



# 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.



# GEOGRAPHY LESSONS

## *Exploring Our World*

### Lesson 1: Australia

Prep Print [Blank World Map](#) (or use “My World Map” from the previous year)


Lesson **Intro.** We are continuing this year on a trip around the world.

If you read from *Our Big World* last year, what countries do you remember visiting? Have you ever heard of Australia? If so, what do you know already?

#### **Map Questions**

Globe illustration, p.132, *Our Big World* (Answer map questions using the globe illustration as well as your personal globe or wall map.)

- Locate Australia.
- Locate land at the very ‘bottom’ of the globe, ‘below’ Australia. This is the last place visited last year during our journey. What is the name of that land (not labeled on the globe)? (Antarctica)
- Which direction would you need to travel to get from Antarctica to Australia? (North) How could you get there? What transportation would you use? (Plane or boat)
- Does Australia have a coastline? (Yes, it is an island.)

 Maps: “Australia & Oceania: Physical Map” and “Australia & Oceania: Political Map” (*Student World Atlas* p.112-113)

- Locate Australia.
- What borders Australia? (Answers may vary but should include the Indian Ocean, Pacific Ocean, Coral Sea, Tasman Sea, Arafura Sea, or Timor Sea. Students may also mention the South Pacific Ocean. Note that the National Geographic Society, including its atlases, does not recognize the place-names Southern Ocean or Antarctic Ocean.)
- Estimate the lines of latitude and longitude that Australia falls between. (Approximately between 9° and 44° South latitude; between 112° and 154° East longitude)
- What can you guess about the landscape of Australia from looking at the physical map? (Mountainous or high elevations across much of the country, especially the eastern coast. Students may also notice the two labeled deserts.)
- What is the capital of Australia? (Canberra)
- What are some of the other cities named on the map? (Sydney, Melbourne, Perth, Brisbane, Adelaide, and Hobart.)
- Name the island where the city of Hobart is located. (Tasmania)

#### **Map Work**


My World Map: Label Australia on your world map; color it in lightly.

### Lesson 2: Australia

Prep Print blank [Australia- Outline Map](#) (for use when drawing Australia)

Lesson Recap.

#### **Map Questions**

 Maps: “Australia & Oceania: Physical Map” and “Australia & Oceania: Political Map” (*Student World Atlas*, p.112-113)

- Is Australia north or south of the Equator? (South) Last year, we briefly flew into Cape Town, South Africa, before heading to Antarctica. Australia, then, is the first country we have studied that is south of the Equator? I wonder what is different about being south of

the Equator?

- The maps we've used previously in the atlas have depicted details about continents. Is Australia a continent? (Yes) It is the only continent that is also a country. (Remember that Antarctica has no countries.)
- Where are Australia's most populous cities located? (Along the coast, mainly the southern and eastern.) Why do you think none of the large cities are located inland? (Maybe because the coast is more hospitable than the deserts and mountain ranges.)
- All of the labeled cities lie south of what named line of latitude? (Tropic of Capricorn)
- Where are the highest mountains located? (East/southeast coast) What is the highest mountain peak? (Mt. Kosciuszko, at 7,310 feet.)
- What is the lowest point? (Lake Eyre, at 52 feet below sea level.)

**Read, Narrate, and Discuss**

*Our Big World*

p.133 ("The buildings" to "does in Sydney!")

**Map Drawing**

Using the blank [Australia- Outline Map](#) as a guide, the teacher will draw an outline map of Australia. The student follows along, drawing in the Travel Journal. This will become their personal map of Australia (referred to as "My Australia Map") and will be added to in the following weeks.

**Map Work**

My Australia Map: Label Canberra (the capital), Sydney, bordering oceans and seas, and the highest point and lowest points.

Composition


Imagine you are the first person to sail into the harbor (where Sydney is today). What do you imagine you would see?

## Lesson 3: Australia

Lesson

Recap.

**Map Questions**

 Maps: "Physical Systems: Earth's Climates", "Physical Systems: Climate Controls", "Australia & Oceania: Physical Map" (*Student World Atlas*, p.20-21, 22-23, 112)

- Study those three (3) maps. Check climate controls to remind yourself what to look for. Next, on p.21, look near Australia for prevailing winds and ocean currents. Then, look at the physical map of Australia, noticing elevation, landforms, etc.
- What are your predictions for climate and precipitation? What do you think summers and winters would be like? Would they vary depending on location in Australia? (Warm ocean currents flow along the northern and eastern coasts. The prevailing winds blow across the tropics to bring warm, moist air into Australia, only to be blocked by the Great Dividing Range. The cool ocean currents along the west coast results in mild temperatures. Since cool ocean water does not evaporate as well as warm water, and since the Great Dividing Range blocks rains from the east, the interior of Australia is dry.)

**Read, Narrate, and Discuss**

*Our Big World*

p.133-134 ("Some summers" to "when it rains.")

**Map Work**

My Australia Map: Label the Great Dividing Range, arcing the label along the curve that forms the range.

## Lesson 4: Australia

Lesson

Recap.

### Map Questions

Maps: Globe, "Earth in Space" (*Student World Atlas*, p.4-5)

- Locate Australia on the globe.
- Is it north or south of the equator? (South)
- Look at the illustration about Earth's seasons on p.4-5 of *Student World Atlas*. The information written there is about the northern hemisphere. What do you think it would say about the Southern Hemisphere, but using the same picture? (The student may not notice anything, which is fine. What they might notice is that the seasons would be opposite in the Southern Hemisphere. For example, during the summer, the Northern Hemisphere is tilted toward the sun, but the Southern Hemisphere is tilted away, which results in winter for them.)
- The Equator is just one line of latitude on the globe that has a name. What is the name of the line of latitude (depicted on the globe and in the atlas) that crosses northern Australia? (Tropic of Capricorn)
- Do you recall what that line means? (Students may remember that this is the southern extent of the Tropics or the southernmost latitude at which the sun will be directly overhead—December solstice.)

### Read, Narrate, and Discuss

*Our Big World*


p.134 ("Many things" to "swimming there.")

## Lesson 5: Australia

Lesson

Recap.

### Map Questions

 Maps: "Earth's Natural Vegetation", "Australia & Oceania: Physical Map", "Australia & Oceania: Climate" (*Student World Atlas*, p.25, 112, .114)

- Locate Australia on all three (3) maps.
- What vegetation zones are in Australia? (Temperate broadleaf forest and grassland; desert and dry shrub as well as a Mediterranean shrub; and tropical grassland and savanna.)
- Based on the physical features, climate, and vegetation of Australia, what do you think some predominant economies might be in the country? (Answers will vary. If the student read *Our Big World* last year, they may associate the Mediterranean climate with olive and grape/wine production. Fishing is a suitable answer due to the extensive coastline, and the shrub and grassland make grazing/pastoral livestock a likely option. One sector that may not be as apparent on the maps is tourism.)
- Would the prominent economic sectors change depending on where on the island you lived? Why? (An observer might expect the desert to support fewer industries, like agriculture. Service-oriented economies would be located along the coast where the large cities are located.)

### Map Work

My Australia Map: Use coloured pencils to lightly color in the vegetation regions on your map. Add a legend if you want.



# GEOGRAPHY DRILLS

## FUNDAMENTALS

### Lesson 1

- Week 1, allow the student to spend 10 minutes with the globe, telling you anything they notice, already know, etc.

### Lesson 2

- Locate the Equator.
- Where is the Northern Hemisphere? Southern Hemisphere?
- Where is the North Pole? South Pole?
- We are going to locate the 7 continents. Locate North America; South America; Europe; Asia; Australia; Africa; and Antarctica.

### Lesson 3

- Locate the Equator. The Equator is a line of latitude.
- There are 2 lines of latitude with special names located parallel to the Equator. Locate these 2 lines—the Tropic of Capricorn the Tropic of Cancer.
- Which tropical circle is north of the Equator? (Tropic of Cancer) South of the Equator? (Tropic of Capricorn)
- There are also lines that go from the North Pole to the South Pole. They are called lines of longitude. Locate the line of longitude that is identified as  $0^\circ$  (0 degrees). This is the prime meridian.
- Locate the line identified as  $50^\circ$  West,  $50^\circ$  East, and so forth (to have more practice).

### Lesson 4

- Locate the Equator.
- Which continents does the Equator touch? (South America, Africa, and Asia.)
- Which continents are (primarily) in the Northern Hemisphere, or north of the Equator? (All of North America, all of Europe, all of mainland Asia, and the majority of Africa.)
- Which continents are (primarily) in the Southern Hemisphere, or south of the Equator? (All of Australia, all of Antarctica, the vast majority of South America, about  $\frac{1}{2}$  of Africa, and Maritime Southeast Asia.)

### Lesson 5

- We are going to locate the 4 (or 5) named oceans of the world. Locate the Atlantic Ocean.
- Locate the Pacific Ocean.
- Locate the Indian Ocean.
- Locate the Arctic Ocean.
- Locate the Southern Ocean. (National Geographic atlases do not recognize the Southern Ocean as its own distinct ocean.)
- Some people divide the Pacific and Atlantic Oceans into northern and southern parts. Where is the North Atlantic Ocean? South Atlantic Ocean? North Pacific Ocean? South Pacific Ocean?

### Lesson 6

- Locate the 7 continents. (North America, South America, Europe, Asia, Australia, Africa, and Antarctica.)
- Locate the 5 named oceans. (Atlantic, Pacific, Indian, Arctic, and Southern.)
- Which ocean is northernmost? (Arctic) The southernmost? (Southern)
- Which continent is the largest? (Asia) The smallest? (Australia)
- Which ocean is the largest? (Pacific) The smallest? (Arctic)





# ALVEARY LATIN GUIDE

## *Minimus*

### Lesson 1: Introductions

Prep	<b>Read</b> "Introduction" and "Lesson 1" <i>Minimus Teacher's Resource Book</i> p.4-9 <i>Minimus Pupil's Book</i> p.2-7
Lesson	<b>Read</b> "Introduction" <i>Minimus Pupil's Book</i> p.1  <b>Read, Narrate, and Discuss</b> "Who Are You?" <i>Minimus Pupil's Book</i> p.2-3 <i>Minimus Audio CD</i>  <b>Vocabulary</b> Study Words to Help, then reread the story. <i>Minimus Pupil's Book</i> p.2-3  <b>Complete</b> Worksheet II "II. Family Tree" <i>Minimus Teacher's Resource Book</i>
Extra Helpings (Optional)	<b>Complete</b> Worksheets I and/or III +  "I. Meet The Family" and "III. Cut Out Lepidina" <i>Minimus Teacher's Resource Book</i>

### Lesson 2: Introductions

Prep	<b>Read</b> <i>Minimus Teacher's Resource Book</i> p.8-9
Lesson	<b>Recap</b>  <b>Read</b> and listen to "Who Are You?" again. <i>Minimus Pupil's Book</i> p.2-3 <i>Minimus Audio CD</i>  <b>Grammar</b> "Grasp the Grammar" <i>Minimus Pupil's Book</i> p.4  <b>Read</b> "The Birthday Party" <i>Minimus Pupil's Book</i> p.5  <b>Vocabulary</b> Study Words to Help and translate the letter. <i>Minimus Pupil's Book</i> p.5  <b>Complete</b> Worksheet V "Latin roots" <i>Minimus Teacher's Resource Book</i>

Extra Helpings  
(Optional)

**Create** a birthday card Worksheet IV  
+ 📖 "Design a birthday card" *Minimus Teacher's Resource Book*

### Lesson 3: Introductions

Prep

**Read**

📖 "Picture Story," "The Birthday Party" *Minimus Teacher's Resource Book* p.8-9

Lesson

**Recap**

**Read, Narrate, and Discuss**

📖 "Lepidina Arrives at the Party" *Minimus Pupil's Book* p.6

🎧 *Minimus Audio CD*

**Vocabulary**

Study Words to Help, then reread the story.

📖 *Minimus Pupil's Book* p.6-7

Sing Happy Birthday in Latin to Claudia or to someone else. (Be sure to use the correct name ending for a boy or girl!)

✍️ Copywork: p.6 box 5

**Translate** Notice that sentences do not begin with capital letters. What kind of words are capitalized? [proper nouns]

**Write** "I am famous," and "Hello, everyone!" in Latin, using the word lists in this lesson.

### Lesson 4: Introductions

Lesson

**Recap**

**Read, Narrate, and Discuss**

📖 "Lepidina Arrives at the Party" *Minimus Pupil's Book* p.6

🎧 *Minimus Audio CD*

**Translate** Choose 2-3 boxes on p.6, translate them into English and then back into Latin

📖 "Lepidina Arrives at the Party" *Minimus Pupil's Book* p.6

Extra Helpings  
(Optional)

**Read**

+ 📖 "Perseus and Medusa" *Minimus Pupil's Book* p.7

### Lesson 5: Introductions

Lesson

**Recap**

👏 Activity: Act Out "Who Are You" in Latin and then in English.

📖 *Minimus Pupil's Book* p.2-3

**Vocabulary** study Words to Remember

📖 *Minimus Pupil's Book* p.7



# 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! »



# **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.)



# **FRENCH GRAMMAR LEVEL 1**

***Student Workbook***

## Lesson 1: L'école

Choose a color for each of the grammar topics below, then find examples of the topics in the passage and mark them with the appropriate color.

### L'école

Nous sommes dans un grand bâtiment. Le bâtiment où nous sommes est une école, et la salle est une classe. Elle est vaste, parce que vous êtes nombreux. Je suis le professeur. Jean, tu es un élève. Je suis sur une chaise. Tu es sur un banc, Charles et Henri aussi; mais ils sont derrière. Tu es sur le premier banc, ils sont sur le second. Un élève est debout. L'élève debout est Georges. Il est devant le tableau. Le tableau est contre le mur. Il est entre la porte et la fenêtre. La craie et l'éponge sont auprès. Elles sont sur le rebord. La craie est derrière l'éponge.

1. Present Indicative of the Verb **être**, *to be* (*Underline the subject.*)
2. Singular of the Definite Article
3. The Indefinite Article
- 3a. Accents

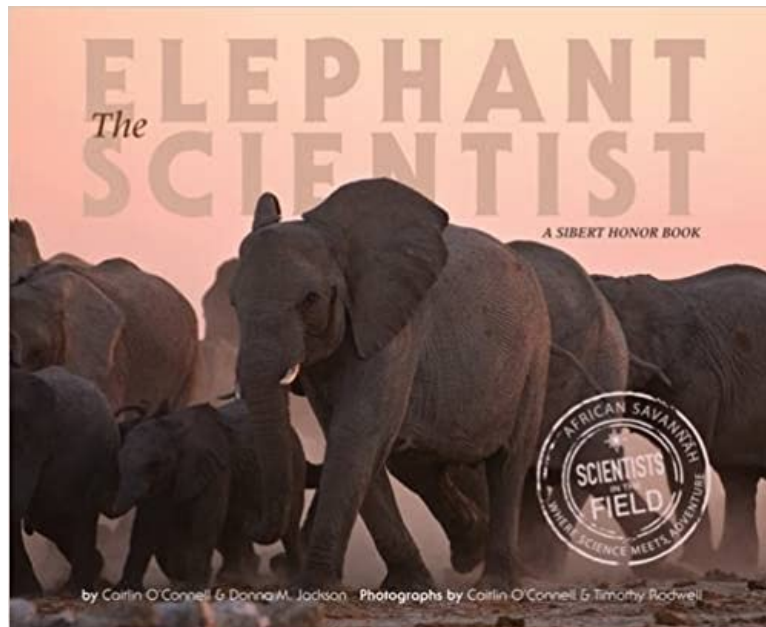


1. L'École



# LAB BOOK

## *The Elephant Scientist*



## Lab 1: Seeing Sound

### **Note**


A portion of Lab 1 is provided online by ExtendedED Notes. Print the webpage provided and insert into your lab book.

Students will have one (1) lab period to complete Lab 1.

### **Introduction**

Students will use these labs to learn about sound and animal behavior.

### **Materials**

- Video: [Transverse and Longitudinal Wave Demonstration](#)
-  Lab Website: [3 Tuning Fork Experiments to Explore Sound with Students](#)
- 2 tuning forks at different frequencies
- Large bowl of water
- Soft surface
- Paper towels
- 3 feet of string (any kind will do)
- Empty can
- Rubber band that fits around the can
- Plastic wrap
- Salt
- *Optional:*
  - [Metal Slinky](#)
  - [Ping-pong ball](#)

### **Procedure**

1. Begin by watching [Transverse and Longitudinal Wave Demonstration](#), a video about two (2) different types of waves.
  - a. If you have a metal slinky, you could work with a partner to try it yourself.
  - b. Sound waves, like those made when we talk or make music, are compression waves.
2. Try these [3 Tuning Fork Experiments to Explore Sound with Students](#) to “see” these compression waves.
  - a. Follow the procedure for Activity 1
  - b. Follow the procedure for Activity 3
  - c. *Activity 2 is optional.*

### **Data Analysis**

Think about what happened during the sound activities. In your own words, explain what happened and how it occurred.

### **Make it Your Own**

If you have extra time, be creative and make up your own sound activity.

## **Lab 2: Telephone**

### **Note**

Lab 2 is provided online by *Scientific American*. Print the sheets necessary to complete the lab and insert into your lab book.

Students will have two (2) lab periods to complete Lab 2.

### **Introduction**

Students will investigate the relationship between sound and distance.

### **Materials**

-  Lab Website: [Talk through a String Telephone](#)
- Materials listed in  Lab Website: [Talk through a String Telephone](#)

### **Procedure**

1. Follow the directions in the lab using the string.
2. If possible within the same lab period, repeat the same procedure using the fishing line. Otherwise, complete this step during the second lab period.
3. If time allows, complete one or more of the Extra procedure steps.

### **Data Analysis**

1. Compare your observations and note differences between sound traveling over the different materials.
2. What factors or characteristics caused these differences?
3. Which material transmitted sounds waves the best?

### **Make it Your Own**

Are there other tests you can think of that will help you learn more about sound traveling over distance?