Be? #3](#)
- Extra Helpings
(Optional) For students who are learning an instrument or have some knowledge of sol-fa: label the notes in this song with either their sol-fa syllables or their note names on the piano. (Hint: the first note is “do” or an F)
- Afternoon
Extension **Listen and Sing** along with the YouTube recording
* Audio: [And Can It Be?](#)

Lesson 9: And Can it Be? cont.

- Lesson **Recap** What is your favorite verse in this hymn? Why?
- Sing** “And Can It Be” with the piano accompaniment. Experiment with different dynamics (how loud or soft a note is) for different verses, and then write down which dynamics you think are best for each verse.
 Audio: [And Can It Be Piano Accompaniment](#)
- Extra Helpings
(Optional) **Sing** "The King of Glory Comes"

Afternoon
Extension

Listen and Sing along with the YouTube recording
*🎧 Audio: [And Can It Be?](#)

Lesson 10: And Can it Be? cont.

Lesson

Recap Recite as many of the lyrics as you can.

Sing And Can It Be with gusto
🎧 Audio: [And Can It Be Piano Accompaniment](#)

Afternoon
Extension

Listen and Sing along with the YouTube recording
*🎧 Audio: [And Can It Be?](#)

Composition
Suggestion

📖 Composition Form 2+: Read Galatians 2:20 and Romans 8:1 in your Bible, then tell or write about how these verses relate to the hymn.

Lesson 11: Term Recap

Lesson

Recap What do you think Charles Wesley felt when he wrote this song? How does this song make you feel? What is “And Can It Be” about?

Sing both your songs from this term without the words or music. Work on any verses that you find particularly hard.

Afternoon
Extension



Sing both your hymns from this term to someone else.

SINGING: Folk & Patriotic Songs





Lesson arc for Songs:

- Warm up by singing a song or verse you already know or doing vocal warm-up exercises.
- Listen to the new song all the way through.
- Echo sing on a neutral vowel, such as “hoo,” line by line (or longer sections for more advanced students) until the melody is learned.
- Read through the words. Have the child narrate the lyrics. Give the child an opportunity to share any connections or thoughts on the song. Practice diction.
- Echo-speak the text using the correct rhythm and/or clap the rhythm.
- Echo-sing with words and melody, line-by-line for one verse (or longer for more advanced students)
- Play the song again and sing along with the verse(s) you know.

Lesson 1: The Strawberry Roan



Prep	<p>Print Lyrics for “The Strawberry Roan”  Music: “The Strawberry Roan Lyrics”</p> <p>Preview Vocabulary: “het” (worked up), “fan,” (slap the horse with a hat to keep balance), “chuck,” (breakfast), “cabayou” (saddle horse), “pidgeon toes” (shape of bone in hoof which makes lameness likely), “frog-walker” (jump that resembles a frog)</p>
Lesson	<p>Intro We’re going to start learning one of the most famous cowboy songs ever written. Ever since Curly Fletcher (himself a cowboy) wrote it in the 1930s singers have made their own recordings of the song--even up into the 2000’s.</p> <p>Listen to the full song while following along with the words if you can read. Then listen again try to hum along with the tune.  Video: “The Strawberry Roan” by Marty Robbins</p>
Afternoon Extension	<p>Listen and sing along with Mary Robbins’ “The Strawberry Roan”</p>

Lesson 2: The Strawberry Roan cont.



Prep	<p>Read and prepare to share about the history of the song  Article: “Origins of “The Strawberry Roan””</p>
Lesson	<p>Recap Share/Read from “Origins of “The Strawberry Roan”” View picture of a strawberry roan horse  Image: Strawberry Roan</p> <p>Listen and Sing Read the words of the poem aloud, then listen to Marty Robbins sing the song. While you listen, march around the room or clap to the music. Then sing a verse or two with the recording.  Video: “The Strawberry Roan” by Marty Robbins</p>
Extra Helpings (Optional)	<p>Read about the history of western and cowboy songs +  Article: Western and Cowboy Songs</p>
Afternoon	<p>Listen and sing along with Mary Robbins’ “The Strawberry Roan”</p>

Extension


Lesson 3: The Strawberry Roan cont.

Lesson	<p>Recap Watch a cowboy work on taming a horse. (Read description on site.)  Video: Taming a Horse</p> <p>Sing Hum the tune yourself. Then recite as many lyrics as you can. Then sing along with the song a few times.  Video: “The Strawberry Roan” by Marty Robbins</p>
Extra Helpings (Optional)	+ 🧑🎨 Activity: Draw an illustration to go with the song
Afternoon Extension	Listen and sing along with Mary Robbins’ “The Strawberry Roan”


Lesson 4: The Strawberry Roan cont.


Lesson	<p>Recap Hum “The Strawberry Roan” on “hoo”</p> <p>Sing as much of the song as you can from memory. Then sing the rest using the lyrics. Then check yourself by singing along with the recording. Work on singing the verses that you don’t have memorized.  Video: “The Strawberry Roan” by Marty Robbins</p> <p>Narrate What is “The Strawberry Roan” about?</p>
Afternoon Extension	Listen and sing along with Mary Robbins’ “The Strawberry Roan”
Composition Suggestion	 Composition Form 2A+: Write another last verse for the song.

Lesson 5: The Strawberry Roan cont.





Lesson	<p>Recap Recite as much of “The Strawberry Roan” from memory as you can.</p> <p>Sing Keep working on memorizing all the verses by reading the lyrics and singing the song  Video: “The Strawberry Roan” by Marty Robbins</p>
Afternoon Extension	Listen and sing along with Mary Robbins’ “The Strawberry Roan”

Lesson 6: The Strawberry Roan cont.




Lesson	<p>Recap Sing through the whole song without a recording, using the lyrics as needed.</p> <p>Sing  Video: “The Strawberry Roan” by Marty Robbins</p>
Extra Helpings	Read/listen to this variation of the song sung by Ed McCurdy. What do you think of the

(Optional)	different words and tune? +  Video: Ed McCurdy sings "The Strawberry Roan"
Afternoon Extension	Listen and sing along with Mary Robbins' "The Strawberry Roan"



Lesson 7: I Love the Mountains

Prep	Print Sheet Music and Lyrics for "I Love the Mountains." See the instructions under "Singing" and "Curriculum Integration" for good suggestions for movements or alterations to make to the song.  Music: "I Love the Mountains" Sheet Music
Lesson	Recap Do you remember the folk songs you learned last term? Sing "Shores of Normandy" Intro The last song for this term is not very long or complicated, but it is unique in that it may be sung as a round. A round is a particular type of musical composition, sung in unison, in which a minimum of three voices sing the exact same melody with each voice starting at a different time. Listen and Sing  Audio: "I Love the Mountains #1"  Activity: For students with some sol-fa knowledge: Write down the sol-fa syllables for the notes "I love the flowers." Then write down just the notes which start each measure of the song. Did you discover anything?
Extra Helpings (Optional)	Teach a friend how to sing "I Love the Mountains."
Afternoon Extension	Sing Practice singing the "I Love the Mountains" *  Audio: "I Love the Mountains" Single Melody



Lesson 8: I Love the Mountains

Prep	Note Because this song is a round, it will work best if the teacher, parent, friends, siblings, or classmates all learn this song together with the student, so that, once the melody and words are grasped, there are enough people to sing the different parts of a round.
Lesson	Recap Hum the melody of "I Love the Mountains" Listen and Sing  Audio: "I Love the Mountains #2"  Form 1A+: Start copying the notes of "I Love the Mountains" into your music journal
Extra Helpings (Optional)	Finish copying "I Love the Mountains" into your music journal
Afternoon Extension	Sing Practice singing the "I Love the Mountains" *  Audio: "I Love the Mountains" Single Melody


Lesson 9: I Love the Mountains

Prep	Note If not feeling confident on the melody and words, your student should spend another week practicing singing the round solo. If the student is fairly confident, plan to make sure that at least one other person who knows the round is with the student during this lesson.
Lesson	Recap Sing “I Love the Mountains” by yourself Listen and Sing You will sing the round through twice with the recording and you should sing it at least twice whenever you sing the round so that you have enough time to really enjoy and get used to the harmonies. .  Audio: “I Love the Mountains #3”
Extra Helpings (Optional)	Make up an extra verse of the song about what you like about your home, neighborhood or city, etc.
Afternoon Extension	Sing Practice singing the “I Love the Mountains” *  Audio: “I Love the Mountains” Single Melody

Lesson 10: I Love the Mountains

Prep	Make sure at least one other person who knows the round is with the student during this lesson.
Lesson	Recap Decide how many times you want to sing the round through before you’ll stop. You must choose at least two. Sing Decide how many times you want to sing the round through before you’ll stop (at least two). Use the audio if you need to or sing the round acapella.  Audio: “I Love the Mountains #3” Discuss How does the song sound different with multiple people singing? Is it hard to remember your melody?
Extra Helpings (Optional)	Sing “The Strawberry Roan” to refresh your memory on the song
Afternoon Extension	Sing Practice singing the “I Love the Mountains” *  Audio: “I Love the Mountains” Single Melody

Lesson 11: Term Recap

Lesson	Recap Sing “The Strawberry Roan” and “I Love the Mountains from memory without any accompaniment.
Extra Helpings (Optional)	+  Look up other rounds to learn in <i>The Round Book</i>
Afternoon Extension	Sing and/or teach “The Strawberry Roan” or “I Love the Mountains” to a friend.

SOLFA Level 1 Sight-Singing

Lesson arc:

- Warm up ears, voices, hands, and bodies using the scale and intervals the child already knows.
- Connect back to the previous lesson.
- Introduce the new concept.
- Have the child practice the new concept.
- Record the new concept in the Music Journal if applicable.
- Allow children an opportunity to share their thoughts and make connections.

Lesson 1: Humming, Lip Trills, Steady Beats

Prep

Listen

 Audio: [Message to Teacher: Level 1](#)


Note The Warm Up time at the beginning of each lesson should be 1-3 minutes long. You should not use the whole 5-minute audio.

Lesson

Intro We're going to start learning how to sing this term. Eventually, we'll be singing from sheet music, but first we need to train our ears! As you work on singing melodies and rhythms, think about how your sol-fa lessons help you sing your hymns or folk songs.

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 1](#)


Lesson 2: Rhythms

Lesson

Recap

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 2](#)


Lesson 3: Rhythms cont.

Lesson

Recap

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 3](#)


Lesson 4: Rhythms cont.

Lesson

Recap

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 4](#)


Lesson 5: Pitch

Lesson

Recap

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 5](#)


Lesson 6: High and Low Pitches

Lesson

Recap

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 6](#)


Lesson 7: Rhythmic Patterns

Lesson

Recap

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 7](#)


Lesson 8: Melodic Patterns

Lesson

Recap

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 8](#)


Lesson 9: Melodic and Rhythmic Patterns cont.

Prep  Something to make rhythms with (pots and pans, etc)

Lesson **Recap**

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.


 Audio: [Lesson 9](#)

Lesson 10: Melodic and Rhythmic Patterns cont.

Lesson **Recap**

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.


 Audio: [Lesson 10](#)

Lesson 11: Melodic and Rhythmic Patterns cont.

Lesson **Recap**

 Audio: [Warm-Ups for Level 1](#)

Listen and Practice Follow Mrs. M's directions and repeat the notes, melodies or rhythms that she sings as directed.

 Audio: [Lesson 11](#)

Lesson Plans Age-Specific Subjects

HISTORY: American (ages 6-11)

Lesson arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the day's passage out loud or have the student read independently.
- Have the child narrate (tell back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.
- Optional: Add to the Wall Timeline, Citizenship Notebook, Century Chart, and/or the Book of Centuries (may be Afternoon Occupation). Add quotes to the Commonplace Book or mark them in the book to copy later.

Lesson 1: After the Civil War

Prep


Read

 "A Talk with the Young Reader" *Stories of America Vol. 2* p.5-6


Lesson

Intro This year we will read about people and events in the United States' history that spans over 140 years, from the end of the Civil War to today's Information Age.

Use map to locate Alaska.

 Map: "North America" *Stories of America* p.239


Read, Narrate, and Discuss

 *Stories of America Vol. 2* Ch.7, p.45-47 (to "and powerful.")

Afternoon
Extension

* Reminder for 2a: Students should make Book of Centuries (BOC) entries at least once a week.

Dictation
Suggestion

 Dictation: *Stories of America Vol. 2* p.47 ("This country" to "and powerful.")

Lesson 2: After the Civil War

Lesson

Recap

Read, Narrate, and Discuss

 *Stories of America Vol. 2* Ch.7, p.47-50 ("But you" to end)

Locate Lake Michigan and states as mentioned in today's reading.

 Map: "The Midwest" N.G. Kids United States Atlas, p.85

Lesson 3: Alexander Graham Bell and Helen Keller

Lesson

Recap

Intro See the man that is seated? What do you imagine he is doing?

 Image: [Mr. Bell and his telephone](#)

Read, Narrate, and Discuss

 *Stories of America Vol. 2 Ch.9, p.57-61*

Afternoon

Read Before Next Lesson

Extension

* *Stories of America Vol. 2 Ch. 13, p.81-86*
Mr. Bell and Ms. Keller had a shared interest.

Lesson 4: Booker T. Washington

Lesson

Recap

Read, Narrate, and Discuss

 *Stories of America Vol. 2 Ch.11, p.69-73*

Afternoon

Add picture of Booker T. Washington to timeline.

Extension

* Image: [Booker T. Washington](#)

Lesson 5: Theodore Roosevelt: Rough Rider and President

Lesson

Recap

Intro This is Theodore Roosevelt the 26th President. I wonder why he is dressed this way.

 Image: [Roosevelt the Soldier](#)

Read, Narrate, and Discuss

 *Stories of America Vol. 2 Ch.15, p.93-95 (to "Rough Riders.")*

Afternoon

*Reminder for 2a: Students should make BOC entries at least once a week.


Extension

Lesson 6: Theodore Roosevelt: Rough Rider and President



Lesson

Recap




Read, Narrate, and Discuss

 *Stories of America Vol. 2 Ch.15, p.95-97 ("Now we" to end)*





Lesson 7: The Wright Brothers

Lesson	Recap Read, Narrate, and Discuss  <i>Stories of America Vol. 2</i> Ch.16, p.99-102 (to “had to try”)
Extra Helpings (Optional)	Explore for photos and timeline. +  Website: Wright Brothers (Smithsonian Museum)
Afternoon Extension	*Reminder for 2a: Students should make BOC entries at least once a week.

Lesson 8: The Wright Brothers and Henry Ford

Lesson	Recap Read, Narrate, and Discuss  <i>Stories of America Vol. 2</i> Ch.16, p.102-104 (“First, they made” to end) Locate Kitty Hawk, NC, and the Wright Brothers Nat. Mem. Can you imagine why they said this was a perfect location to work?  Map: “North Carolina” N.G. Kids United States Atlas p.73
Afternoon Extension	Read Before Next Lesson *  <i>Stories of America Vol. 2</i> Ch.17, p.105-109

Lesson 9: Ellis Island and Statue of Liberty

Lesson	Recap Intro: With your finger, locate New York, New York. (p.26) Trace Long Island and notice the location of the Atlantic Ocean. On p.27, locate the black dot labeled New York (city). The small green oval where the dot is located is Ellis Island.  Map: “Northeast” N.G. Kids United States Atlas p.26-27 Read, Narrate and Discuss  <i>Stories of America Vol. 2</i> Ch.19, p.115-117 (to “a different language.”)
Extra Helpings (Optional)	Explore more about the History of Ellis Island +  Website: History of Ellis Island
Afternoon Extension	Read Before Next Lesson *  <i>Stories of America Vol. 2</i> Ch.12

Lesson 10: Ellis Island


Lesson

Recap

Intro Imagine yourself as one of these family members looking out at your new homeland. I wonder what fears, dreams, and/or thoughts you would have.

 Image: [Immigrant Family 1925](#)

Read, Narrate and Discuss

 *Stories of America Vol. 2* Ch.19, p.117-119 (“You let out” to end)

Extra Helpings
(Optional)

Explore. Do you have relatives that enter America through New York?

+  Website: [Family History Center](#)

Learn more about the Immigration Station in San Francisco.

+  Website: [Angel Island](#)

Lesson 11: Catch-Up Day

Lesson

Catch-up day

HISTORY: American (ages 12-13)

Lesson arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the day's passage out loud or have the student read independently.
- Have the child narrate (tell back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.
- Optional: Add to the Wall Timeline, Citizenship Notebook, Century Chart, and/or the Book of Centuries (may be Afternoon Occupation). Add quotes to the Commonplace Book or mark them in the book to copy later.

Lesson 1: Safe for Democracy

Lesson **Intro** In *America Moves Forward*, we continue the story of America. The first chapter is a review, and then we move forward as a nation following the Great War.

Read, Narrate, and Discuss

 *America Moves Forward* Ch.1, p.1-6 (to "had ever commanded before")

Spend some time looking at the map of Europe, noticing how large Germany and Austria-Hungary are. This is going to change drastically after the war.


 Map: "Europe 1914-1918" *Historical Atlas of the World* p.85

 Map: [Before and After WWI](#) (left side of map)

Afternoon **Read** this poem by H.D. Rawnsley

Extension *  "To the Mikado, Portsmouth, USA" *The 20th Century in Poetry* p.41

Note Students should be making BOC (Book of Centuries) entries at least once a week.

Dictation Suggestion  Dictation: *America Moves Forward* p.5-6 ("The part of" to "had ever commanded before")

Lesson 2: Safe for Democracy

Lesson **Recap**


Read, Narrate, and Discuss

 *America Moves Forward* Ch.1 p.6-11 ("When we declared" to "must be done after the war")

Lesson 3: Safe for Democracy

Lesson **Recap**

Read, Narrate, and Discuss

 *America Moves Forward* Ch.1 p.11-14 (“One of the hundreds” to end)

Discuss how the map has changed since the beginning of the war.

 Map: [Before and After WWI](#)

Lesson 4: Humanity Fails

Lesson **Recap**

Read, Narrate, and Discuss

 *America Moves Forward* Ch.2 p.15-20 (to “he was completely crazy”)

Afternoon **Note** Students should be making BOC entries at least once a week.
Extension

Lesson 5: Humanity Fails

Lesson **Recap**

Read, Narrate, and Discuss

 *America Moves Forward* Ch.2 p.20-27 (“To make this” to “credit for it”)

Lesson 6: Humanity Fails

Lesson **Recap**

Read, Narrate, and Discuss

 *America Moves Forward* Ch.2 p.27-35 (“Most of the” to “will say that?”)

Lesson 7: Humanity Fails

Lesson **Recap**


Read, Narrate, and Discuss


 *America Moves Forward* Ch.2 p.35-40 (“When Wilson had” to end)

Lesson 8: Force or Freedom

Lesson **Recap**

Read, Narrate, and Discuss

 *America Moves Forward* Ch.3 p.41-47 (to “time for Communism”)

Composition  Composition: What was the connection between the Industrial Revolution and the rise of
Suggestion communism in Russia? (cause and effect)

Lesson 9: Force or Freedom

Lesson **Recap**

Read, Narrate, and Discuss

■ *America Moves Forward* Ch.3 p.48-55 (“After the Czar” to end)

Afternoon
Extension

Note Students should be making BOC entries at least once a week.

Lesson 10: Dark Days

Lesson

Recap

Read, Narrate, and Discuss

■ *America Moves Forward* Ch.4 p.56-62 (to “the White House”)

Lesson 11: Catch-Up

Lesson

Catch-up week

(Could use this time to do some work in your Book of Centuries.)

Afternoon
Extension

Read this poem by Lawrence Durrell


■ “Sarajevo” *The 20th Century in Poetry* p.357

LITERATURE - First Stories in Greek Mythology (ages 6-8)


Lesson arc:

- Connect back to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding. Ask the child to predict what will happen.
- Read the day's passage out loud or have the student read independently. Have the child narrate (tell the story back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.




Lesson 1: Introductory to The Three Golden Apples

Prep	Read Preface.
Lesson	Intro Nathaniel Hawthorne wrote <i>A Wonder Book</i> . It is a retelling of six myths. Eustace, the storyteller, will delight his three young cousins with his retelling of Greek Myths. I wonder what people and creatures we will meet in the weeks to come? Read, Narrate, and Discuss  <i>A Wonder Book</i> p.110-112

Lesson 2: The Three Golden Apples

Lesson	Recap Read, Narrate, and Discuss  <i>A Wonder Book</i> p.113-116 ("Go away" to end)
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Lesson 3: The Three Golden Apples


Prep	Intro The Garden of the Hesperides was an immortal place said to be at the furthest point west. Hesperus, the god of the Evening Star (the planet Venus), owned the Garden and appointed his daughters as guardians. His daughters are named the Hesperides.
Lesson	Recap Define Hesperides Read, Narrate, and Discuss  <i>A Wonder Book</i> p.117-120 (to "serpents and dragons.")
Extra Helpings (optional)	+  Image: Bust of Hercules Throughout the centuries, artists have created various art depicting Roman mythological characters. What words would you use to describe Hercules?
Copywork Suggestion	 Copywork: <i>A Wonder Book</i> p.118 ("In my opinion" to "solid golden apple.")



Lesson 4: The Three Golden Apples

Prep **Preview Vocabulary** remonstrances, repast

Lesson **Recap**

Read, Narrate, and Discuss

 *A Wonder Book* p.120 -123 (“The young women” to “very short time!”)

Copywork Suggestion  Copywork: *A Wonder Book* p.120 (“I know it well,” to “stranger, calmly.”)
 Copywork: *A Wonder Book* p.120 (“No matter for” to “your cruel cousin!”)


Lesson 5: The Three Golden Apples



Lesson **Recap**

 Image: “Hercules and the Nymphs” *A Wonder Book* p.121
What were Hercules and the Nymphs discussing in this picture?

Read, Narrate, and Discuss

 *A Wonder Book* p.124-126 (“Seeing how earnestly” to “habit of visiting.”)

Extra Helpings (optional) +  Image: [Greek Pottery, “Hercules Killing the Lion”](#)
Again we see how Art displays this part of Hercules’ Labor. Is this what you imagined when hearing this part of Hercules’ adventure?


Copywork Suggestion  Copywork: *A Wonder Book* p.124 (“This was” to “may well believe.”)
 Copywork: *A Wonder Book* p.125 (“When the stranger” to “the maidens.”)



Lesson 6: The Three Golden Apples

Lesson **Recap**

Read, Narrate, and Discuss

 *A Wonder Book* p.126-129 (“Hercules then asked” to “garden of the Hesperides?”)

Extra Helpings (optional) +  Image: [Mosaic of Hercules’ Labors](#)
View and discuss the Mosaic which shows twelve events known as Hercules’ Labors. Which of these scenes can you identify from your readings?


Copywork Suggestion  Copywork: *A Wonder Book* p.127 (“But, before” to “called after him.”)
 Copywork: *A Wonder Book* p.129 (“Yes, it was” to “talked to him about.”)

Lesson 7: The Three Golden Apples

Prep **Preview Vocabulary** impertinent, prodigious

Lesson **Recap**


Read, Narrate, and Discuss

 *A Wonder Book* p.129-134 (“As you may” to “be at an end.”)

Copywork
Suggestion

 Copywork: *A Wonder Book* p.129 (“As you may” to “in a fright.”)

 Copywork: *A Wonder Book* p.132 (“My name is” to “the mighty stranger.”)

 Copywork: *A Wonder Book* p.133 (“Thus, the harder” to “from winning the victory.”)

Lesson 8: The Three Golden Apples


Lesson


Recap

Read, Narrate, and Discuss

 *A Wonder Book* p.134-138 (“Nothing was before” to “this poor giant.”)

Copywork
Suggestion

 Copywork: *A Wonder Book* p.135 (“He had scarcely” to “of the river.”)

 Copywork: *A Wonder Book* p.138 (“Who are you,” to “that little cup?”)

Lesson 9: The Three Golden Apples

Prep

Preview Vocabulary obscurity

Lesson

Recap


 Image: “Hercules and Atlas” *A Wonder Book* p.137

What are your thoughts about these two powerful men? What did you imagine their encounter would look like?

Read, Narrate, and Discuss

 *A Wonder Book* p.138-141 (“Poor Fellow!” to “those of Hercules.”)

Copywork
Suggestion

 Copywork: *A Wonder Book* p.139 (“When the giant” to “to him anew.”)

 Copywork: *A Wonder Book* p.139 (“I am Atlas,” to “upon my head!”)

Lesson 10: The Three Golden Apples

Prep

Preview Vocabulary caper

Lesson

Recap

Read, Narrate, and Discuss

 *A Wonder Book* p.141-146 (“When this was” to end)

Lesson 11: After the Story

Lesson

Recap

Read, Narrate, and Discuss

 *A Wonder Book* p.147-150 (“Cousin Eustace” to end)

Literature: Classic and Historical Literature (Ages 9-11)

Lesson arc:

- Connect back to previous lessons.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding. Ask the child to predict what will happen.
- Have the student read independently. (If the book is too difficult, choose one from a lower Form. If it is too easy, go to a higher Form.)
- Have the child narrate (tell back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.

Lesson 1: Uncle Moses

Lesson

Intro. Ask the students to look at the cover of the book and guess what the book will be about.


The Singing Tree is the sequel to *The Good Master* by Kate Seredy. The book takes place in the Hungarian plains where life is about to change for young Jancsi and his cousin Kate. The Great War is about to interrupt their families' lives.

Share map and image to introduce the setting. Discuss observations.

 Map: "European Invasions of Russia" Historical Atlas of the World p.76

 Image: [Hungarian Plains](#)

Read, Narrate, and Discuss

 *The Singing Tree* Ch.I p.13-19 (to "dozen of them!")

Afternoon

Read Before Next Lesson

Extension

*  *The Singing Tree* Ch.I (to end)


Lesson 2: The Poplar Lane

Lesson

Recap

Intro Ask students if they have heard this saying before: "Liberty, Fraternity, Equality"

Read, Narrate, and Discuss

 *The Singing Tree* Ch.II p.31-36 (to "occupation they chose.")

Afternoon

Read Before Next Lesson

Extension

*  *The Singing Tree* Ch.II (to end)

Lesson 3: The Young Master


Lesson

Recap

Share image. Ask students what they think it is. (This crown is now called the Holy Crown of Hungary.)

 Image: [Crown of St. Stephen](#)

Read, Narrate, and Discuss

 *The Singing Tree* Ch.III p.51-56 (to “our young master.”)

Afternoon
Extension

Read Before Next Lesson

*  *The Singing Tree* Ch.III (to end)

! *The Singing Tree* p.62

Lesson 4: The Wedding

Prep

Read about the Six Famous Csardas and select one audio to share with students.


Lesson

Recap

Share audio portion of one csardas. What type of music is playing? Share info from article.

 Website: [Six Famous Csardas](#)

Read, Narrate, and Discuss

 *The Singing Tree* Ch.IV p.67-73 (to “everybody and left.”)

Extra Helpings
(Optional)

View, Narrate, and Discuss

+  Video: [Hungarian Scout Czardas Dance](#)

Afternoon
Extension

Read Before Next Lesson

*  *The Singing Tree* Ch.IV (to end)

Dictation
Suggestion

 Dictation: *The Singing Tree* p.69-70 (“To Kate’s consternation” to “encircled with flowers.”)

Lesson 5: For Conspicuous Bravery

Lesson

Recap

Listen to the Hungarian Hymn. What do think this music is about?

 Audio: [Hungarian Royal Hymn](#)

Read, Narrate, and Discuss



 *The Singing Tree* Ch.V p.103-109 (to “be all over.”)

Afternoon
Extension



Read Before Next Lesson

*  *The Singing Tree* Ch.V (to end)





Lesson 6: Corporal Nagy

Lesson	Recap
	Read, Narrate, and Discuss  <i>The Singing Tree</i> Ch.VI p.119-124 (to “would Jancsi say!”)
Afternoon	Read Before Next Lesson
Extension	*  <i>The Singing Tree</i> Ch.VI (to end)


Lesson 7: Six Big Russians


Prep	Preview Vocabulary gendarmes
Lesson	Recap
	Read, Narrate, and Discuss  <i>The Singing Tree</i> Ch.VII p.139-145 (to “on your doorstep.”)
Afternoon	Read Before Next Lesson
Extension	*  <i>The Singing Tree</i> Ch.VII (to end)

Lesson 8: Just Came

Prep	Preview Vocabulary calliope
Lesson	Recap
	Read, Narrate, and Discuss  <i>The Singing Tree</i> Ch.VIII p.161-167 (to “got into them?”)
Extra Helpings (Optional)	Listen to the sound of the Balalaika. Does it sound like anything you have heard before? (maybe a guitar or banjo). Show a picture of the instrument. +  Audio: Balalaika +  Image: Balalaika
Afternoon	Read Before Next Lesson
Extension	*  <i>The Singing Tree</i> Ch.VIII (to end)

Lesson 9: Light a Candle

Lesson	Recap
	Locate Romania and Germany. Trace them to Hungary  Map: “European Invasions of Russia” <i>Historical Atlas of the World</i> p.76
	Read, Narrate, and Discuss

 *The Singing Tree* Ch.IX p.191-196(to “fifteen-year-old child.”)

Afternoon
Extension

Read Before Next Lesson


*  *The Singing Tree* Ch.IX

Lesson 10: Six Little Germans

Prep **Preview Vocabulary** palaver, gesticulating

Lesson **Recap**

Read, Narrate, and Discuss

 *The Singing Tree* Ch.X p.211-217(to “you have done.”)

Afternoon
Extension

Read Before Next Lesson


*  *The Singing Tree* Ch.X (to end)

Lesson 11: The Singing Tree

Prep **Preview Vocabulary** gusset, clarion

Lesson **Recap**

Read, Narrate, and Discuss

 *The Singing Tree* Ch.XI p.231-237 (to “or the crow?.”)

Afternoon
Extension

Read Before Exams





*  *The Singing Tree* Ch.XI (to end)

SHAKESPEARE (age 9+)


Lesson arc:

- Review the characters using the props prepared beforehand. Use the props to connect back to the previous lesson. Have students predict what will happen in the new scene.
- Read the new scene together aloud, taking parts, or listen to an audio recording while following along in the book. Students should underline and make notes freely in their books to help them focus on the written word.
- Have students narrate (tell back) as frequently as necessary, using the props if needed.
- Allow students time to share their thoughts, connections, and predictions.
- After listening to an audio recording, choose a small passage for the students to practice reading aloud for a few minutes.
- Optional: Have students mark lines they would like to copy into their Commonplace Books or prepare for Recitation. Have them write character sketches in their Citizenship Notebooks.

Lesson 1: Coriolanus Act 1: Scene 1-2

Prep	Preview Vocabulary mutinous, staves, patrician
Lesson	Intro <i>Coriolanus</i> takes place in Rome, Italy. Shakespeare based his play on Plutarch's account of Coriolanus. It is a play about power struggles, greed, war, betrayal, and revenge. Read, Narrate, and Discuss  Coriolanus Act 1: Scene 1-2 Locate Rome and Volsci. Discuss any other familiar locations.  Map: Map: Rome, Volsci, and Antium
Extra Helpings (Optional)	+  Activity: Students may create models of characters +  Map: Shakespearean Atlas: Italy and Greece

Lesson 2: Act 1: Scene 3-6

Prep	Preview Vocabulary voluptuously, surfeit, cambric
Lesson	Recap Read, Narrate, and Discuss  Coriolanus Act 1: Scene 3-6

Lesson 3: Act 1: Scene 7 - Act 2: Scene 1

Prep	Preview Vocabulary plebeians, caparison, augerer, microcosm
Lesson	Recap

Read, Narrate, and Discuss

 [Coriolanus Act 1: Scene 7 - Act 2: Scene 1](#)

Lesson 4: Act 2: Scene 2-3

Prep **Preview Vocabulary** consulships, senators, tribune, fatigate

Lesson **Recap**

Read, Narrate, and Discuss

 [Coriolanus Act 2: Scene 2-3](#)

Lesson 5: Act 3: Scene 1

Prep **Preview Vocabulary** cholera, peremptory, lenity, recompense

Lesson **Recap**

Read, Narrate, and Discuss

 [Coriolanus Act 3: Scene 1](#)

Locate Antium

 Map: [Map: Rome, Volsci, and Antium](#)

Lesson 6: Act 3: Scene 2-3

Prep **Preview Vocabulary** vassals, groats, bower, tyrannical, ostler

Read in order to share a narration with student (optional)


 Website: [Tarpeian Rock](#)

Lesson **Recap**


Read, Narrate, and Discuss

 [Coriolanus Act 3: Scene 2-3](#)

Extra Helpings (Optional) **View** Share your narration of the article on Tarpeian Rock with the student(s).

+  Image: [Tarpeian Rock](#)

+  Website: [Tarpeian Rock](#)

Copywork Suggestion  Copywork: Act 3: Scene 3 (BRUTUS: "In this point" to MENENIUS: "A noble wish.") (lines 1-50)

Lesson 7: Act 4: Scene 1- 3

Prep **Preview Vocabulary** pestilence, rabble

Lesson **Recap**

Read, Narrate, and Discuss

 *Coriolanus* Act 4: Scene 1- 3

 *Coriolanus* Act 4: Scene 1-3

Lesson 8: Act 4: Scene 4- 5

Prep **Preview Vocabulary** dissension, kites (bird), cudgel, sowl

Lesson **Recap**

Read, Narrate, and Discuss

 *Coriolanus* Act 4: Scene 4- 5

 *Coriolanus* Act 4: Scene 4-5

Lesson 9: Act 4: Scene 6 - Act 5: Scene 2

Prep **Preview Vocabulary** coxcombs, changeling, casque, gaoler

Lesson **Recap**

Read, Narrate, and Discuss

 *Coriolanus* Act 4: Scene 6 - Act 5: Scene 2

Lesson 10: Act 5: Scene 3

Prep **Preview Vocabulary** embassies, tyranny, prate, epitome

Lesson **Recap** What do you think this engraving is about?

 Image: [Coriolanus by Hamilton](#)

Read, Narrate, and Discuss

 *Coriolanus* Act 5: Scene 3

Lesson 11: Act 5: Scene 4-6

Prep **Preview Vocabulary** yond, coign, corslet, knell

Lesson **Recap**

Read, Narrate, and Discuss

■ *Coriolanus* Act 5: Scene 4- 6

MATHEMATICS: Games

Play any games you have at home with an eye towards practicing mathematical concepts.



Hi-Ho! Cherry-O

Note: Ages 6-8



Candyland

Note: Ages 6-8



Connect Four

Note: Ages 6-13



Sorry!

Note: Ages 6-13



Battleship

Note: Ages 6-13



Rummikub

Note: Ages 6-11



Sequence Numbers

Note: Ages 6-13



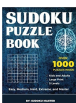
Blokus

Note: Ages 6-13



Head Full of Numbers

Note: Ages 6-13



Sudoku

Note: Ages 9-13



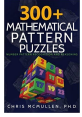
Prime Climb

Note: Ages 9-13



Number Crosswords

Note: Ages 9-13



300+ Mathematical Pattern Puzzles

Note: Ages 9-13



Area Mazes

Note: Ages 9-13



Equate

Note: Ages 9-13



Integer Fluency Game

Note: Ages 9-13



Sumoku

Note: Ages 11-12

MATHEMATICS: Math History (ages 10-13)

Lesson arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the new passage out loud or have the student read it orally or silently.
- Have the child narrate (tell back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.
- Optional: Attempt to recreate some of the problems from the stories.

Lesson 1: How Ching and An-Am and Menes Counted

Lesson


Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.1 p.1-3 (to “no need to do so.”)

Lesson 2: How Ching and An-Am and Menes Counted

Lesson



Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.1 p.3-5 (“At the time” to “great many apples.”)

Lesson 3: How Ching and An-Am and Menes Counted

Lesson


Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.1 p.5-7 (“When Ching and An-am” to “quite enough.”)
 *Number Stories of Long Ago* p.5-6

Lesson 4: How Ching and An-Am and Menes Counted

Lesson


Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.1, p.7-8 (“While the boys” to “count by tens.”)

Lesson 5: How Ching and An-Am and Menes Counted

Lesson

Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.1 p.8-10 (“Near the equator” to “on our two hands.”)

Lesson 6: How Ching and An-Am and Menes Counted

Lesson

Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.1 p.10-11 (“Long after the early” to the end)

Lesson 7: How Ching and An-Am and Menes Counted

Lesson

Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.1 p.12-14 (to “no need to do so.”)

Lesson 8: How Ahmes and Lugal and Chang Wrote Their Numbers

Lesson

Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.2 p.15-16 (to “going to school.”)

Lesson 9: How Ahmes and Lugal and Chang Wrote Their Numbers

Lesson

Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.2 p.16-18 (“While Chang and Lugal” to “something better.”)

Lesson 10: How Ahmes and Lugal and Chang Wrote Their Numbers

Lesson


Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.2 p.19-20 (“There was a water” to “would ever be needed.”)

Lesson 11: How Ahmes and Lugal and Chang Wrote Their Numbers

Lesson

Read, Narrate, and Discuss

 *Number Stories of Long Ago* Ch.2 p.20-21 (“Ahmes lived nearby” to end.)

MOVEMENT: Traditional Folk Dance (ages 6-11)

Lesson 1: Heel and Toe Polka

Prep

Read

 *Book of Song Dances*, Double Circle and Heel and Toe, p.57

View video for clarity on the dance

 Video: [Heel and Toe Polka](#)

Note We recommend the adult learn the dance first using the video and then teach it to students.

Lesson

Recap

Listen and Practice Learn song with audio, then introduce dance steps a few parts at a time.

 Audio: [Heel and Toe](#)

Lesson 2: Heel and Toe

Lesson

Recap

Listen and Practice Listen to audio once and practice dance

 Audio: [Heel and Toe](#)

 *Book of Song Dances*, Heel and Toe, p.57

Lesson 3: Heel and Toe

Lesson

Recap

Listen and Practice Listen to audio once and practice dance

 Audio: [Heel and Toe](#)

 *Book of Song Dances*, Heel and Toe, p.57

Lesson 4: Heel and Toe

Lesson

Recap

Listen and Practice Listen to audio once and practice dance

 Audio: [Heel and Toe](#)

 *Book of Song Dances*, Heel and Toe, p.57

Lesson 5: Heel and Toe

Lesson

Recap

Listen and Practice Listen to audio once and practice dance

 Audio: [Heel and Toe](#)

 *Book of Song Dances*, Heel and Toe, p.57

Lesson 6: Jubilee

Prep

Read

 *Book of Song Dances*, Basic Dance Steps and Jubilee, p.4-9, 60-61

View

 [Video demonstration of Jubilee](#)

Note It is recommended that the adult learn the dance first using the video and then teach it to students.

Lesson

Recap

Listen and Practice Teach verses of song, then dance steps.


 Audio: [Jubilee](#)

Lesson 7: Jubilee

Lesson

Recap

Listen and Practice Listen to audio once and keep practicing the dance

 Audio: [Jubilee](#)


 *Book of Song Dances*, Jubilee, p.60-61

Lesson 8: Jubilee

Lesson

Recap

Listen and Practice Listen to audio once and keep practicing the dance

 Audio: [Jubilee](#)


 *Book of Song Dances*, Jubilee, p.60-61

Lesson 9: Jubilee

Lesson

Recap

Listen and Practice Listen to audio once and keep practicing the dance

 Audio: [Jubilee](#)

 *Book of Song Dances*, Jubilee, p.60-61

Lesson 10: Jubilee

Lesson

Recap

Listen and Practice Listen to audio once and keep practicing the dance

 Audio: [Jubilee](#)

 *Book of Song Dances*, Jubilee, p.60-61


Lesson 11: Jubilee

Lesson

Recap

Listen and Practice Listen to audio once and keep practicing the dance

 Audio: [Jubilee](#)

 *Book of Song Dances*, Jubilee, p.60-61

MOVEMENT: Historical Folk Dance (age 12+)

Lesson 1: The Cha Cha Cha

Lesson **Intro** The Cha Cha Cha is a Cuban dance. View this footage of a dance competition.

 Video: [Cha Cha Cha Dance Competition](#)

View instructional video. Follow as able.

 Video: [Four Basic Elements of the Cha Cha](#)

Lesson 2: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.

 Video: [Four Basic Elements of the Cha Cha](#)

Lesson 3: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.

 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.

 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings **Practice** Try the steps with a different song.

(Optional) +  Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 4: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.

 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.

 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings **Practice** Try the steps with a different song.

(Optional) +  Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 5: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.

 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.

 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings (Optional) **Practice** Try the steps with a different song.
+🎧 Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 6: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.
📺 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.
🎧 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings (Optional) **Practice** Try the steps with a different song.
+🎧 Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 7: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.
📺 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.
🎧 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings (Optional) **Practice** Try the steps with a different song.
+🎧 Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 8: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.
📺 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.
🎧 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings (Optional) **Practice** Try the steps with a different song.
+🎧 Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 9: The Cha Cha Cha

Lesson **View** instructional video. Follow as able.
📺 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.
🎧 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings (Optional) **Practice** Try the steps with a different song.
+🎧 Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 10: The Cha Cha Cha

Lesson

View instructional video. Follow as able.

 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.

 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings
(Optional)

Practice Try the steps with a different song.

+  Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

Lesson 11: The Cha Cha Cha

Lesson

View instructional video. Follow as able.

 Video: [Four Basic Elements of the Cha Cha](#)

Practice Try to put the steps to music.

 Audio: [Oye Como Va by The Conga Kings](#)

Extra Helpings
(Optional)

Practice Try the steps with a different song.





+  Audio: [Everybody Loves to Cha Cha Cha by Sam Cooke](#)

SCIENCE: Nature Stories (ages 6-8)





Lesson arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the new passage out loud or have the student read it orally or silently.
- Have the child narrate (tell back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.
- Look for similar specimens (or evidence of them) during outdoor time in the afternoons.





Lesson 1: Mourning Cloak Butterfly

- Prep **Read** article on the Mourning Cloak Butterfly
 [Article: Mourning Cloak Butterfly](#)
Read, Narrate, and Discuss
 *Hexapod Stories* Ch.I p.5-7 (to "Oh! Oh! Oh!")
- Extra Helpings
(Optional) **View** image of Mourning Cloak Butterfly
+  [Image: Mourning Cloak Butterfly](#)
+  Science Notebook: Draw a Mourning Cloak Butterfly





Lesson 2: Mourning Cloak Butterfly

- Lesson **Recap**
Read, Narrate, and Discuss
 *Hexapod Stories* Ch.I p.7-9 ("The third invitation" to "it and tried.")
- Extra Helpings
(Optional) **View** image of Mourning Cloak Butterfly eggs
+  [Image: Mourning Cloak Butterfly Eggs](#)
+  Science Notebook: Draw a Mourning Cloak Butterfly eggs
- Afternoon
Extension **Observe** Look for butterflies and their eggs.
*  Science Or Nature Notebook: Record observations and where found.







Lesson 3: Mourning Cloak Butterfly

- Lesson **Recap**
Read, Narrate, and Discuss
 *Hexapod Stories* Ch.I, p.9-11 ("But we needn't" to "to grow with.")
- Extra Helpings
(Optional) **View** image of Mourning Cloak Caterpillar
+  [Image: Mourning Cloak Caterpillar](#)
+  Science Notebook: Draw a Mourning Cloak Butterfly caterpillar
- Afternoon
Extension **Observe** Look for butterflies, eggs, and caterpillars.
*  Science Or Nature Notebook: Record observations and where found.




Lesson 4: Mourning Cloak Butterfly

Lesson	Recap
	Read, Narrate, and Discuss  <i>Hexapod Stories</i> Ch.I, p.12-15 (“Of course, if” to end)
Extra Helpings (Optional)	View image of Mourning Cloak Chrysalis +  Image: Mourning Cloak Chrysalis +  Science Notebook: Draw a Mourning Cloak Butterfly chrysalis
Afternoon Extension	Observe Look for butterflies, eggs, caterpillars, and chrysalids. *  Science Or Nature Notebook: Record observations and where found.

Lesson 5: Bumble Bees

Prep	Read  “The Bumble Bee” <i>Handbook of Nature Study</i> p.389-391
Lesson	Intro Candlemas Day is a traditional feast day that occurs on February 2. Read, Narrate, and Discuss  <i>Hexapod Stories</i> Ch.II, p.16-19 (to “to use it.”)
Extra Helpings (Optional)	View image of bumble bee +  Images: Bumble Bees +  Science Notebook: Draw a Bumble Bee Object Lesson Bumble Bees +  “The Bumble Bee” <i>Handbook of Nature Study</i> p.390-391
Afternoon Extension	Observe Watch bumble bees during your afternoon walk. *  Science Or Nature Notebook: Record observations and where found.

Lesson 6: Bumble Bees


Lesson	Recap
	Read, Narrate, and Discuss  <i>Hexapod Stories</i> Ch.II, p.19-23 (“Her nursery must” to “spinning their cocoons.”)
Extra Helpings (Optional)	View image of bumble bee +  Image: Female Bumble Bee With Full Pollen Baskets +  Science Notebook: Draw a Bumble Bee with full pollen baskets
Afternoon	Observe Watch bumble bees during your afternoon walk.

Extension * Science Or Nature Notebook: Record observations and where found.

Lesson 7: Bumble Bees

Lesson **Recap**

Read, Narrate, and Discuss

 *Hexapod Stories* Ch.II, p.25-27 (“Now that the“ to “of Old Bumble?”)

Extra Helpings **View** image of bumble bee

(Optional)

+  [Image: Female and Male Bumble Bees](#)

+  Science Notebook: Draw a male Bumble Bee

Afternoon **Observe** Watch bumble bees during your afternoon walk.

Extension

*  Science Or Nature Notebook: Record observations and where found.

Lesson 8: Fireflies

Prep **Read**

 “The Firefly” *Handbook of Nature Study* p.367-369

Lesson **Recap**

Read, Narrate, and Discuss

 *Hexapod Stories* Ch.VII, p.73-75 (to “were growing up.”)

Extra Helpings **Object Lesson** Bumble Bees

(Optional)

+  “The Firefly” *Handbook of Nature Study* p.368-369

Afternoon **Observe** Watch fireflies in the evenings. Catch one and put it in a jar to watch.

Extension

 Supply: Mason jar with holes in the lid

 Science Or Nature Notebook: Record observations and where found.

Lesson 9: Fireflies

Lesson **Recap**

Read, Narrate, and Discuss

 *Hexapod Stories* Ch.VII, p.76-78 (“No, Lampy had“ to “Flash and Glean.”)

Extra Helpings **View** image of Firefly

(Optional)

+  [Image: Firefly](#)

+  Science Notebook: Draw a Firefly

Afternoon **Observe** Watch fireflies in the evenings. Catch one and put it in a jar to watch.

Extension

*  Supply: Mason jar with holes in the lid

*  Science Or Nature Notebook: Record observations and where found.

Lesson 10: Fireflies

Lesson

Recap

Read, Narrate, and Discuss

 *Hexapod Stories* Ch.VII, p.78-81 (“They all danced” to end)

Extra Helpings
(Optional)

View image of Firefly larvae

+  [Image: Firefly Larvae](#)

+  Science Notebook: Draw Firefly larvae

Afternoon
Extension

Observe Look for Firefly larvae during your afternoon walk. Watch fireflies in the evenings. Catch one and put it in a jar to watch.

 Supply: Mason jar with holes in the lid

 Science Or Nature Notebook: Record observations and where found.

Lesson 11: Catch-Up Day

Lesson


Catch-up Day

SCIENCE: Nature Study (ages 9-11)


Lesson arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the new passage out loud or have the student read it orally or silently.
- Have the child narrate (tell back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.
- Look for similar specimens (or evidence of them) during outdoor time in the afternoons.

Lesson 1: Wool

Lesson **Intro** Look at and feel something made from wool (sweater, blanket, socks, etc.). How does it feel different from cotton, linen, and silk? Do you know which animal wore this first? [a sheep]
 Supply: [100% Wool Blanket](#)
(or any item made from 100% wool; may view and touch in a store)


Read, Narrate, and Discuss

 *First Lessons in Nature Study* Ch.IX p.140-143
(to "have been hungry")



Lesson 2: Fox Fur

Prep **Read**
 Article: [Fox Farming At a Glance](#)
 "The Fox" *Handbook of Nature Study* p.251-253

Note This will be a disturbing topic for some children. The section was left in because it is important to know where the things we buy come from. That way we can use our money according to our consciences and steward our natural resources well.

Lesson **Intro** Have you ever seen a fur coat or hat? If you have one, look at it and feel it. If not, try to find one in a store that you can touch. Look at the picture of a fox fur coat. Why do you think it is so expensive? How do you think they get the fox's fur?
 Image: [Fox Fur Coat](#)






Read, Narrate, and Discuss

 *First Lessons in Nature Study* Ch.IX p.143-145 ("There are fox" to "were no foxes.")
 "Foxes" *First Lessons in Nature Study* p.143-145








Afternoon Extension **Observe** Look and listen for evidence of foxes during your afternoon walk. Record any you see in your science notebook or nature journal.

- *  Image: [Red Fox](#)
- *  Audio: [Red Fox Sounds](#)
- *  Article: [Fox Tracks and Signs](#)



Lesson 3: Skunks

Prep	Read  "The Skunk" <i>Handbook of Nature Study</i> p.245-247
Lesson	Intro What do you think of when you hear the word "skunk?" Read, Narrate, and Discuss  <i>First Lessons in Nature Study</i> Ch.IX p.145-149 ("Did you ever" to "so much money")
Afternoon Extension	Observe Look and listen (and sniff!) for evidence of skunks during your afternoon walk. Record any you see in your science notebook or nature journal. *  Article: Striped Skunks and Their Tracks *  Article: Spotted Skunks and Their Tracks *  Audio: Skunk Sounds




Lesson 4: Muskrats

Prep	Read  "Muskrats" <i>Handbook of Nature Study</i> p.219-223
Lesson	Recap Read, Narrate, and Discuss  <i>First Lessons in Nature Study</i> Ch.IX p.149-152 ("There is a" to "roasted or stewed.")  "Muskrats" <i>First Lessons in Nature Study</i> p.149-152
Extra Helpings (Optional)	Read  "The Muskrats Are Building" <i>The Fall of the Year</i> by Dallas Lore Sharp Ch.8
Afternoon Extension	Observe Look and listen for evidence of muskrats during your afternoon walk. Record any you see in your science notebook or nature journal. *  Article: Muskrats and Their Tracks *  Audio: Muskrat Sounds
Dictation Suggestion	 Dictation: <i>First Lessons in Nature Study</i> p. 150-151 ("A muskrat is" to "like to eat.")




Lesson 5: Other Animals With Fur Coats

Lesson	Recap Read, Narrate, and Discuss  <i>First Lessons in Nature Study</i> Ch.IX p.152-154 ("It would take" to end)
Composition Suggestion	Tell how humans use animals to get things we need and things we want.  Composition: Humans and Animals



Lesson 6: Turkeys






Prep	Read  "The Turkey" <i>Handbook of Nature Study</i> p.138-141
Lesson	Intro "Biddy, The Pet Hen" <i>First Lessons in Nature Study</i> Ch.X p.155 Read, Narrate, and Discuss  <i>First Lessons in Nature Study</i> Ch.X p.156-158 (to "on the ground.")
Extra Helpings (Optional)	Object Lesson +  "Turkeys" <i>Handbook of Nature Study</i> p.140-141 Look for someone in your community who raises turkeys and ask for a few turkey eggs. Compare them to chicken eggs. Record observations on size, color, texture, and flavor in science notebook. + 🍳 Activity: Egg Comparison
Afternoon Extension	Observe Look for wild turkeys and evidence of them during your afternoon walk. Record observations in science or nature study notebook. *📄 Article: Turkeys and Their Tracks *🎧 Audio: Wild Turkey Sounds

Lesson 7: Robins






Prep	Read  "The Robin" <i>Handbook of Nature Study</i> p.57-62
Lesson	Recap Read, Narrate, and Discuss  <i>First Lessons in Nature Study</i> Ch.X p.158-160 ("People must buy" to "in this book.")
Extra Helpings (Optional)	Object Lesson  "The Robin" <i>Handbook of Nature Study</i> p.61-62
Afternoon Extension	Observe Look for robins and evidence of them during your afternoon walk. Record observations in science or nature study notebook. *📄 Article: Robins and Their Tracks *🎧 Audio: American Robin Sounds

Lesson 8: Bluebirds and Tree Swallows


Prep	Read  "The Bluebird" <i>Handbook of Nature Study</i> p.62-65  "The Swallows and The Chimney Swift" <i>Handbook of Nature Study</i> p.109-113
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Lesson	<p>Recap</p> <p>Read, Narrate, and Discuss</p> <p> <i>First Lessons in Nature Study</i> Ch.X p.160-162 (“You may call” to “their young birds.”)</p>
Extra Helpings (Optional)	<p>Object Lesson</p> <p>+  “The Bluebird” <i>Handbook of Nature Study</i> p.64-65</p> <p>+  “The Tree Swallow” <i>Handbook of Nature Study</i> p.113-115</p> <p>+ 🧑🏫 Project: Build a Bluebird House</p>
Afternoon Extension	<p>Observe Look for bluebirds and tree swallows, and evidence of them, during your afternoon walk. Record observations in science or nature study notebook.</p> <p>*  Audio: Bluebird Sounds</p> <p>*  Audio: Tree Swallow Sounds</p>


Lesson 9: Hummingbirds

Prep	<p>Read</p> <p> “The Hummingbird” <i>Handbook of Nature Study</i> p.115-117</p>
Lesson	<p>Recap</p> <p>Read, Narrate, and Discuss</p> <p> <i>First Lessons in Nature Study</i> Ch.X p.163-164 (“The smallest birds” to “their tiny nests”)</p>
Extra Helpings (Optional)	<p>Object Lesson</p> <p>+  “The Hummingbird” <i>Handbook of Nature Study</i> p.116-117</p>
Afternoon Extension	<p>Observe Look for hummingbirds and evidence of them during your afternoon walk. Record observations in science or nature study notebook.</p> <p>*  Audio: Hummingbirds and Their Sounds</p> <p>*  Image: Hummingbird Nest</p>

Lesson 10: Ostriches

Lesson	<p>Recap</p> <p>Read, Narrate, and Discuss</p> <p> <i>First Lessons in Nature Study</i> Ch.X p.164-165 (“The biggest bird” to “taken from them.”)</p>
Afternoon Extension	<p>Observe Watch for birds at your bird-feeding station. see how many you can identify. Record observations in science or nature notebook.</p>

Lesson 11: Feathers

Lesson	<p>Recap</p> <p>Read, Narrate, and Discuss</p> <p> <i>First Lessons in Nature Study</i> Ch.X p.165-167 (“Perhaps you would” to end)</p>
Afternoon	<p>Observe Watch for birds at your bird-feeding station and see how many you can identify.</p>

Extension





Record observations in science or nature notebook.

SCIENCE: Nature Lore (ages 12-13)

Lesson arc:

- Connect back to previous lesson.
- Optional: Use a picture, map, or engaging question to prepare the child to receive the idea from the day's lesson. Talk about one or two unknown words that will be crucial to understanding.
- Read the new passage out loud or have the student read it orally or silently.
- Have the child narrate (tell back) at the end of the passage.
- Give the child an opportunity to share his/her thoughts on the lesson and any connections made.
- Look for similar specimens (or evidence of them) during outdoor time in the afternoons.

Lesson 1: Redruff

Prep	<p>Note We are skipping the chapter titled "Wully." Students may choose to read it in their free time if desired.</p> <p>Note the words "partridge" and "grouse" are used for the same breed of bird in this book. Redruff is a ruffed grouse, not a partridge.</p>
Lesson	<p>Intro Let's listen to this call and imagine what type of animal it is.</p> <p> Audio: Ruffed Grouse</p>
Read	<p>Read, Narrate, and Discuss</p> <p> <i>Wild Animals I Have Known</i> Sec.I p.251-254 (to "reason for it.")</p>
Afternoon Extension	<p>Observe Look for signs of Ruffed Grouse and other ground birds during your afternoon walk.</p> <p>*  Science Or Nature Notebook: Record observations and where found.</p> <p>*  Images: Ruffed Grouse</p>




Lesson 2: Redruff

Lesson	<p>Recap</p>
Read	<p>Read, Narrate, and Discuss</p> <p> <i>Wild Animals I Have Known</i> Sec.I p.254-258 ("Meanwhile Mother" to end)</p>


Lesson 3: Redruff

Lesson	<p>Recap</p>
Read	<p>Read, Narrate, and Discuss</p> <p> <i>Wild Animals I Have Known</i> Sec.II p.258-261 (to "family were infested.")</p>
Extra Helpings (Optional)	<p>+  Video: Ruffed grouse dust-bathing with chicks</p>


Lesson 4: Redruff

- Lesson **Recap**
- Read **Read, Narrate, and Discuss**
 *Wild Animals I Have Known* Sec.II p.261-264 (“No natural impulse“ to end)
- Afternoon
Extension **Observe** Look for Poison Sumac, Poison Oak, and/or Poison Ivy during your afternoon walk.
*  Science Or Nature Notebook: Record observations and where found.
*  Article: [Poison Sumac](#)

Lesson 5: Redruff

- Lesson **Recap**
- Read **Read, Narrate, and Discuss**
 *Wild Animals I Have Known* Sec.III p.264-269

Lesson 6: Redruff

- Lesson **Recap**
- Read **Read, Narrate, and Discuss**
 *Wild Animals I Have Known* Sec.IV p.269-272

Lesson 7: Redruff

- Lesson **Recap**
- Read **Read, Narrate, and Discuss**
 *Wild Animals I Have Known* Sec.V p.272-275 (to "of the spring.")

Lesson 8: Redruff

- Lesson **Recap**
- Read **Read, Narrate, and Discuss**
 *Wild Animals I Have Known* Sec.V p.275-279 (“Away down the“ to end)
- Extra Helpings +  Video: [Male Ruffed Grouse Drumming](#)

Lesson 9: Redruff

- Lesson **Recap**
- Read **Read, Narrate, and Discuss**

 *Wild Animals I Have Known* Sec.VI p.279-284 (to "of that shot.")

Lesson 10: Redruff

Lesson **Recap**

Read **Read, Narrate, and Discuss**

 *Wild Animals I Have Known* Sec.VI p.284-290 ("Who can tell" to end)

Lesson 11: Redruff



Lesson **Recap**





Read **Read, Narrate, and Discuss**

 *Wild Animals I Have Known* Sec.VII p.290-296

! *Wild Animals I Have Known* p. 295-296

HIGH SCHOOL - Citizenship

	Citizenship Source Docs	News & Events
Time	30 min	20 min
	LESSON 1	Lesson 2
Week 1	<p>CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children</p> <p>LESSON Read and Narrate silently to yourself  Posterity "TR to Kermit Roosevelt," p.142-143, "TR to Kermit Roosevelt and Theodore Roosevelt, Jr.," p.164-165, "TR to Quentin Roosevelt," p.165-166, "TR to Alice Roosevelt," p.180-181.</p> <p>For Composition, write a journal entry from one of the children's point of view reflecting on the letter from their father.</p>	<p>NEWS & EVENTS (20 min) News Site, Calendar of Events</p> <p>PREP & NOTES Note Current events articles should be read often during the week. Remember to choose a wide variety of story types (sports, arts and leisure, politics, op-eds, world news, local news).</p> <p>Make a Calendar of Events by drawing a calendar grid in a notebook or by finding and printing a blank calendar from the internet</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p> <p>In COMPOSITION, write a summary of an article you read this week.</p> <p>LINKS</p> <p>BBC</p> <p>Physics Central</p> <p>The Local: European News, Sourced Locally</p> <p>World News Group</p> <p>CNN 10</p>
Week 2	<p>CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children</p> <p>Read and Narrate Read and Narrate silently to yourself  Posterity, "W.E.B. Du Bois to Yolande Du Bois," p.143-144</p> <p>For COMPOSITION, write a journal entry from Yolande's point of view reflecting on the letter from her father.</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Read an article on local news and discuss it with a parent/teacher.</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>

<p>Week</p>	<p>3 CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children</p> <p>LESSON Recap what do you remember from last week?</p> <p>Read and Narrate silently to yourself  Posterity, "Alexander Graham Bell to Marian "Daisy" Bell," p.161-164</p> <p>For Composition, write a letter of response in first person.</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>PREP & NOTES</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>
<p>Week</p>	<p>4 CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children</p> <p>LESSON Read  Posterity, "Woodrow Wilson to Jessie Wilson Sayre," p.231-232</p> <p>For Composition, write a letter of response and a journal entry.</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>PREP & NOTES Note Remember Current events articles should be read often during the week. Remember to choose a wide variety of story types (sports, arts and leisure, politics, op-eds, world news, local news.</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>
<p>Week</p>	<p>5 CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children The American Patriot's Handbook</p> <p>LESSON Read and Narrate silently  Posterity, "Theodore Roosevelt to Quentin Roosevelt," p.52-54.</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>
<p>Week</p>	<p>6 CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children</p> <p>LESSON Read and Narrate  Posterity, "John D. Rockefeller Jr. to John D. Rockefeller III," p.52-54, p.269-270.</p> <p>Discuss the agreement in the Rockefeller letters with someone.</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>

Week 7	<p>CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children</p> <p>LESSON Read and Narrate silently <input type="checkbox"/> Posterity, "John D. Rockefeller to John D. Rockefeller, Jr.," p166-67.</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>
Week 8	<p>CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children</p> <p>LESSON Read and Narrate silently <input type="checkbox"/> Posterity Letters, "Richard E. Byrd to Richard E. Byrd," p.213-214.</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>
Week 9	<p>CZ SOURCES (30 min) Posterity: Letters of Great Americans to Their Children Children of the Dust Bowl by Stanley The Dust Bowl: A Film by Ken Burns</p> <p>PREP & NOTES You will be reading about the Dust Bowl era in weeks 9-11. Take time in the evenings over the next couple of weeks to watch some of the documentary by Ken Burns. It is long and you do not have to watch all of it, be selective; you can watch it all if you like!</p> <p>LESSON Read and Narrate silently <input type="checkbox"/> Posterity, "John J. Pershing to F. Warren Pershing," p.190-193.</p> <p>For Composition, write a journal entry from Warren's point of view reflecting on the letter from his father.</p> <p>Read and Narrate <input type="checkbox"/> Children of the Dust Bowl ch.1-3</p> <p>Watch: Ken Burns Dust Bowl</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Read an article on Science this week and tell your parent/teacher about it.</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>
Week 10	<p>CZ SOURCES (30 min) Children of the Dust Bowl</p> <p>PREP & NOTES Don't forget to watch some of the Ken Burns documentary on the Dust Bowl one evening this week.</p> <p>LESSON Read and Narrate <input type="checkbox"/> Children of the Dust Bowl ch 4-6</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Find and read a news story from one of the recommended sites.</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p>

Week 11	<p>CZ SOURCES (30 min) Children of the Dust Bowl</p> <p>LESSON Read and Narrate <input type="checkbox"/> Children of the Dust Bowl ch 7-9</p>	<p>NEWS & EVENTS (20 min) News, Atlas</p> <p>LESSON Find and read a news story from one of the recommended sites.</p> <p>Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.</p> <p>For Composition, write a summary of an article you read this week.</p>
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HIGH SCHOOL - Geography

Notes: Make a point to know something about places mentioned in current news of the day. Look up place names in your atlas.

		Historical Geography
Time	30 min	
LESSON 1		
Week	1	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	2	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	3	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	4	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	5	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>

Week	6	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	7	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	8	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	9	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	10	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>
Week	11	<p>HISTORICAL GEOGRAPHY (30 min) Sailing Alone Around the World by Joshua Slocum</p> <p>LESSON Read and follow along in your atlas <input type="checkbox"/> Sailing Alone Around the World, 1 chapter (Finish the rest over the summer if you wish!)</p> <p>Narrate in writing and make a sketch map or fill in a blank map of the Spray's travels around the world.</p>

HIGH SCHOOL - History

	American History	American History	World/Cultural History
Time	40 min	40 min	30 min
	LESSON 1	LESSON 2	LESSON 3
Week 1	<p>AMERICAN HISTORY (40 min)</p> <p>PREP & NOTES Make a chart with a column each for Western Civ and American History and keep a running list of important people and places you come across in your reading.</p> <p>LESSON Read and Narrate ■ Remini, "Manifest Destiny, Progressivism, War, and the Roaring Twenties," p.187-193</p>	<p>AMERICAN HISTORY (40 min)</p> <p>LESSON Read and Narrate ■ Remini p.193-199 Add to your chart.</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>PREP & NOTES Divide the readings across the 11 weeks of the term (~25 pages/week).</p> <p>LESSON Read and Narrate ■ Red Scarf Girl Do a quick book inspection before you start (i.e. front and back covers, skim the table of contents, notes, glossary, etc.) Read through the first chapter today. Tell someone what you think the story will be about.</p>
Week 2	<p>AMERICAN HISTORY (40 min) A History of the American People by Johnson</p> <p>LESSON Read and Narrate ■ Remini p.199-205</p> <p>Read/View 19th Amendment to the U.S. Constitution</p> <p>LINKS 19th Ammendment</p>	<p>AMERICAN HISTORY (40 min)</p> <p>LESSON Read and Narrate ■ Remini p.205-209; p.212-213 Add you your chart.</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>
Week 3	<p>AMERICAN HISTORY (40 min)</p> <p>LESSON Read and Narrate ■ Remini p.218-223 Add to your chart.</p>	<p>AMERICAN HISTORY (40 min)</p> <p>A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p. 230-234 Add to your chart.</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>

Week	4	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p.234-240</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p.240-244</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>
Week	5	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p.245-249</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p.249-255</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>
Week	6	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p.255-260</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p.260-265</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>
Week	7	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p.265-271 Don't forget to add to your chart.</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini p. 271-279</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>
Week	8	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 279-283 ending with "...Ford assumed the office of Vice President."</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 283-288</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>




Week	9	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 288-296</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 296-304</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>
Week	10	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 305-313</p> <p>Don't forget to add to your chart.</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 313-322</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>
Week	11	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 322-331</p>	<p>AMERICAN HISTORY (40 min) A Short History of the United States by Remini</p> <p>LESSON Read and Narrate ■ Remini pp. 331-336</p>	<p>WORLD/CULTURAL HISTORY (30 min) Red Scarf Girl</p> <p>LESSON Read and Narrate ■ Red Scarf Girl (~ 25 pages/week)</p>

HIGH SCHOOL - Literature and Poetry

NOTES: Look for stanzas or lines to copy into a notebook. Share a poem aloud with someone each week.			
	POETRY	LITERATURE	LITERATURE
	Daily Readings	Historical Biography	General Literature
Time	10-15 minutes	30-45 minutes	30 min
	LESSON 1	LESSON 2	LESSON 3
Week 1	<p>POETRY READING (10-15 min)</p> <p>LESSON Read aloud poems from Yeats this week.</p> <p>LINKS Poetry Foundation: Yeats Poems</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures Be sure to do an inspectional reading before you start (quickly scan the covers, table of contents, notes and/or index). Watch for Author's Notes and be sure to include the Prologue in your readings.</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>
Week 2	<p>POETRY READING (10-15 min)</p> <p>LESSON Read "Octaves" by Edwin Arlington Robinson sometime this week.</p> <p>Read poetry by Sara Teasdale this week.</p> <p>Remember: Read aloud daily a poem or two, depending on length. Look for stanzas or lines to copy into commonplace book. Share a poem aloud with someone each week.</p> <p>LINKS Octaves by Edwin Arlington Robinson Poetry by Sara Teasdale</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>

<p>Week 3</p>	<p>POETRY READING (10-15 min)</p> <p>LESSON Listen via links below Vachel Lindsay reads: "General William Booth Enters Heaven," "The Congo: A Study of the Negro Race, "Ezekiel's Chant"</p> <p>Read Other poetry by Vachel Lindsay on Poetry Foundation Read aloud daily a poem or two, depending on length. Look for stanzas or lines to copy into commonplace book. Share a poem aloud with someone each week.</p> <p>LINKS</p> <p>General William Booth Enters Heaven read by Vachel Lindsay</p> <p>The Congo: A Study of the Negro Race read by Vachel Lindsay</p> <p>Ezekiel's Chant read by Vachel Lindsay</p> <p>Poetry Foundation: Vachel Lindsay Poems</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>
<p>Week 4</p>	<p>POETRY READING (10-15 min)</p> <p>LESSON Stephen Crane was the first poet after Whitman to lay aside the standard poetic forms of the past and express himself in irregular lines and in free verse. "War is Kind" is a striking example of poetic irony. There are other instances in the poetry of Crane and in that of Emily Dickinson. Irony is a variety of humor, sometimes gentle and tender, sometimes bitter and terrible...(Irony in this sense means a state of affairs or a happening whose outcome is the opposite of what was to be expected)...It is a way of speaking in which the real meaning intended is different from the literal sense of the language, as when words of seeming praise are spoken, but blame is actually meant. Job, for example, in upbraiding his friends, says ironically, "No doubt but ye are the people, and wisdom shall die with you." What he means is that they are very, very foolish. Similarly, in this poem Crane declares that war is kind, and then in five vivid stanzas he pictures its terrible cruelty (from American Writers, p.148; 368).</p> <p>Read, "War is Kind"</p> <p>Throughout this week, read aloud the other poems by Crane linked below.</p> <p>Read aloud daily a poem or two, depending on length. Look for stanzas or lines to copy into commonplace</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>

	<p>book. Share a poem aloud with someone each week.</p> <p>LINKS</p> <p>War is Kind</p> <p>The Wayfarer</p> <p>There were Many who Went in Huddled Procession</p> <p>A Man Said to the Universe</p> <p>In Heaven</p> <p>I Saw a Man</p>			
Week	5	<p>POETRY READING (10-15 min)</p> <p>LESSON Read this week from Dickinson's poetry using the links below. Read aloud daily a poem or two, depending on length. Look for stanzas or lines to copy into commonplace book. Share a poem aloud with someone each week.</p> <p>LINKS</p> <p>If I Can Stop One Heart from Breaking</p> <p>A Day</p> <p>I'm Nobody! Who are You?</p> <p>A Service of Song</p> <p>A Book</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>
Week	6	<p>POETRY: READING (10-15 min)</p> <p>LESSON Read aloud Robert Frost's poetry this week. Look for stanzas or lines to copy into commonplace book. Share a poem aloud with someone each week.</p> <p>Poetry Foundation: Frost Poems</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>

<p>Week 7</p>	<p>POETRY READING (10-15 min)</p> <p>LESSON Alternate readings for Frost and Yeats. Re-read some of your favorites.</p> <p>Read aloud daily a poem or two, depending on length. Look for stanzas or lines to copy into commonplace book. Share a poem aloud with someone each week.</p> <p>Poetry Foundation: Frost Poems</p> <p>Poetry Foundation: Yeats Poems</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>
<p>Week 8</p>	<p>POETRY READING (10-15 min)</p> <p>LESSON Alternate readings for Frost and Yeats. Re-read some of your favorites.</p> <p>Read aloud daily a poem or two, depending on length. Look for stanzas or lines to copy into commonplace book. Share a poem aloud with someone each week.</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>
<p>Week 9</p>	<p>POETRY READING (10-15 min)</p> <p>LESSON Read aloud poems by Luci Shaw this week. What is the mood for each poem? Can you point to words or phrases that set the tone?</p> <p>LINKS</p> <p> Where Color is Spare by Luci Shaw</p> <p> Signs by Luci Shaw</p> <p> Robin in the Late Afternoon by Luci Shaw</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>

<p>Week 10</p>	<p>POETRY READING (10-15 min)</p> <p>LESSON Read silently then aloud. What is the mood for each poem? Can you point to words or phrases that set the tone? 📖 "The Journey" and "Sleeping in the Forest" by Mary Oliver</p> <p>Read silently, then aloud. Copy down lines or stanzas that strike you in your Commonplace book. 📖 "Prayer after Eating" and "The Peace of Wild Things" by Wendell Berry</p> <p>LINKS</p> <p>The Journey (scroll down on the page for Sleeping in the Forest)</p> <p>Prayer After Eating by Wendell Berry</p> <p>The Peace of Wild Things by Wendell Berry</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>
<p>Week 11</p>	<p>POETRY READING (10-15 min)</p> <p>LESSON 📖 Read linked poems by Wendell Berry below. Read silently, then aloud. Copy down any lines or stanzas that strike you.</p> <p>September 2 by Wendell Berry</p> <p>What We Need is Here by Wendell Berry</p>	<p>LITERATURE (40 min) Hidden Figures by Shetterly</p> <p>LESSON Read for 30 minutes and write about what you read for 10 minutes. ■ Hidden Figures</p>	<p>LITERATURE (30 min) Dream Bender</p> <p>PREP & NOTES You will be reading a dystopian novel during this term.</p> <p>LESSON Read about 20 pages or however much you can read in 20 minutes and then write what has happened in the story in your own words (Narrate) ■ Dream Bender</p>

HIGH SCHOOL - Science

NOTES: Continue your Nature Notebook adding daily notes and illustrating them with drawings. In addition, pick something locally to investigate more closely and focus on specifically over the term.

	Genetics	Physics	Worldview
Time	45 min	45 min	45 min
	LESSON 1	LESSON 2	LESSON 3
Week 1	<p>GENETICS (45 min) The Language of Life</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read 13 pages a week. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week 2	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week 3	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches. Discuss with your teacher something interesting from this book.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week 4	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>

			experiments that the reading suggested. Record your observations.	
Week	5	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week	6	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week	7	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week	8	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>

Week	9	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week	10	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>
Week	11	<p>GENETICS (45 min) The Language of Life</p> <p>LESSON Read 13 pages a week for this term and the next. Narrate in writing and include any drawings or sketches.</p>	<p>PHYSICS (45 min) Storm in a Teacup</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read about 11 pages a week. Narrate in writing and then perform any interesting experiments that the reading suggested. Record your observations.</p>	<p>WORLDVIEW (45min) The Creator Revealed</p> <p>PREP & NOTES Science Notebook</p> <p>LESSON Read and narrate 13 pages a week. Discuss the ideas with your teacher.</p>