



# LESSONS IN ART

## Level 1

### Lesson 1: Brush Drawing - Introduction

Materials

 Art Supplies: Brushes, water, cloth, watercolor palettes, 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  
(Optional)

Allow students time to draw with his brush and new paint but watch to make sure that good 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><b>Read</b></p> <p>📖 "Introduction" <i>Drawing, Design, and Craft-Work</i> p.1-12 (to "for the sake of its freedom.")</p> <p><b>View</b> tutorial and learn some basics to share with Students</p> <p>📺 Video Tutorial: <a href="#">Mass Drawing Verses Outline Drawing</a></p>
Materials	<p>🎨 Art Supplies: White chalk, chalkboard, pencil and scrap paper (small piece is fine)</p>
Lesson	<p><b>Warm Up</b> 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><b>Intro</b> During our art lessons, we are going to learn how to draw like real artists.</p> <p><b>Practice</b></p> <ul style="list-style-type: none"><li>• Ask the student to draw a shape (circle, square, triangle, etc.) on the scrap paper with pencil.</li><li>• Notice the pencil grip, the size of the letters and what parts of the arm/hand move. (mostly hand and wrist)</li><li>• Discuss observations.</li><li>• Have student draw the shape on the upright chalkboard.</li><li>• Notice and discuss the differences between the two.</li><li>• Which parts of the arm moved then? (whole arm) Model if necessary.</li><li>• Tell the students that this is how we are going to draw most of the time: moving the whole arm from the shoulder.</li><li>• 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.</li><li>• Student may draw or write any words, pictures or designs desired.</li><li>• Make sure to remind them to use their shoulder muscles to draw with and not their wrists or fingers.</li></ul> <p><b>Discuss</b> What was noticed or discovered.</p>
Extra Helpings (Optional)	<p>Spend time in the afternoon drawing at the chalkboard with white chalk.</p>
Afternoon Extension	<p>Point out and discuss circles during nature walks.</p>

## 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 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	<b>Note</b> Students should study six different kinds of wild fruits 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, Art Book, wild fruit
Lesson	<b>Warm Up</b> Practice drawing strokes and shapes on the chalkboard using both the tip and the sides of the chalk for three or four minutes.  <b>View, Narrate, and Discuss</b>  Video Tutorial: <a href="#">Pastel Basics #1</a>  <b>Practice</b> Observational Drawing. <ul style="list-style-type: none"><li>● Allow the student a minute or two to study the object that you have chosen. Discuss.<ul style="list-style-type: none"><li>○ Are there outlines?</li><li>○ What shapes do you see?</li><li>○ What is the overall shape?</li><li>○ What colors do you see?</li><li>○ Can you find pastels that match the colors?</li><li>○ Anything else noticed?</li></ul></li><li>● Allow the students time to draw the object for about ten minutes.</li></ul> <b>Discuss</b> Tell what was noticed or discovered
Extra Helpings (Optional)	Do the same activity with other wild fruits from the same plant.
Afternoon Extension	<b>Discuss</b> objects that you see. Ask guiding questions to help Students think through what they see.



# Beginning Reading and Language Lessons Level 1

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## Story 1: The Little Red Hen

### **Duration:**

Approximately 3-4 weeks  
Move at your own pace.

Keep daily lessons to 10-15 minutes.  
Begin where you stopped the previous day.

### **Materials:**

Letter tiles, chalkboard, chalk, Word Journal (to be kept by teacher until student can write independently), Word Cards from Appendix (printed on card stock and cut apart), strip of construction paper (2" x 4"), a piece of felt (optional), *Go Fish* card game with letters (optional)

### **Skills:**

- Reviewing letter names and sounds
- Matching upper- and lower-case letters
- Distinguishing between vowels and consonants
- Distinguishing between short and long vowel sounds
- Keeping a Word Journal
- Visualizing words
- Scribing single words
- Building words with the sounds /-ed/, /-ill/, /-at/, /-en/, /-og/, /-ot/, and /-ake/

### **Words Introduced: (listed in order of appearance)**

the	little	red	hen	found
a	seed	it	was	wheat
said	who	will	plant	pig
not	I	cat	dog	cut
then	and	she	did	thresh
grind	make	bread	eat	you
shall				

**Materials:**

- Letter tiles: *a, b, c, d, e*

**Objectives:**

- Review letter sounds
- Introduce long and short vowels *a* and *e*.
- Skills of narration

## Lesson 1.1

- Go over letter tiles *a, b, c, d,* and *e*. The focus is mostly on the sound of the letter rather than the name.
  - Play with them until the student can tell the names and sounds of each. Remember to ask for both sounds of each vowel (long and short; explained in the next lesson). Ask the student to name two or more words that have the letter sound at the beginning or ending of the word. We are listening for sound only and not concerned about spelling.
  - In English, every word has at least one vowel sound. Our vowels are *a, e, i, o, u* and sometimes *y*.
  - Tell the student that most of the letters stand for sounds made when parts of the mouth touch other parts. These are called *consonants*. The lips, teeth, tongue, and throat are used to form these sounds. Five letters are made with the voice only--no mouth parts are used in making the sounds these letters stand for. *A, e, i, o,* and *u* are the vowels because they are made with the voice alone. *Vowel* comes from the Latin word "vox" which means "voice." These letters --*a, e, i, o,* and *u* -- stand for two sounds each, a "long" sound and a "short" sound. The "long" sound is actually the name of the letter. The "short" sound for each of these letters can best be remembered with words that start with their sounds.
  - Ask the student if they know a word that begins with the short sound of "a" and demonstrate it. If they can't think of one, provide one you know they will recognize such as "apple". Do the same with "e" ("egg" and "elephant" are good examples). Pronounce words that have the long /a/ and the short /a/ sounds and ask the student to identify the vowel sound as long or short in each. Pronounce words that have the short /i/ and the long /i/ sounds and ask the student to identify the vowel sound as long or short in each. Alternate short and long /a/ and /e/ words and ask the student to identify which letter -- *a* or *e*-- they hear in each.
  - Do a "walk-through" of the story, allowing the student to turn the pages and say what he sees in each illustration, predicting what the story will be about, what will happen, and how it will end. Have the student show you where to begin reading.
  - ▶ Read aloud "The Little Red Hen" (from *The Primer*) and have the student narrate.
- ▶ - When this symbol is used, it indicates that the teacher is reading out loud.

**Materials:**

- Letter Tiles: a - j and Word Journal
- Words from Appendix for lesson 1.2 (print and cut-apart)
- Strip of construction paper about 2" x 4"

**Objectives:**

- Review letter sounds
- Introduce long and short vowel i.
- Seeing word and sentence structure.
- Establishing tracking reading from left to right.

## Lesson 1.2

- Review letters from lesson 1.1 by showing student the lowercase letter and asking them for its sound(s). The student should recall one to two words referenced from yesterday's discussion. This reinforces letter-sound association.
- Using suggestions from lesson 1.1, play with letter tiles *f, g, h, i, j* until the student can tell the sounds and names of each.
- Remind the student that "i" is a vowel and pronounce its sounds. Explain again that sometimes vowels will use their name as the sound they stand for. When it says its name, we say the vowel is "long." When it says its other sound, we say the vowel is "short." Give several examples of long and short *i* words and ask the student for a few more. It's alright if they give words such as *eye* or *fight* as it is only the sound you are focusing on in this lesson.
- ► Read the lines aloud from the book, moving your finger under the text as you read. This models for them where to begin, and the "return sweep" that brings the reader back to the left side of the page once the end of a line of text is reached.
- Have the student match the word cards with the words on the page, put them in the right order, and then read them.
- Mix the cut-out words around and call out a word for the student to find. Once the student has found all the words you call out, switch and let the student call out words for you to find. Continue to play in this way until the student recognizes several words.
- Write these words down in a Word Journal. Explain to the student that this Word Journal is for collecting words they easily recognize. The Word Journal will have pages for single words introduced and pages for word lists.
- ▷ Have the student read the first 2 lines from the story.

When this symbol ▷ is used, it indicates the student is the one reading the text.



**Materials:**

- Letter tiles *a - o; r, e, d, b, f, l*
- Word Journal

**Objectives:**

- Review letter sounds and words previously learned.
- Introduce long and short vowel *o*.
- Words with short vowel *e* and the */-ed/* structure.
- Phonemic awareness of rhyming sounds.
- Seeing how word structure changes by replacing letters.

### Lesson 1.3

- Review the letters learned so far using methods previously stated.
- Play with letter tiles *k, l, m, n, o* until the student can tell the sound and name of each.
- Tell the student that *o* is another vowel. Review “long” and “short” vowel sounds. Give several examples of words in both categories as described in the previous lesson and ask the student for a few more.
- ▷ Have the student read the first two lines of “The Little Red Hen.”
- Have the student make the word “*red*” using letter tiles.
- Show the student how to break the word apart into the sounds *r* and *ed*.
- Replace the *r* tile with the *b* tile, reviewing its sound, and ask what word that would make.
- Start a list of “*\_ed*” words in the Word Journal, guiding the student through the making of the new words “*fed*” and “*led*.” If they offer a rhyming word such as “*said*” or “*dead*,” just say, “Yes, that has the same sound, but is spelled a different way.”
- ▷ The student reads all the words in the Word Journal so far. Student should know all words confidently before moving to the next lesson.

□ If rhyming is difficult for the student, make note. Inability to rhyme or distinguish among sounds may be evidence of a learning challenge.

**Materials:**

- Letter tiles: *p - t* and *Word Journal*
- Chalkboard, chalk
- Strip of construction paper about 2" x 4"
- Words from Appendix for lesson 1.4 (print and cut apart)

**Objectives:**

- Review letter sounds and words previously learned.
- Visualizing sight words.
- Establishing tracking reading from left to right.
- Seeing word and sentence structure.

## Lesson 1.4

- Review the sounds and names of letters learned so far. Continue to focus primarily on letter sounds.
- Play with *p*, *q*, *r*, *s*, and *t* until the student can tell the name and sound of each. There are no vowels in this group. These letters are called consonants.
- Introduce the word "*wheat*" by writing it on chalkboard. Have the student visualize it as described in "It's Lesson Time!" on p. 13.
- ▷ The student read the first six lines of *The Little Red Hen*.
- Point to various words and have the student read them individually.
- ► Read the last two lines on p. 3 aloud.
- Have the student match the word cards with the words on the page, put them in the right order, and then read them.
- Mix cards and have the student read the words individually. Continue to play in this way until the student recognizes each word.
- Write each new word in the Word Journal.
- ▷ Student reads the first two pages of the story.

**Materials:**

- Letter tiles a - z and Word Journal
- Strip of construction paper about 2" x 4"
- Words from Appendix for lesson 1.5 (print and cut apart)

**Objectives:**

- Review letter sounds and words previously learned.
- Introduce short and long vowel u.
- Seeing word and sentence structure.
- Reinforce reading and tracking from left to right.

## Lesson 1.5

- ▷The student reads all the words in the Word Journal so far as a warm-up to today's lesson.
- Review the letters learned so far.
- Play with *u*, *v*, *w*, *x*, *y*, and *z* until the student can tell the sounds and names of each.
- Remind the student that *u* is a vowel. Give a few examples of words that have "long" and "short" *u*. Ask student for more examples of each.
- ▷Have the student read the first two pages of "The Little Red Hen."
- Point to words at random and have the student read them.
- ▷Have the student read the first two lines of page 4.
- ►Read the next two lines aloud.
- Have the student match the word cards with the words on the page, put them in the right order, and then read them.
- Have student put words in correct order as they are in the book, and read them aloud.
- Mix words up and have student read the words individually.
- Continue to play in this way until the student recognizes each word.
- Write each new word in the Word Journal.
- ▷The student reads the first four lines on p. 4.

**Materials:**

- Letter tiles: *a - e*
- Letter tiles: *w, i, l, l, b, d, f, g, h, j, k, m, p, s, t*
- Word Journal

**Objectives:**

- Review letter sounds and words previously learned.
- Phonemic awareness of rhyming sounds.
- Short *i* vowel words with /-ill/ structure.

## Lesson 1.6

- Review the letter tiles *a, b, c, d, e* until the student can tell the sound of each. Remember that vowels *a* and *e* have both a long and a short sound.
- Ask the student which letters are vowels and which letters are consonants.
- Have the student make the word “*will*” with the letter tiles.
- Ask the student, “Is the *i* long or short?” [short]
- Pronounce the word broken apart into the sounds /*w*/ and /*ill*/. Show the student how to separate the *w* tile from the *ill* tiles.
- Replace the *w* tile with the *b* tile reviewing its sound, and ask what word is created.
- Start a list of “\_ill” words in the Word Journal, guiding the student through the making of new words, such as *bill, dill, fill, gill, hill, Jill, kill, mill, pill, sill, and till*.

Note: The student is not expected to create all “-ill” words listed above. The student may suggest words with blends, such as “*still*” or “*spill*” and that is fine.

☐ If rhyming is hard, make note. Inability to rhyme or hear the difference between words or sounds may be evidence of a learning challenge.

**Materials:**

- *Letter Tiles: f-j and Word Journal*
- *Strip of construction paper about 2" x 4"*
- *Words from Appendix for lesson 1.7 (print and cut words)*

**Objectives:**

- *Review letter sounds and words previously learned.*
- *Seeing word and sentence structure.*
- *Reinforce reading to build fluency.*

**Lesson 1.7**

- Review the letters *f, g, h, i, j* until student can tell the sound of each. Remember the two sounds for *i*.
- Ask the student, "Which of the letters are vowels? Which are consonants?"
- ▷ Have the student read the first four lines on p. 4.
- ► Read the last two lines to the student.
- Turn over one word card at a time and have the student find where the word appears in the pages of the story. Once all words are turned and matched, have the student put them in order to form a sentence. Have the student touch each word card and read the words to you, providing support where needed.
- Mix word cards up and have the student read the words individually.
- Continue to play in this way until the student recognizes each word.
- Write each new word in the Word Journal.
- ▷ Have the student read the first three pages of the story again.

**Materials:**

- Letter tiles *k - o, c, a, t, b, f, h, m, p, r, s*
- *Word Journal*
- *Strip of 2" x 4" paper*

**Objectives:**

- *Review letter sounds and words previously learned.*
- *Phonemic awareness of rhyming sounds.*
- *Short vowel *a* and words with /-ăt/ structure.*

## Lesson 1.8

- ▷ As a warm-up exercise, look in the Word Journal and point to random words for student to read. Do not move into the lesson if the student struggles recalling previous words. Instead, go back and search for those words within the stories in which they were originally encountered.
- Review the letters *k, l, m, n, o* until student can tell sound of each. Especially listen for the short vowel sound of *o*.
- Ask the student to identify any vowels.
- ▷ Have the student read p. 4.
- Using letter tiles, have the student make the word “*cat*.”
- Ask, “Is the *a* long or short?” [short] Show the student how to separate the sound /*c*/ and /*at*/.
- Have the student experiment with replacing the letter *c* with other letter tiles to make new words.
- Start a list of “\_at” words in the Word Journal.
- ▷ When finished, have the student read the list.

**Materials:**

- *Letter tiles: p - t and Word Journal*
- *Strip of 2" x 4" paper*
- *Words from Appendix for lesson 1.9 (print and cut apart)*

**Objectives:**

- *Review letter sounds and words previously learned.*
- *Seeing word and sentence structure.*
- *Reinforce reading to build fluency*

**Lesson 1.9**

- ▷ As a warm-up exercise, look in the Word Journal and point to random words for the student to read. Do not move into a lesson if the student struggles recalling previous words. Instead, go back and search for those words within the stories in which they were originally encountered.
- Review the letters *p, q, r, s, t* until the student can tell the sound of each.
- Ask if there are any vowels.
- ► Read the first two lines on p. 5.
- With word cards, have the student match cards to words on the page, put them in the right order, and then read them.
- Mix the cards up and have the student read the words individually. Continue to play in this way until the student recognizes each word.
- Write each new word in the Word Journal.
- ▷ Have the student read p. 4 and the first two lines of p. 5 again.



# GEOGRAPHY LESSONS

## *Exploring Our Country*

### Lesson 1- Introduction

Prep

Print [Blank world map](#) (referred to as “My World Map” in lesson)

Print [Blank North America map](#) (referred to as “My North America Map” in lesson)

**Geography Vocabulary** geography, place, globe, map, atlas, world, country, state, capital, boundary/border, Equator, north, south, east, west

Lesson

#### **Intro**

Today we will be introduced to our study of geography, and soon we will start on a journey across the United States of America. Geography is how people learn about places and the things that make those places the same or different from other places.

What is something we can use to learn about these other places? (The question is a lead-in to the next question, and hopefully, it guides the student to say, “Maps.” Other ideas students may have are books, globes, movies, and going on a trip.)

What is a map? (A picture or drawing that shows where places are but not what they look like; a tool for finding places.)

If a map is a ‘picture’, where must the viewer be standing? (Reword as needed, but the point is that the viewer is removed from the content of the map and is looking down from above.)

We have a book called an atlas. [thumbing through the book where students can see the pages] What does an atlas use to tell its story? (Maps.)

Are you ready to start our geography adventure?

#### **Map Questions**

 Globe, Wall Map or “Human Systems: The Political World” (*Student World Atlas* p.30–31)

1. Find the United States of America.
2. Find the Equator. (You can describe the Equator as a belt around Earth’s waist.)
3. Is the United States north or south of the Equator? (North)
4. Which direction is west on the globe and map? East? North? South?
5. What is to the west of the United States? (Pacific Ocean) To the east? (Atlantic Ocean) The north? (Canada) South? (Mexico and Gulf of Mexico)

#### **Map Work**

Add the [Blank world map](#) (which is now referred to as “My World Map”) and the [Blank North America map](#) (which is now referred to as “My North America Map”) to your Travel Journal.

Map: My World Map

1. Add the title “My World Map” along the bottom of the map.
2. Color in the United States of America.

Map: My North America Map

1. Add the title “My North America Map” above the scale bar.
2. Label the borders of the contiguous United States. (Pacific Ocean, Atlantic Ocean, Gulf of Mexico, Canada, and Mexico.)

#### **Read**

 “The Political United States” (*United States Atlas* p.14)



### Map Questions

 Map: "The Political United States: Political Map" (*United States Atlas* p.14–15)

1. Locate California on the west coast; Maryland on the east coast.
2. Locate Los Angeles (in California); Washington, D.C. (next to Maryland).

### Map Work

Map: My North America Map

1. Add Los Angeles (with a dot) and Washington, D.C. (with a star inside a circle); label each.
2. Label 'United States' inside the remaining space.

Occupation

**Geo Walks** Keep an eye on how water/rain affects the land around your home. We will talk about this during the first week of Term 2. Examples of things to notice: where rain flows when it rains, where rain collects in puddles, what happens with the water in light rain versus hard rain, how water flows from higher to lower elevation, etc.

## Lesson 2- Make a Globe and Game

Prep

Note: The second Geography lesson each week will usually be more of a hands-on lesson or a geography walk. This is also a great time to work on activities in the Scouting Guide or to read a geography reader from the list.

Materials: kinetic sand, clay, or playdough

Lesson

### Recap

**Intro** This lesson will usually be something to "do". Today, we will be making a model and playing a simple game.

### Model

1. Use clay, playdough, or kinetic sand to make a globe shape. (ball)
2. Use a tool to carve an equator around your "globe."
3. Carve an "N" on the top for the north, and an "S" on the bottom for the south.

### Game

1. We are going to play "I Spy" today. Choose an object in the room, and look to the right or left. (Go over left and right, if needed.)
2. Take turns guessing the secret item, but use the words "left" and "right". (Example: I spy with my little eye something to the left of the wall clock.)

## Lesson 3- Meet the Pages

Prep

**Geography Vocabulary** weather, forecast, region

Print: [Blank U.S. map](#) (referred to as "My US Map" in lesson)

Lesson

### Recap

**Intro** Let's look at the map in the front of the *Cross-Country* book. What do you notice?

### Map Questions

 Map: Inside front cover of *Cross-Country*

Locate the red line. This book is about a family that travels along that line (route) across the United States.

1. Locate your state.
  - a. Does their trip go through your state?
  - b. If not, how many states away from the red line do you live?

2. Locate Los Angeles.
  - a. Place your finger on Los Angeles.
  - b. Trace with your finger the red line across the United States to Washington, D.C.

**Read, Narrate, and Discuss**

 "The Voice with a Smile" *Cross-Country* p.6-7 ("The man" to "It will rain!")

**Map Work**

Add the [Blank U.S. map](#) (which is now referred to as "My US Map") to your Travel Journal.

Map: My U.S. Map

1. Add the title "My U.S. Map" centered on the page in Canada or above the scale bar around Mexico and the Gulf.
2. (Although Alaska and Hawai'i are not part of the *Cross-Country* story, they are provided as map insets to show that the U.S. has additional states. The insets, therefore, compete for available space. Place the title where it will fit and does not touch any of the states.)
3. Add Los Angeles (dot or small, solid circle) and Washington, D.C. (star within a double circle); label each.
4. Label California.

## Lesson 4- Geography Walk

Lesson

**Recap**

**Discussion**

1. How did Father (Mr. Page) describe the weather forecast for tomorrow? (Fair) Describe what you think that means. (The answer can vary by region, but it mainly means both clear and partly cloudy.)
2. Most days in Los Angeles can be described as fair during the month of June. How would you describe the weather where you live during the month of June? (hot, humid, rainy, dry, etc.)
3. We are going outside today to observe the weather.

**Geo Walks** Walk outside and describe the weather for the day. What was it like yesterday? What do you think it will be like tomorrow?

## Lesson 5- The Airport

Prep

**Geography Vocabulary** map key (or legend), city, population

Lesson

**Recap**

**Intro** Do you live in a city or near a city? Have you been to an airport?

**Read, Narrate, and Discuss**

 "The Airport" *Cross-Country* p.8-9 ("One night" to "ask for it!")

**Map Questions**

 Map: "The Political United States: Population" (*United States Atlas* p.16-17)

1. Locate the map keys (or legends), Los Angeles, and Washington, D.C.
2. What do the colors mean on the rightmost map key? How do the colors relate to the numbers? (Larger numbers are represented by darker colors.)
3. What do the symbols mean in the lowermost map key? How do these symbols change with the number ranges? (Symbols increase in size as population ranges increase.)



# FRENCH SONGS & RHYMES

*Song Book*

## Term 1: "Lundi matin"

CD: *Chansons & Comptines* - Track 7

Video: [Lundi Matin](#)

Students learn the days of the week with this classic song about the emperor and his family coming for a visit.

Lundi matin	On Monday Morning
<p><b>Lundi matin, l'empereur, sa femme et le p'tit prince Sont venu chez moi, pour me serrer la pince. Comme j'étais sorti, le p'tit prince a dit :</b> « <b>Puisque c'est ainsi, je reviendrai mardi.</b> »</p>	<p>On Monday morning, the emperor, his wife and the little prince, Came to my house To shake my hand. Since I had left, the little prince said, "Since this is how it is, I'll come back on Tuesday."</p>
<p><b>Mardi matin, l'empereur, sa femme et le p'tit prince Sont venu chez moi, pour me serrer la pince. Comme j'étais sorti, le p'tit prince a dit :</b> « <b>Puisque c'est ainsi, je reviendrai mercredi.</b> »</p>	<p>On Tuesday morning, the emperor, his wife and the little prince, Came to my house To shake my hand. Since I had left, the little prince said, "Since this is how it is, I'll come back on Wednesday."</p>
<p><b>Mercredi matin, l'empereur, sa femme et le p'tit prince Sont venu chez moi, pour me serrer la pince. Comme j'étais sorti, le p'tit prince a dit :</b> « <b>Puisque c'est ainsi, je reviendrai jeudi.</b> »</p>	<p>On Wednesday morning, the emperor, his wife and the little prince Came to my house To shake my hand. Since I had left, the little prince said, "Since this is how it is, I'll come back on Thursday."</p>
<p><b>Jeudi matin, l'empereur, sa femme et le p'tit prince Sont venu chez moi, pour me serrer la pince. Comme j'étais sorti, le p'tit prince a dit :</b> « <b>Puisque c'est ainsi, je reviendrai vendredi.</b> »</p>	<p>On Thursday morning, the emperor, his wife and the little prince, Came to my house To shake my hand. Since I had left, the little prince said, "Since this is how it is, I'll come back on Friday."</p>
<p><b>Vendredi matin, l'empereur, sa femme et le p'tit prince Sont venu chez moi, pour me serrer la pince. Comme j'étais sorti, le p'tit prince a dit :</b> « <b>Puisque c'est ainsi, je reviendrai samedi.</b> »</p>	<p>On Friday morning, the emperor, his wife and the little prince, Came to my house To shake my hand. Since I had left, the little prince said, "Since this is how it is, I'll come back on Saturday."</p>
<p><b>Samedi matin, l'empereur, sa femme et le p'tit prince Sont venu chez moi, pour me serrer la pince. Comme j'étais sorti, le p'tit prince a dit :</b> « <b>Puisque c'est ainsi, je reviendrai dimanche.</b> »</p>	<p>On Saturday morning, the emperor, his wife and the little prince, Came to my house To shake my hand. Since I had left, the little prince said, "Since this is how it is, I'll come back on Sunday."</p>
<p><b>Dimanche matin, l'empereur, sa femme et le p'tit prince Sont venu chez moi, pour me serrer la pince. Comme j'étais sorti, le p'tit prince a dit :</b> « <b>Puisque c'est ainsi, nous reviendrons lundi.</b> »  « <b>Nous reviendrons lundi!</b> »</p>	<p>On Sunday morning, the emperor, his wife and the little prince, Came to my house To shake my hand. Since I had left, the little prince said, "Since this is how it is, we'll come back on Monday."  "We'll come back on Monday!"</p>



*Royal Procession*, Edward Robert Hughes - [WikiArt](#)

# Lundi Matin

Lundi matin, l'empereur, sa femme et le p'tit prince  
Sont venu chez moi, pour me serrer la pince.  
Comme j'étais sorti, le p'tit prince a dit :  
« Puisque c'est ainsi, je reviendrai mardi. »

Mardi matin, l'empereur, sa femme et le p'tit prince  
Sont venu chez moi, pour me serrer la pince.  
Comme j'étais sorti, le p'tit prince a dit :  
« Puisque c'est ainsi, je reviendrai mercredi. »

Mercredi matin, l'empereur, sa femme et le p'tit prince  
Sont venu chez moi, pour me serrer la pince.  
Comme j'étais sorti, le p'tit prince a dit :  
« Puisque c'est ainsi, je reviendrai jeudi. »

Jeudi matin, l'empereur, sa femme et le p'tit prince  
Sont venu chez moi, pour me serrer la pince.  
Comme j'étais sorti, le p'tit prince a dit :  
« Puisque c'est ainsi, je reviendrai vendredi. »

Vendredi matin, l'empereur, sa femme et le p'tit prince  
Sont venu chez moi, pour me serrer la pince.  
Comme j'étais sorti, le p'tit prince a dit :  
« Puisque c'est ainsi, je reviendrai samedi. »

Samedi matin, l'empereur, sa femme et le p'tit prince  
Sont venu chez moi, pour me serrer la pince.  
Comme j'étais sorti, le p'tit prince a dit :  
« Puisque c'est ainsi, je reviendrai dimanche. »

Dimanche matin, l'empereur, sa femme et le p'tit prince  
Sont venu chez moi, pour me serrer la pince.  
Comme j'étais sorti, le p'tit prince a dit :  
« Puisque c'est ainsi, nous reviendrons lundi. »

« Nous reviendrons lundi! »



# FRENCH PICTURE STUDY

## *Teacher Guide*

## Term 1 Picture Study: L'Histoire de Babar, p.24-25

Narration Series: (Use for Form 2 Recap, numbered by Lesson.)

1.	Il y a une voiture rouge. Babar fait un tour en voiture rouge.
2.	Il y a trois bateaux. Le remorqueur tire un barge.
3.	Il y a un train. La locomotive tire trois voitures.
4.	Il y a un pêcheur. Le pêcheur attrape un poisson.
5.	Il y a trois hommes. Trois hommes nagent dans le fleuve.
6.	Il y a une fermière. La fermière donne à manger aux poules.
7.	Il y a un marin. Un marin pilote le remorqueur.
8.	Il y a neuf oiseaux. Neuf oiseaux volent dans le ciel.
9.	Il y a une calèche. Deux chevaux tirent une calèche.
10.	Il y a trois vaches. Trois vaches broutent dans les champs.
11.	Il y a un escargot. Un escargot rampe dans l'herbe.



## Lesson 1: Vignette 1, *Transportation*



**Learn Vocabulary:** Students listen to vocabulary (no more than three at a time, in order) and respond by performing student-created gestures or pointing to pictures to show understanding. (If necessary, give students the English translation to clarify meaning.) Once the gestures are learned, students should perform them while listening carefully and repeating aloud.

*\*In a group setting, students must reach consensus regarding which gestures they will use.*

Fluency Vocabulary			
<b>une voiture</b>	a car	<b>rouge</b>	red
<b>de quelle couleur?</b>	of what color?		
		<b>bleue</b>	blue

**Learn Narration Series:** Students listen to verbs, one at a time, and respond by performing gestures. Students then listen to series sentences, one at a time, and respond by performing gestures or pointing to the picture to show understanding. (If necessary, give students the English translation to clarify meaning.) Once the gestures are learned, students should perform them while listening carefully and repeating aloud.

*\*In a group setting, students must reach consensus regarding which gestures they will use.*

Verbs	Narration Series (Continued throughout Term.)
<b>il y a</b> there is/are	<b>Il y a une voiture rouge.</b> There is a red car.
<b>faire un tour</b> to take a drive	<b>Babar fait un tour en voiture rouge.</b> Babar <u>takes a drive</u> in a red car.

**Discuss the Picture:** Continue to use gestures and pictures for comprehension.

Question Script	Answers
<b>Babar fait un tour en voiture rouge? Oui ou non?</b> Babar takes a drive in a red car? Yes or no?	<b>Oui, Babar fait un tour en voiture rouge.</b> Yes, Babar takes a drive in a red car.
<b>Babar fait un tour en voiture bleue? Oui ou non?</b> Babar takes a drive in a blue car? Yes or no?	<b>Non, Babar fait un tour en voiture rouge.</b> No, Babar takes a drive in a red car.
<b>Babar fait un tour en voiture rouge ou en voiture bleue?</b> Babar takes a drive in a red car or a blue car?	<b>Babar fait un tour en voiture rouge.</b> Babar takes a drive in a red car.
<b>Babar fait un tour en voiture de quelle couleur?</b> Babar takes a drive in a car of what color?	<b>Babar fait un tour en voiture rouge.</b> Babar takes a drive in a red car.

Form 2 Personalized Question Script	Answers
<b>Comment t'appelles-tu?</b> What is your name?	<b>Je m'appelle ____.</b> My name is ____.
<b>Tu fais un tour? Oui ou non?</b> Are you taking a drive? Yes or no?	<b>Oui, je fais un tour.</b> Yes, I'm taking a drive. <b>Non, je ne fais pas* de tour.</b> No, I'm not taking a drive.
<b>Tu fais un tour en voiture rouge? Oui ou non?</b> Are you taking a drive in a red car? Yes or no?	<b>Oui, je fais un tour en voiture rouge.</b> Yes, I'm taking a drive in a red car. <b>Non, je ne fais pas de tour en voiture rouge.</b> No, I'm not taking a drive in a red car.

\*To make a sentence negative, add "ne...pas" around the verb. "Des" becomes "de" after a negative statement.

## Lesson 2: Vignette 1, *Transportation*



**Recap:** While pointing to the picture, students recite the Narration Series for the term.

**Learn Vocabulary and Narration Series:** Students listen and respond by performing gestures or pointing to pictures.

Fluency Vocabulary					
<b>trois</b>	three	<b>bateau</b>	boat	<b>bateaux</b>	boats
<b>le remorqueur</b>	tugboat	<b>un barge</b>	a barge	<b>quoi?</b>	what?

Verbs	Narration Series (Continued throughout Term.)
<b>il y a</b> there is/are	<b>Il y a trois bateaux.</b> There are three boats.
<b>tirer</b> to pull	<b>Le remorqueur tire un barge.</b> The tugboat pulls a barge.

**Discuss the Picture:** Continue to use gestures and pictures for comprehension.

Question Script	Answers
<b>Le remorqueur tire un barge? Oui ou non?</b> The tugboat pulls a barge? Yes or no?	<b>Oui, le remorqueur tire un barge.</b> Yes, the tugboat pulls a barge.
<b>Le remorqueur tire une voiture? Oui ou non?</b> The tugboat pulls a barge? Yes or no?	<b>Non, le remorqueur tire un barge.</b> No, the tugboat pulls a barge.
<b>Le remorqueur tire un barge ou une voiture?</b> The tugboat pulls a barge or a car?	<b>Le remorqueur tire un barge.</b> The tugboat pulls a barge.
<b>Le remorqueur tire quoi?</b> The tugboat pulls what?	<b>Le remorqueur tire un barge.</b> The tugboat pulls a barge.

Form 2 Personalized Question Script	Answers
<b>Tu aimes les bateaux?</b> Do you like boats?	<b>Oui, j'aime les bateaux.</b> Yes, I like boats. <b>Non, je n'aime pas les bateaux.</b> No, I don't like boats.
<b>Tu préfères les bateaux ou les voitures?</b> Do you prefer boats or cars?	<b>Je préfère les bateaux.</b> I prefer boats. <b>Je préfère les voitures.</b> I prefer cars.
<b>Tu préfères faire un tour en bateau ou en voiture?</b> Do you prefer to take a drive in boats or cars?	<b>Je préfère faire un tour en bateau.</b> I prefer to take a drive in boats. <b>Je préfère faire un tour en voiture.</b> I prefer to take a drive in cars.



# **First Steps in French Literature**

*Teacher Guide*

## Hansel et Gretel: Lesson 1

**Learn Contextual Vocabulary:** Students listen to vocabulary (no more than three at a time, in order) and respond by performing gestures or pointing to pictures to show understanding. If necessary, give students the English translation to clarify meaning. Once learned, students may drill the vocabulary out of order by gesturing or pointing to pictures.

Contextual Vocabulary					
<b>un bûcheron habitait</b>	a woodcutter lived	<b>dans la forêt</b>	in the forest	<b>avec sa femme</b>	with his wife
<b>ils avaient</b>	they had	<b>deux enfants</b>	two children	<b>la mère de</b>	the mother of
<b>est morte</b>	died	<b>la nouvelle femme</b>	new wife	<b>de leur père</b>	of their father
<b>était</b>	was	<b>cruelle et égoïste</b>	cruel and selfish		

**Learn Story Lines:** Students listen to sentences, one at a time, and respond by performing gestures or pointing to pictures to show understanding. If necessary, give students the English translation to clarify meaning. Once learned, students may drill the sentences out of order by gesturing or pointing to pictures.

Base Reading		
<b>1.</b>	<b>Un bûcheron habitait dans la forêt avec sa femme.</b>	A woodcutter lived in the forest with his wife.
<b>2.</b>	<b>Ils avaient deux enfants : Hansel et Gretel.</b>	They had two children: Hansel and Gretel.
<b>3.</b>	<b>La mère d'Hansel et Gretel est morte.</b>	Hansel and Gretel's mother died.
<b>4.</b>	<b>La nouvelle femme de leur père était cruelle et égoïste.</b>	Their father's new wife was cruel and selfish.

**For Extra Practice: (Optional)** Play a game similar to Simon Says with the newly acquired vocabulary and sentences.

**Illustrate Storyboards:** Using simple and quick drawings, students sketch the scene in the Storyboard box for the lesson. As this serves as a lesson narration, students should include all that they remember.

Students may listen to the story while sketching if desired.

**Suggestion:** The teacher should demonstrate "simple and quick drawings," perhaps sketching the first few lessons as the student directs. (Students will have the opportunity to create beautiful illustrations for their Storybooks later in the term. The Storyboard sketches are purely to show comprehension.)

## Hansel et Gretel: Lesson 2

**Recap:** Students listen to this section of the story and follow along by pointing to their Storyboard illustrations. (Students may recite the story with the recording if they want and are able.)

**Un bûcheron habitait dans la forêt avec sa femme. Ils avaient deux enfants : Hansel et Gretel.**

**La mère d'Hansel et Gretel est morte. La nouvelle femme de leur père était cruelle et égoïste.**

**Learn Contextual Vocabulary:** Students listen to vocabulary (no more than three at a time, in order) and respond by performing gestures or pointing to pictures to show understanding. If necessary, give students the English translation to clarify meaning. Once learned, students may drill the vocabulary out of order by gesturing or pointing to pictures.

Contextual Vocabulary					
<b>un jour</b>	one day	<b>la marâtre* a dit</b>	the evil stepmother said	<b>à Hansel et Gretel</b>	to Hansel and Gretel
<b>allez</b>	go	<b>dans la forêt</b>	into the forest	<b>n'a pas mangé</b>	did not eat
<b>son pain</b>	his bread	<b>il a laissé tomber</b>	he dropped	<b>une miette</b>	a crumb
<b>pour marquer</b>	to mark	<b>le chemin</b>	the path	<b>les miettes</b>	the crumbs
<b>avaient disparu</b>	had disappeared				

\*Literary use only. Do not use in modern language.

**Learn Story Lines:** Students listen to sentences, one at a time, and respond by performing gestures or pointing to pictures to show understanding. If necessary, give students the English translation to clarify meaning. Once learned, students may drill the sentences out of order by gesturing or pointing to pictures.

Base Reading		
<b>5.</b>	<b>Un jour, la marâtre a dit à Hansel et Gretel : « Allez dans la forêt. »</b>	One day, the stepmother said to Hansel and Gretel, "Go into the forest."
<b>6.</b>	<b>Hansel n'a pas mangé son pain.</b>	Hansel did not eat his bread.
<b>7.</b>	<b>Il a laissé tomber une miette pour marquer le chemin.</b>	He dropped a crumb to mark the path.
<b>8.</b>	<b>Les miettes avaient disparu !</b>	The crumbs had disappeared!

**For Extra Practice: (Optional)** Play a game similar to Charades with the newly acquired vocabulary and sentences.

**Illustrate Storyboards:** Using simple and quick drawings, students sketch the scene in the Storyboard box for the lesson. As this serves as a lesson narration, students should include all that they remember.

Students may listen to the story while sketching if desired.

**Suggestion:** The teacher should demonstrate "simple and quick drawings," perhaps sketching the first few lessons as the student directs. (Students will have the opportunity to create beautiful illustrations for their Storybooks later in the term. The Storyboard sketches are purely to show comprehension.)