

Sample Morning Lessons

Week 1

Form 2



2020-2021

Monday	Tuesday	Wednesday	Thursday	Friday
<p><input type="checkbox"/> 01 Bible: Old Testament (20m) The Creation</p> <hr/> <p>📖 STUDY: Book of Genesis (Paterson Smyth) "The Creation Story" Lesson I Sect.1-3 p.28-34</p> <p>→ RN&D: Genesis 1, 2:1-3</p>	<p><input type="checkbox"/> 01 Bible: New Testament (20m) The Nativity of the Christ</p> <hr/> <p>⚠️ ALERT: Sensitive content v.25</p> <p>📖 STUDY: St. Matthew (Paterson Smyth) "The Coming of the King" Lesson I Sect.1-2 p.16-20</p> <p>→ RN&D: Matthew 1:18-25 (skip v.1-17)</p> <p>→ VIEW & DISCUSS: How does this artwork compare with the picture you imagined?</p> <p>★ Image: The Birth of Christ</p>	<p><input type="checkbox"/> 01 Art Appreciation (10m) Picture Talk: Fra Angelico</p> <hr/> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>→ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: The Annunciation</p>	<p><input type="checkbox"/> 02 Bible: Old Testament (20m) Man and Woman in the Garden</p> <hr/> <p>📖 STUDY: Book of Genesis (Paterson Smyth) "The Story of the Fall: Lecture to the Teacher" Lesson II p.35-42</p> <p>→ RN&D: Genesis 2:4-25</p> <p>→ VIEW & DISCUSS: How does this artwork compare with the picture you imagined?</p> <p>★ Image: Paradise Landscape with God Telling Adam to Name the Animals</p>	<p><input type="checkbox"/> 02 Bible: New Testament (20m) Wise Men Visit the King</p> <hr/> <p>📖 STUDY: St. Matthew (Paterson Smyth) "The Coming of the King (cont.)" Lesson I Sect.3 p.20-22</p> <p>→ RN&D: Matthew 2:1-12</p> <p>→ VIEW & DISCUSS: How does this picture show how the wise men feel?</p> <p>★ Image: The Adoration of the Wise Men</p>
<p><input type="checkbox"/> 01 Lessons in Math (20m) Review AL Abacus & Add. Strategies</p> <hr/> <p>📖 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 1</p>	<p><input type="checkbox"/> 02 Lessons in Math (20m) Review the Math Balance</p> <hr/> <p>📖 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 2</p>	<p><input type="checkbox"/> 03 Lessons in Math (20m) Review Mental Adding</p> <hr/> <p>📖 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 3</p>	<p><input type="checkbox"/> 04 Lessons in Math (20m) Review Subtraction Strategies</p> <hr/> <p>📖 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 4</p>	<p><input type="checkbox"/> 05 Lessons in Math (20m) Review Trading on Side 2 of Abacus</p> <hr/> <p>📖 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 5</p>
<p><input type="checkbox"/> 01 Stories From Nature Level 3 (10m) The Point of View</p> <hr/> <p>⚠️ ALERT: Sensitive content p.3</p> <p>→ INTRO: This chapter is about raccoons, which were often called "Little Brother To the Bear" by Native Americans. Why do you suppose that is?</p> <p>→ RN&D: A Little Brother to the Bear "The Point of View" p.3-7 "An old Indian" - "these larger things."</p>	<p><input type="checkbox"/> 01 Lessons in Art Level 4 (30m) Beginning Brushstrokes</p> <hr/> <p>📖 BRUSH DRAWING DAY Work through the lesson and any teacher prep suggestions. Lay out all materials.</p> <p>→ FOLLOW TEACHER GUIDE Lessons in Art Level 4 Lesson 1</p> <p>★ Video: Tutorial: Beginning Brushstrokes</p>	<p><input type="checkbox"/> 01 Studying With Scientists (30m) Elephant Social Behavior</p> <hr/> <p>📖 SET UP AFTERNOON LAB ☆ Lab Book: Elephant Scientist "Lab 1: Seeing Sound"</p> <p>→ INTRO: This is a story about scientists exploring how elephants communicate. Find Etosha Park and Mushara Waterhole.</p> <p>☆ Map: The Elephant Scientist (in front)</p> <p>→ RN&D: The Elephant Scientist "Unearthing Elephant Secrets" p.1-3 "Caitlin O'Connell" - "their environment."</p>	<p><input type="checkbox"/> 02 Lessons in Art Level 4 (30m) Hold. Media/Set. up Drawing Board</p> <hr/> <p>📖 DRAWING DAY Work through the lesson and any teacher prep suggestions. Lay out all materials.</p> <p>→ FOLLOW TEACHER GUIDE Lessons in Art Level 4 Lesson 2</p> <p>★ Video: Tutorial: How to Hold Media ★ Video: How to Set Up a Drawing Board</p>	<p><input type="checkbox"/> 01 Exploring Natural History Topics (10m) Introduction</p> <hr/> <p>📖 Read Introduction</p> <p>⚠️ ALERT: Sensitive content p.15</p> <p>→ RN&D: Adventures With a Hand Lens "Adventure 1" p.12-16 "For our first" - "in such matters."</p>

<input type="checkbox"/> 01 Pilates or Drill (20m) Move at own pace ----- Notes:	<input type="checkbox"/> 01 Playing Team Sports (20m) Soccer: Dribbling ----- <ul style="list-style-type: none"> Read about soccer. The Ultimate Homeschool P.E. Game Book "Soccer Games and Glossary" p.57-59 → PLAY: Soccer Pirate The Ultimate Homeschool P.E. Game Book "Soccer" p.60 ☆ Soccer Ball	<input type="checkbox"/> 01 Traditional Folk Dancing (20m) Song 1: Song Lyrics ----- <ul style="list-style-type: none"> STUDY: Learn song and dance. Book of Song Dances "Single Circle (with Partners)" p.23 "Great Big House" p.30 VIEW: Watch demo and learn dance. ★ Video: Song 1: Great Big House → LISTEN & PRACTICE: Play song several times. Repeat a line at a time to memorize. ★ Audio: Song 1: Great Big House	<input type="checkbox"/> 02 Pilates or Drill (20m) Move at own pace ----- Notes:	<input type="checkbox"/> 01 Playground Games (20m) Movement Skills ----- <ul style="list-style-type: none"> Read about movement skills and make sure student knows how to gallop, skip, etc. The Ultimate Homeschool P.E. Game Book "Games for Enhancing Movement Skills" p.144 → PLAY Little Brown Bear or Martian The Ultimate Homeschool P.E. Game Book p.144-145
<input type="checkbox"/> 01 French Grammar Level 1 (30m) The School: Vocabulary ----- → LISTEN & PRACTICE: Vocabulary ★ Quizlet: PFC L.1 Vocabulary List → Copy Principal Vocabulary (bold words). Include meanings using illustrations when possible. ☆ French Grammar 1 Student Workbook Appendix: Vocabulary Lists Lesson 1	<input type="checkbox"/> 02 French Grammar Level 1 (30m) The School: Text ----- → LISTEN: Follow along in text. → Underline Principal Vocabulary in text. ★ Audio: PFC L.1 Text ☆ French Grammar 1 Student Workbook Lesson 1	<input type="checkbox"/> 01 French Songs & Rhymes (10m) Lundi Matin ----- → INTRO: In this song, the royal family goes for a visit every day of the week. ☆ Audio: Chansons & Comptines Vol.1 "Lundi Matin" Track 7 → Watch video for an introduction to song. ★ Video: Lundi Matin	<input type="checkbox"/> 01 First Steps in French Literature (15m) Base Reading Part 1 ----- <ul style="list-style-type: none"> LISTEN & PRACTICE: ★ Quizlet: FR 1st Steps in Lit Lesson 1 → FOLLOW TEACHER GUIDE Vocabulary, Reading, Storyboard First Steps in French Literature Guide Lesson 1	<input type="checkbox"/> 02 First Steps in French Literature (15m) Copywork (Form 2) ----- → PRACTICE: Reading & Narrating Sentence(s) 1 → PRACTICE: Copywork Sentence(s) 1 ★ Quizlet: Base Story Reading & Narrating ☆ Hansel et Gretel Student Workbook
<input type="checkbox"/> 01 Penmanship & Copywork (10m) Move at own pace ----- <ul style="list-style-type: none"> Choose copywork from Passages. → Penmanship Lesson: → Copywork Passage:	<input type="checkbox"/> 02 Penmanship & Copywork (10m) Move at own pace ----- <ul style="list-style-type: none"> Choose copywork from Passages. → Penmanship Lesson: → Copywork Passage:	<input type="checkbox"/> 03 Penmanship & Copywork (10m) Move at own pace ----- <ul style="list-style-type: none"> Choose copywork from Passages. → Penmanship Lesson: → Copywork Passage:	<input type="checkbox"/> 04 Penmanship & Copywork (10m) Move at own pace ----- <ul style="list-style-type: none"> Choose copywork from Passages. → Penmanship Lesson: → Copywork Passage:	<input type="checkbox"/> 05 Penmanship & Copywork (10m) Move at own pace ----- <ul style="list-style-type: none"> Choose copywork from Passages. → Penmanship Lesson: → Copywork Passage:
<input type="checkbox"/> 01 Dictation & Grammar Level 2 (15m) Dictation ----- <ul style="list-style-type: none"> Choose a dictation passage that students have recently read and narrated. Make one copy per student. Mark the section to be studied. → Read the section aloud. Ask students to circle words that might be hard to remember how to spell. Write these words on the board and study them together by sight and/or by spelling patterns.	<input type="checkbox"/> 02 Dictation & Grammar Level 2 (15m) Grammar: Helping Verbs ----- <ul style="list-style-type: none"> Read Unit 10 Notes and Teacher Notes JAG Teacher Book Ch.1 p.8 → RN&D: JAG Student Workbook "Helping Verbs" Ch.10 p.115 "Everybody needs" - "memorize them." → PRACTICE: Study the list of helping verbs. Choose 5 to use as helping verbs for the main verb "jump." Write a sentence with each.	<input type="checkbox"/> 03 Dictation & Grammar Level 2 (15m) Dictation ----- → Allow students to study passages alone, with a partner, or with the teacher. They should practice visualizing words and writing them from memory. → If students ask questions about punctuation or other grammar matters, use a reference guide to find out answers or simply say, "We will learn about that later."	<input type="checkbox"/> 04 Dictation & Grammar Level 2 (15m) Grammar: Helping Verbs (cont.) ----- → RN&D: JAG Student Workbook "Helping Verbs" Ch.10 p.116 "Now, if" - "first sentence above." → PRACTICE: Complete exercises 1-3. JAG Student Workbook "Helping Verbs: Exercise #1" Ch.10 p.117 → EVALUATE: Check answers using p.113 of Teacher Book.	<input type="checkbox"/> 05 Dictation & Grammar Level 2 (15m) Dictation ----- → If students are ready, dictate one paragraph from the studied passage slowly. If they are not ready, allow them to continue to study. You can dictate next week. → Erase any misspelled words on student's dictation. Have them study the words again and write them correctly from memory. Hold students accountable only for grammar skills/mechanics that have been taught.

<p>☐ 01 Clear Speaking & Good Reading (10m) Hymn</p> <hr/> <p>🔴 Read introductory material. Hosanna, Loud Hosannas Student Hymnal p. 248</p> <p>→ INTRO: Share a little about the hymn.</p> <p>→ RN&D: Read the verses aloud and discuss meaning.</p> <p>Hosanna, Loud Hosannas Student Hymnal "All Praise to Thee, My God, This Night" p.249 (#105)</p>	<p>☐ 02 Clear Speaking & Good Reading (10m) Old Testament</p> <hr/> <p>→ RN&D: Genesis 8:1-12</p>	<p>☐ 03 Clear Speaking & Good Reading (10m) New Testament</p> <hr/> <p>→ RN&D: Matthew 2:1-12</p>	<p>☐ 04 Clear Speaking & Good Reading (10m) Psalms</p> <hr/> <p>→ RN&D: Psalm 96</p>	<p>☐ 05 Clear Speaking & Good Reading (10m) Poetry</p> <hr/> <p>→ RN&D: ☆ Favorite Poems Old and New "Frolic" p.99</p>
<p>☐ 01 Lit. Gems From History (20m) Wooded Labyrinth to Fearful Cave</p> <hr/> <p>→ INTRO: Like Pilgrim's Progress, this story is an allegory in which characters are symbols for ideas. Listen for something you may have heard from the Bible (Ephesians 6:11-18).</p> <p>→ RN&D: Stories from the Faerie Queene "The Court of the Queen" p.1-4 "Once upon a time," - "two champions."</p> <p>→ RN&D: Stories from the Faerie Queene "The Wood of Error" p.4-8 "The first adventure" - "in like manner."</p>	<p>☐ 01 Stories of America Level 1 (20m) Land Bridge from Asia to America</p> <hr/> <p>→ ALERT: Sensitive content p.5</p> <p>→ INTRO: How do you think the first people of America arrived on our continent?</p> <p>→ RN&D: The Discovery of the Americas p.3-12 "Many thousands" - "still a mystery."</p> <p>→ Look at and compare artifacts from the Old World and the New World.</p> <p>The Discovery of the Americas "Pottery and Other Objects" p.13</p>	<p>☐ 01 Stories of the Ancient Near East (20m) The First Farmers</p> <hr/> <p>🔴 ALERT: Sensitive content p.1-5; "Paleolithic" means "Old Stone Age." "Neolithic" means "New Stone Age." The New Stone Age began with farming.</p> <p>→ RN&D: The Story of Civilization Vol.1 Ch.1 p.1-5 "Our journey" - "less treacherous."</p> <p>→ VIEW & DISCUSS: ☆ Map: RM Historical Atlas of the World "Human Emergence on the Changing Face of Earth" p.4-5</p>	<p>☐ 01 Stories of the World (20m) Charlemagne: Holy Roman Emperor</p> <hr/> <p>→ INTRO: As you begin reading about Charlemagne, think about why he was known as "the Father of Europe."</p> <p>→ RN&D: A Castle with Many Rooms Ch.9 p.67-70 "On Christmas" - "after battle."</p> <p>★ Image: Charlemagne</p>	<p>☐ 01 Mythology & Historical Poetry (20m) MYTH: Adventures of Aeneas and Dido</p> <hr/> <p>🔴 ALERT: Sensitive content</p> <p>→ INTRO: Virgil wrote the Aeneid between 29 and 19 B.C. We will be reading stories and poetry from this epic work this term, followed by mythology from different lands.</p> <p>→ RN&D: The Age of Fable Ch.31 p.207-211 "We have followed" - "caused by flying."</p>
<p>☐ 01 Exploring Our World (20m) Australia</p> <hr/> <p>🔴 Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our World Lesson 1</p> <p>★ Map: Blank World</p>	<p>☐ 01 Introduction to Government (20m) (US) Types of Government (CA) Government v. Parliament</p> <hr/> <p>→ (US) RN&D: The Young Citizen's Reader "Types of Early Government" Ch.1 p.3-4 "Wherever people" - "intelligent support."</p> <p>→ (CA) RN&D: Our Country, Our Parliament "What's the Difference" p.6</p> <p>→ DISCUSS: Explore the presence of monarchs in your national history. Use this link or research on your own.</p> <p>★ Monarchs of England</p>	<p>☐ 01 Playing With Geography (10m) Map Drill</p> <hr/> <p>🔴 Decide on the lesson, preview and gather materials (maps, globe, atlases, etc.) as needed for chosen lesson.</p> <p>→ PRACTICE: Read the questions one at a time. Using maps, answer the question orally.</p> <p>☆ Map Drills (section of your choosing)</p>	<p>☐ 01 Cizaenship: Plutarch (30m) Nicias' Timorous Manner</p> <hr/> <p>🔴 Read about Nicias and intro material. Lesson 1 p.75-78</p> <p>→ INTRO: We are going to read about the timorous Athenian leader, Nicias. Share a little from intro material.</p> <p>→ RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 1 Pt.1 p.78-79 "In my fancy," - "in his time."</p> <p>→ DISCUSS: Discussion and Narration Prompt 1 p.81</p>	<p>☐ 02 Exploring Our World (20m) Australia</p> <hr/> <p>🔴 MAP DRAWING DAY</p> <p>Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our World Lesson 2</p> <p>★ Map: Australia Outline</p>
<p>☐ 01 Sight-Singing With Solfa 3 (15m) Step 1</p> <hr/> <p>→ INTRO: Let's begin sight singing!</p> <p>→ WARM-UP: Prepare your voice for singing.</p> <p>→ LISTEN & PRACTICE: Follow along in book and sing as prompted or after teacher.</p> <p>★ Audio: Warm-Ups</p> <p>★ Video: Step 1</p> <p>☆ Fifty Steps in Sight Singing p.1</p>	<p>☐ 01 Singing Hymns (10m) All Praise to Thee, My God, This Night</p> <hr/> <p>→ INTRO: Bookmark #105 in Hosanna, Loud Hosannas--the first hymn for this term.</p> <p>→ SING: ★ Audio: All Praise to Thee #1</p> <p>→ RN&D: ☆ Hosanna, Loud Hosannas "Thomas Ken & Thomas Tallis" p.248</p>	<p>☐ 01 Literature: Shakespeare (30m) Dispute Over the Crown of England</p> <hr/> <p>→ INTRO: This is one of Shakespeare's history plays concerning the right to England's throne after the death of Richard I, inheritances, the power of the Church, and the glory of war.</p> <p>→ NOTE: Characters in the Play p.3-4</p> <p>→ RN&D: King John Act 1 Scene 1 p.7-27 "Now say, Chatillon" - "I say 'twas not."</p>	<p>☐ 01 Singing Folk & Patriotic Songs (10m) Sumer is icumen in</p> <hr/> <p>→ INTRO: People have sung songs about their daily lives for millenia. Our first folk song, "Sumer is icumen in" is one of the earliest known English songs.</p> <p>→ LISTEN & PRACTICE: ★ Sumer is icumen in Recording #1 ★ Sumer is icumen in Sheet Music 1 ★ Sumer is Icumen in Sheet Music 2</p>	<p>☐ 01 Composer Study (10m) Hildegard von Bingen - Introduction</p> <hr/> <p>🔴 Skim bio and mark sections to share. ★ Hildegard's Bio</p> <p>→ INTRO: Read/share from Hildegard's bio. Notice on timeline how few composers we know from the Middle Ages. It is remarkable that von Bingen, a woman, wrote more than any other composer at the time.</p> <p>★ Medieval Composer Timeline</p> <p>★ O vis eternitatis</p> <p>→ (Form 2a+) RN&D: Discuss the words. If learning sol-fa, try to sight-sing the melody.</p>

<input type="checkbox"/> 01 Analyzing & Writing Poetry 1 (20m) What is Poetry? ----- → INTRO: Have you ever thought about defining poetry? This book seeks to explore that. → RN&D: What is Poetry? Ch.1 p.1-2 (British version, p.9-10) "A poem is" - "I read them."		<input type="checkbox"/> 01 Lessons In Latin Level 1 (30m) Introductions ----- 📌 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to Minimus Lesson 1 ☆ Minimus Teacher's Resource Book "Worksheets I, II, and III"	<input type="checkbox"/> 01 Story of Arithmetic Level 1 (20m) Counting: Introduction ----- → INTRO: Today we will meet a boy who lived long ago at the foot of "Mt. Yu," or Mount Yushan, which is in Taiwan. Find Taiwan on the map. What kind of climate does it have? ☆ Map: NG Student World Atlas "Asia" p.92-95 → RN&D: Number Stories of Long Ago "How Ching..." Ch.1 p.1-3 "The logs are" - "to do so."	<input type="checkbox"/> 02 Lessons in Latin Level 1 (30m) Introductions (cont.) ----- 📌 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to Minimus Lesson 2 ☆ Minimus Teacher's Resource Book "Worksheet V"
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Write on the term's readings (see Passages provided in the lesson plans). Subjects will vary from week to week, so include these as extended lesson time in your schedule wherever appropriate. Guidance for editing and self evaluation are included in the Written Narration lesson plans.

<input type="checkbox"/> 01 Written Narration Level 3 (15m) ----- → Book Title:	<input type="checkbox"/> 02 Written Narration Level 3 (15m) ----- → Book Title:	<input type="checkbox"/> 03 Written Narration Level 3 (15m) ----- → Book Title:		
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Afternoon Occupations

Scheduling these courses outside of the morning hours ensures plenty of time for setup/cleanup and travel, as well as allowing for an overall unhurried pace.

<input type="checkbox"/> 01 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 02 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 03 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 04 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 05 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:
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<input type="checkbox"/> 01 Outdoor Observations in Nature (60m) Location: ----- 📌 STUDY & PLAN FOR OBJECT LESSON Look through the week's Science and Geography Occupations. Plan walks that might put you in the way of things to look for. Read about topics being studied. <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 02 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 01 Learning in the Lab (60m) Lab Title: ----- Course: Notes:	<input type="checkbox"/> 03 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 04 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:
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Using Leisure Time Well

Education is a life. These courses help students cultivate the life-long habit of seeking constructive and joyful ways to use free time.

<input type="checkbox"/> 01 Life Skills: Home & Garden (20m) Task 1: ----- <ul style="list-style-type: none"> ☛ Choose a skill to teach students. Think about the steps involved. Gather and organize all supplies and choose a place to keep them where they will be accessible. → INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 02 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → RECAP: Tell the steps in the task. → INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 03 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → RECAP: Have student direct you as you demonstrate the task. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 04 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → RECAP: Have student retell the steps in the task. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 05 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.
FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)
Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)
<input type="checkbox"/> 01 Lessons in Sewing Level 2 (20m) ----- <ul style="list-style-type: none"> ☛ Preview project. Gather all materials and make them easily accessible to students.. → INTRO: Read instructions with students one step at a time, or allow them to read to themselves and then narrate. Demonstrate any new skills. → PRACTICE: Work on new skill, or complete the next part of the project. Self-assess for mastery and/or precision before moving on. 	<input type="checkbox"/> 01 Typing & Digital Literacy (20m) Move at own pace ----- <ul style="list-style-type: none"> → INTRO: Watch any video tutorials that go with the current lesson. → PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson. → PLAY: Use correct fingering to play any games that go with the lesson. 	<input type="checkbox"/> 01 Lessons in Sloyd Level 5 (20m) Model 1: Wall Pocket ----- <ul style="list-style-type: none"> ☛ Gather and prepare supplies for this model → VIEW: Photo of model and tutorial. Visualize steps to work the model. ★ Image & Video: Wall Pocket → PRACTICE: Work on the model. Read and demonstrate instructions one step at a time. <p>Sloyd Paper Work: 3-D Geometric Shapes "No.1: Wall Pocket" p.10</p>	<input type="checkbox"/> 02 Typing & Digital Literacy (20m) Move at own pace ----- <ul style="list-style-type: none"> → INTRO: Watch any video tutorials that go with the current lesson. → PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson. → PLAY: Use correct fingering to play any games that go with the lesson. 	<input type="checkbox"/> 01 Life Skills: Handicrafts (20m) Simple Bead Lace ----- <ul style="list-style-type: none"> ☛ Gather and prepare supplies for lesson. → VIEW: Tutorial ★ Video: Beading- Introduction to Beading Supplies → PRACTICE: Simple bead lacing with any kind of bead and thread. Construct a piece of jewelry; ring, necklace, earrings or bracelet. Recycle clasps from broken pieces of jewelry you may have.
<i>Evening Reading</i>				
Evening reading is to be done for the pure joy of it. Relationship building is a natural by-product. (No narration required.)				
<input type="checkbox"/> 01 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> ☛ Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 02 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> ☛ Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 03 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> ☛ Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 04 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> ☛ Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 05 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> ☛ Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story

<input type="checkbox"/> 01 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 02 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 03 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 04 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 05 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.
Choose from Biographies Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Travel Readers Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Historical Fiction Bookshelf (20m)
<i>Sunday Occupations</i>				
These courses are our offering for enhancing Sabbath observance through contemplation. You are welcome to schedule these as best suits your family.				
History Timeline/Charts (10m)	Choose from Sunday Reading Bookshelf (20m)			
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Sample Passages & Occupations

Week 1

Form 2



2020-2021

Monday

Tuesday

Wednesday

Thursday

Friday

Suggested Passages (Copywork, Dictation & Grammar, and Composition): Choose according to schedule, student ability, and interest.

▲CW:
A Little Brother to the Bear
"The Point of View" p.4
"For every" - "expresses."

▲CW:
Genesis 8:2

▲CW:
The Elephant Scientist
p.1 (facing)
"Perseverance" - "triumph"

▲CW:
Genesis 8:4

▲CW:
Genesis 8:5

▲D&G: Dictate 1 Paragraph

A Little Brother to the Bear
"The Point of View" p.4-5
"Two things" - "understood."

▲COMP: Persuasive
Do you think divine right to rule is ok?
Why or why not?

The Young Citizen's Reader
Ch.1 p.3-4
"Wherever people" - "support."

▲CW:
Genesis 8:3

▲COMP: Descriptive
Describe Nicias, Cleon, and Pericles.
What do you learn about the nature and
manner of each of these citizens of
Athens?

The Plutarch Project Vol.2
"Nicias" Lesson 1 Pt.1 p.78-79
"Of Nicias" - "in his time."

▲COMP: Illustrate & Caption
Brush drawing of Phineus and the
Harpies or another scene

The Age of Fable
Ch.31 p.207-211
"We have" - "by flying."

▲CW:
Genesis 8:1

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

▲COMP: Written Narration
Write all you remember about the Red
Cross Knight's first adventure after he,
Lady Una, and the dwarf entered the
woods to seek shelter from the storm.

Stories from the Faerie Queene

Occupations: It is not necessary to do everything listed. Choose according to time, availability, and student interest.

● BRUSH DRAWING
Illustrate a scene from story.

Genesis 1:1-2:3
"The Creation"

● HISTORY CHARTS
Birth of Christ (c. 5 B.C.)

● OUR WORK
Paste picture in the correct space. "The
Annunciation"

● BRUSH DRAWING
Illustrate a scene from story.

Genesis 2:4-25
"Man and Woman in the Garden"

● BRUSH DRAWING
Illustrate a scene from story.

Matthew 2:9-11
"The Wise Men Worship Jesus"

● HISTORY CHARTS
Faerie Queene first published (1590 by
Edmund Spenser)

● OBSERVE & DISCUSS
Practice identifying Art skills. Look for
leaves of different shapes during nature
walks. Encourage students to think about
how a brush stroke might be used to
create a certain leaf in their nature
journal.

● HISTORY CHARTS
Fra Angelico (1395-1455)

● OBSERVE & DISCUSS
Practice identifying Art skills. Remember
to hold your pastels correctly during
nature journaling.

● HISTORY CHARTS
Wise Men Visit Jesus (c. 5-3 B.C.)

<p>● CITIZENSHIP NOTEBOOK (2A ONLY) Add to List of Virtues</p>	<p>● AFTERNOON LISTENING Listen to current hymn.</p> <p>★ All Praise to Thee Full Song (or own recording)</p>	<p>● LEARNING IN THE LAB</p> <p>☆ Lab Book: Elephant Scientist "Lab 1: Seeing Sound"</p>	<p>● HISTORY CHARTS Sumer is icumen in (1226-1240, England)</p>	<p>● TAKE A NATURE WALK & Record observations</p> <p>Take your hand lens outside. Look at specimens closely.</p>
	<p>● HISTORY CHARTS All Praise to Thee (16th-17th century, England)</p>	<p>● HISTORY CHARTS Describe the Paleolithic and Neolithic Ages. Draw artifacts from these time periods.</p> <p>History of the World in 1,000 Objects p. 12-14 ALERT: Sensitive Content p.12-14</p>	<p>● AFTERNOON LISTENING Listen to current folk song.</p>	<p>● SCIENCE NOTEBOOK Make drawings of what you observe through your hand lens.</p> <p>Adventures With a Hand Lens "Adventure 1"</p>
	<p>● CIT. NOTEBOOK (US) Is it an election year? If so, answer the following questions: Who is currently running for president? To which parties do they belong? Create a timeline page for our national elections. You will add to it later.</p>	<p>● HISTORY CHARTS King John (1166-1216, England); Queen Eleanor of Aquitaine (1122-1204, France)</p>	<p>● HISTORY CHARTS Charlemagne (a.k.a. Charles the Great, 742-814 A.D., Frankish Kingdom); Pope Leo III (Unknown - 816, Italy); Empress Irene (c.752-803, Athens); Childeric III (c.1717-c.1754, Francia); King Pepin the Short (c.714-768, Francia); Aachen, Germany; Constantinople, a.k.a. Istanbul, Turkey</p>	<p>● HISTORY CHARTS Hildegard von Bingen (1098-1179)</p>
	<p>● CIT. NOTEBOOK (CA) Is there a federal election this year? If so, who are the current party leaders? Create a timeline page for federal elections. You will add to this later.</p>		<p>● HISTORY CHARTS Nicias (c.470-413 B.C., Athens); Pericles (495-429 B.C., Athens); Cleon (Unknown-422 B.C., Athens); Thucydides (c.460-c.400 B.C., Athens); Peloponnesian War or Attic War (431-404 B.C., Greece, Asia Minor, Sicily)</p>	<p>● AFTERNOON LISTENING Listen in the car, as you play or do chores, etc.</p>

Sample Morning Lessons

Week 2

Form 2



2020-2021

Monday	Tuesday	Wednesday	Thursday	Friday
<p><input type="checkbox"/> 03 Bible: Old Testament (20m) The Temptation and Fall</p> <hr/> <p>🔍 STUDY: Book of Genesis (Paterson Smyth) "The Story of the Fall: Lesson on the Fall" Lesson II Sect.1-6 p.42-52</p> <p>→ RN&D: Genesis 3:1-24</p>	<p><input type="checkbox"/> 03 Bible: New Testament (20m) The Flight into Egypt</p> <hr/> <p>🔍 ALERT: Sensitive content v.2:16-18</p> <p>🔍 STUDY: St. Matthew (Paterson Smyth) "The Coming of the King (cont.)" Lesson I Sect.4 p.22-24</p> <p>→ RN&D: Matthew 2:13-23</p> <p>→ Trace the route traveled by Jesus and his parents from Bethlehem to Egypt. (Bethlehem is not labeled but is near Judea.) ☆ Map: Student Bible Atlas Map 18: The Roman Empire p.21</p>	<p><input type="checkbox"/> 02 Art Appreciation (10m) Memory Discussion: Patterns</p> <hr/> <p>→ INTRO: Look at Noli me tangere. Notice how a pattern of repeating curved lines shows draping cloth with folds.</p> <p>→ MEMORY DISCUSSION: Describe details of a pattern you remember in The Annunciation (in clothing, wall coverings, an object, etc.). What is the pattern's purpose?</p> <p>→ EVALUATE: Look at print; how'd you do?</p> <p>☆ Art Print: Noli me tangere ☆ Art Print: The Annunciation</p>	<p><input type="checkbox"/> 04 Bible: Old Testament (20m) Cain and Abel</p> <hr/> <p>🔍 ALERT: Sensitive content v.8</p> <p>🔍 STUDY: Book of Genesis (Paterson Smyth) "Cain and Abel" Lesson III Sect.1-3 p.53-59</p> <p>→ RN&D: Genesis 4:1-16</p>	<p><input type="checkbox"/> 04 Bible: New Testament (20m) The Herald and Baptism of the Christ</p> <hr/> <p>🔍 STUDY: St. Matthew (Paterson Smyth) "How the King was Crowned" Lesson II Sect.1-2 p.25-29</p> <p>→ RN&D: Matthew 3:1-17</p>
<p><input type="checkbox"/> 06 Lessons in Math (20m) Review Multiplication Strategies</p> <hr/> <p>🔍 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 6</p>	<p><input type="checkbox"/> 07 Lessons in Math (20m) Review Division Strategies</p> <hr/> <p>🔍 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 7</p>	<p><input type="checkbox"/> 08 Lessons in Math (20m) Finding Remainders</p> <hr/> <p>🔍 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 8</p>	<p><input type="checkbox"/> 09 Lessons in Math (20m) Remainders After Dividing by 9</p> <hr/> <p>🔍 Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>→ RightStart Math Level E Lesson 9</p>	<p><input type="checkbox"/> 10 Lessons in Math (20m) Catch-Up Day</p> <hr/> <p>→ Use this time to catch up on lessons in this or another course, or explore Extra Helpings</p>
<p><input type="checkbox"/> 02 Stories From Nature Level 3 (10m) Personal Observation of Wood Folk</p> <hr/> <p>→ RN&D: A Little Brother to the Bear "The Point of View" p.7-12 "All this is" - "heart and read."</p>	<p><input type="checkbox"/> 03 Lessons in Art Level 4 (30m) Expand. Color Wheel: Tertiary Colors</p> <hr/> <p>🔍 COLOR THEORY DAY Work through the lesson and any teacher prep suggestions. Lay out all materials.</p> <p>→ FOLLOW TEACHER GUIDE Lessons in Art Level 4 Lesson 3</p> <p>★ Image: Example of Expanded Color Wheel</p>	<p><input type="checkbox"/> 02 Studying With Scientists (30m) The Journey of a Scientist</p> <hr/> <p>🔍 SET UP AFTERNOON LAB ☆ Lab Book: Elephant Scientist "Lab 2: Telephone"</p> <p>→ RN&D: The Elephant Scientist "Slippery Beginnings" p.4-6 "Caitlin O'Connell" - "animal studies."</p> <p>→ RN&D: The Elephant Scientist "Call of the Wild" p.7-10 "After working with" - "never anticipated."</p>	<p><input type="checkbox"/> 04 Lessons in Art Level 4 (30m) Wild Fruit</p> <hr/> <p>🔍 OBSERVATIONAL DRAWING DAY Work through the lesson and any teacher prep suggestions. Lay out all materials.</p> <p>→ FOLLOW TEACHER GUIDE Lessons in Art Level 4 Lesson 4</p> <p>★ Document: Guiding Questions ☆ Wild Fruit</p>	<p><input type="checkbox"/> 02 Exploring Natural History Topics (10m) The Cricket</p> <hr/> <p>→ INTRO: Insects are a group of invertebrate animals. If you feel the little ridges down the middle of your back, you are feeling your bones, called vertebrae. Insects do not have vertebrae, so they are called 'invertebrates.'</p> <p>→ RN&D: Adventures With a Hand Lens "Adventure 2" p.16-18 "The chirping of" - "the naked eye."</p>

<p><input type="checkbox"/> 03 Pilates or Drill (20m) Move at own pace</p> <hr/> <p>Notes:</p>	<p><input type="checkbox"/> 02 Playing Team Sports (20m) Soccer: Dribbling, Ball Control</p> <hr/> <p>→ PLAY: Read Light- Green Light</p> <p>The Ultimate Homeschool P.E. Game Book p.62</p> <p>☆ Soccer Ball</p>	<p><input type="checkbox"/> 02 Traditional Folk Dancing (20m) Song 1: Dance Steps</p> <hr/> <p>→ RECAP: Listen to the song once and sing along. Then sing the song without the music.</p> <p>★ Audio: Song 1: Great Big House ★ Audio: Song 1: Great Big House (piano)</p> <p>→ PRACTICE: Learn the steps to the dance, one part at a time. Say or sing the motions to the rhythm of the song to memorize.</p> <p>★ Video: Great Big House</p>	<p><input type="checkbox"/> 04 Pilates or Drill (20m) Move at own pace</p> <hr/> <p>Notes:</p>	<p><input type="checkbox"/> 02 Playground Games (20m) Long Rope Jumping</p> <hr/> <p>🕒 Read about long rope jumping and gather supplies for the term.</p> <p>The Ultimate Homeschool P.E. Game Book "Long Rope Jumping" p.176-177</p> <p>→ PLAY: Jump the Stick</p> <p>The Ultimate Homeschool P.E. Game Book p.177</p> <p>☆ Long Jump Rope</p>
<p><input type="checkbox"/> 03 French Grammar Level 1 (30m) The School: Interactive Text</p> <hr/> <p>→ LISTEN & PRACTICE: Follow along in text. Answer questions orally as prompted.</p> <p>★ Audio: PFC L.1 Interactive Text ☆ French Grammar 1 Student Workbook Lesson 1</p> <p>→ PRACTICE: Answer remaining questions.</p> <p>★ Quizlet: PFC L.1 Reading Questions</p>	<p><input type="checkbox"/> 04 French Grammar Level 1 (30m) The School: Grammar Topics 1, 2</p> <hr/> <p>→ LISTEN: Follow along in text.</p> <p>★ Audio: PFC L.1 Grammar Topic 1 ★ Audio: PFC L.1 Grammar Topic 2 Primary French Course Lesson 1 p.5</p> <p>→ Assign each topic a color, and circle examples of topic in text.</p> <p>☆ French Grammar 1 Student Workbook Lesson 1</p>	<p><input type="checkbox"/> 02 French Songs & Rhymes (10m) Lundi Matin</p> <hr/> <p>→ Listen to recording and sing along as able.</p> <p>☆ Audio: Chansons & Comptines Vol.1 "Lundi Matin" Track 7</p> <p>→ (Form 2b+) Read lyrics silently as you listen to recording.</p> <p>French Songs & Rhymes Song Book "Lundi Matin" p.9</p>	<p><input type="checkbox"/> 03 First Steps in French Literature (15m) Base Reading Part 2</p> <hr/> <p>🕒 LISTEN & PRACTICE: ★ Quizlet: FR 1st Steps in Lit Lesson 2</p> <p>→ FOLLOW TEACHER GUIDE Vocabulary, Reading, Storyboard</p> <p>First Steps in French Literature Guide Lesson 2</p>	<p><input type="checkbox"/> 04 First Steps in French Literature (15m) Copywork (Form 2)</p> <hr/> <p>→ PRACTICE: Reading & Narrating</p> <p>Sentence(s) 1-2</p> <p>→ PRACTICE: Copywork</p> <p>Sentence(s) 2</p> <p>★ Quizlet: Base Story Reading & Narrating ☆ Hansel et Gretel Student Workbook</p>
<p><input type="checkbox"/> 06 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 07 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 08 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 09 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 10 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>
<p><input type="checkbox"/> 06 Dictation & Grammar Level 2 (15m) Dictation</p> <hr/> <p>🕒 Choose a dictation passage that students have recently read and narrated. Make one copy per student. Mark the section to be studied.</p> <p>→ Read the section aloud. Ask students to circle words that might be hard to remember how to spell. Write these words on the board and study them together by sight and/or by spelling patterns.</p> <p>→ Look for helping verbs.</p>	<p><input type="checkbox"/> 07 Dictation & Grammar Level 2 (15m) Grammar: Helping Verbs (cont.)</p> <hr/> <p>→ RECAP: Tell what you know about helping verbs.</p> <p>→ RN&D: JAG Student Workbook "Helping Verbs" Ch.10 p.116 "What if" - "eat a horse!")"</p> <p>→ PRACTICE: Complete the sheet.</p> <p>JAG Student Workbook "Helping Verbs: Exercise #1" Ch.10 p.117-118</p> <p>→ EVALUATE: Check answers using p.113-114 of Teacher Book.</p>	<p><input type="checkbox"/> 08 Dictation & Grammar Level 2 (15m) Dictation</p> <hr/> <p>→ Allow students to study passages alone, with a partner, or with the teacher. They should practice visualizing words and writing them from memory.</p> <p>→ If students ask questions about punctuation or other grammar matters, use a reference guide to find out answers or simply say, "We will learn about that later."</p> <p>→ Look for helping verbs. Do you see any questions that begin with helping verbs?</p>	<p><input type="checkbox"/> 09 Dictation & Grammar Level 2 (15m) Grammar: Helping Verbs (cont.)</p> <hr/> <p>→ RECAP: What do you remember about diagramming different kinds of sentences with helping verbs?</p> <p>→ PRACTICE: JAG Student Workbook "Helping Verbs: Exercise #2" Ch.10 p.119-120</p> <p>→ EVALUATE: Check answers using p.115-116 of Teacher Book.</p>	<p><input type="checkbox"/> 10 Dictation & Grammar Level 2 (15m) Dictation</p> <hr/> <p>→ If students are ready, dictate one paragraph from the studied passage slowly.</p> <p>If they are not ready, allow them to continue to study. You can dictate next week.</p> <p>→ Erase any misspelled words on student's dictation. Have them study the words again and write them correctly from memory. Hold students accountable only for grammar skills/mechanics that have been taught.</p>

<p><input type="checkbox"/> 06 Clear Speaking & Good Reading (10m) Hymn</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>☆ Hosanna, Loud Hosannas Student Hymnal "All Praise to Thee, My God, This Night" p. 249 (#105)</p>	<p><input type="checkbox"/> 07 Clear Speaking & Good Reading (10m) Old Testament</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>Genesis 8:1-12</p>	<p><input type="checkbox"/> 08 Clear Speaking & Good Reading (10m) New Testament</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>Matthew 2:1-12</p>	<p><input type="checkbox"/> 09 Clear Speaking & Good Reading (10m) Psalms</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>Psalm 96</p>	<p><input type="checkbox"/> 10 Clear Speaking & Good Reading (10m) Poetry</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>☆ Favorite Poems Old and New "Frolic" p.99</p>
<p><input type="checkbox"/> 02 Lit. Gems From History (20m) Hypocrisy Parts Holiness and Truth</p> <hr/> <p>→ RN&D: Stories from the Faerie Queene "The Knight Deceived..." p.8-12 "After his victory" - "wicked endeavour."</p> <p>→ RN&D: Stories from the Faerie Queene "The Knight Forsakes Una" p.12-15 "The next morning" - "St. George himself."</p>	<p><input type="checkbox"/> 02 Stories of America Level 1 (20m) St. Brendan's Sea Voyage of Discovery</p> <hr/> <p>→ RN&D: The Discovery of the Americas p.14 "Saint Brendan," - "lands it described."</p> <p>→ (Form 1a+) RN&D: ★ St. Brendan's Adventures</p> <p>→ (Form 2b+ Option) RN&D: A Castle with Many Rooms Ch.5 p.37-40 "On the southwestern" - "Columbus"</p> <p>★ Statue of St. Brendan</p>	<p><input type="checkbox"/> 02 Stories of the Ancient Near East (20m) The First Cities</p> <hr/> <p>→ RN&D: The Story of Civilization Vol.1 Ch.1 p.5-7 "With farming" - "Egypt and Sumer."</p> <p>→ VIEW & DISCUSS: Look at the map key to see which color represents the time from 4000-3000 B.C. Where are those places on the map? What cities are there?</p> <p>☆ Map: RM Historical Atlas of the World "Human Emergence on the Changing Face of Earth" p.4-5</p>	<p><input type="checkbox"/> 02 Stories of the World (20m) Charlemagne Unifies Europe</p> <hr/> <p>→ INTRO: Charlemagne swore to Christianize Europe. As you continue reading, think about the way in which he did this and if you agree with his methods.</p> <p>→ RN&D: A Castle with Many Rooms Ch.9 p.70-75 "Driven by" - "Europe itself."</p> <p>★ Image: Charlemagne's Sword "Joyeuse"</p> <p>★ Image: Iron Crown of Lombardy Cathedral</p>	<p><input type="checkbox"/> 02 Mythology & Historical Poetry (20m) POETRY: Vikings</p> <hr/> <p>→ INTRO: This year we will be reading poetry from the Middle Ages.</p> <p>→ RN&D: Historic Poems and Ballads "The Skeleton in Armor" Ch.III p.39-45</p> <p>→ Read this newspaper article about the real-life mystery of the skeleton.</p> <p>★ Skeleton in Armor Tale</p>
<p><input type="checkbox"/> 03 Exploring Our World (20m) Australia</p> <hr/> <p>🔗 Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our World Lesson 3</p>	<p><input type="checkbox"/> 02 Introduction to Government (20m) (US) Modern Government (CA) Democracy Defined</p> <hr/> <p>🔗 Research may be required for discussion.</p> <p>→ (US) RN&D: The Young Citizen's Reader "Modern Government" Ch.1 p.4-5 "In our own" - "just and right."</p> <p>→ (CA) RN&D: Our Country, Our Parliament "The Road to Democracy" p.8-9</p> <p>→ DISCUSS: Which of your local public officials are elected and appointed?</p>	<p><input type="checkbox"/> 02 Playing With Geography (10m) Map Drill</p> <hr/> <p>🔗 Decide on the lesson, preview and gather materials (maps, globe, atlases, etc.) as needed for chosen lesson.</p> <p>→ PRACTICE: Read the questions one at a time. Using maps, answer the question orally.</p> <p>☆ Map Drills (section of your choosing)</p>	<p><input type="checkbox"/> 02 Citizenship: Plutarch (30m) Nicias' Devotion and Benevolence</p> <hr/> <p>🔗 Review intro material. Lesson 1 p.77-78</p> <p>→ INTRO: Share a little from intro material.</p> <p>→ RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 1 Pt.2 p.79-81 "Men write" - "to the good."</p> <p>→ DISCUSS: Discussion and Narration Prompt 2 p.81</p>	<p><input type="checkbox"/> 04 Exploring Our World (20m) Australia</p> <hr/> <p>🔗 Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our World Lesson 4</p>
<p><input type="checkbox"/> 02 Sight-Singing With Solfa 3 (15m) Step 2</p> <hr/> <p>→ RECAP: Review concepts from last lesson.</p> <p>→ WARM-UP: Prepare your voice for singing.</p> <p>→ LISTEN & PRACTICE: Follow along in book and sing as prompted or after teacher.</p> <p>★ Audio: Warm-Ups</p> <p>★ Audio: Step 2</p> <p>☆ Fifty Steps in Sight Singing p.1</p>	<p><input type="checkbox"/> 02 Singing Hymns (20m) All Praise to Thee, My God (cont.)</p> <hr/> <p>→ RECAP: Name the hymn we're learning.</p> <p>→ SING: ★ Audio: All Praise to Thee #2</p> <p>→ READ: For students who can read, read the lyrics aloud to a friend, teacher, or family member. Read with expression, as if you were speaking to a large group of people.</p>	<p><input type="checkbox"/> 02 Literature: Shakespeare (30m) France Lays Siege to English Angiers</p> <hr/> <p>→ RECAP: Tell of the result of Philip Faulconbridge's claim to inheritance of Sir Robert Faulconbridge's land. What role do King John and his mother, Queen Eleanor, play in the outcome of the argument between the brothers, Philip Faulconbridge and Robert Faulconbridge?</p> <p>→ RN&D: King John Act 2 Scene 1 p.31-53 "Before Angiers well met" - "and our right!"</p>	<p><input type="checkbox"/> 02 Singing Folk & Patriotic Songs (10m) Sumer is icumen in (cont.)</p> <hr/> <p>→ RECAP: What is "Sumer is icumen in" about?</p> <p>→ SING: ★ Sumer is icumen in #2</p> <p>→ VIEW: Pull up this digital version of the manuscript during the lesson audio. Spend as much time as you like reading the description at the top and exploring the digital manuscript.</p> <p>★ Harley 978</p>	<p><input type="checkbox"/> 02 Composer Study (10m) Gregorian Chant</p> <hr/> <p>→ LISTEN: Much of Hildegard von Bingen's music is considered Gregorian chant. A few characteristics of Gregorian chant are: Latin lyrics, no metered rhythm (you couldn't clap to the music), and monophonic (only one line of music). Listen for these characteristics today.</p> <p>★ Audio: O vis eternitatis</p> <p>→ (Form 2a+) LISTEN & DISCUSS: Learn more about Gregorian chant through this video.</p> <p>★ The Origins of Gregorian Chant</p>

<input type="checkbox"/> 02 Analyzing & Writing Poetry 1 (20m) Poetry Can Suggest Things ----- → RN&D: What is Poetry? Ch.1 p.3-6 (British, p.11-14) "Poetry can suggest" - "figuring out."		<input type="checkbox"/> 03 Lessons in Latin Level 1 (30m) Introductions (cont.) ----- 🕒 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to Minimus Lesson 3	<input type="checkbox"/> 02 Story of Arithmetic Level 1 (20m) How Ching & An-Am & Menes Counted ----- → RN&D: Number Stories of Long Ago "How Ching..." Ch.I p.3-5 "At the time" - "great many apples." → Find ancient Mesopotamia and Babylon in your atlas. Then look at a world map. What is this area called today? Now find Egypt. Who lived closer to An-am, Menes or Ching? ☆ Map: RM Historical Atlas of the World "Alexander's Empire: 336-323 B.C." p.10-11 ☆ World Wall Map	<input type="checkbox"/> 04 Lessons in Latin Level 1 (30m) Introductions (cont.) ----- 🕒 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to Minimus Lesson 4
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Write on the term's readings (see Passages provided in the lesson plans). Subjects will vary from week to week, so include these as extended lesson time in your schedule wherever appropriate. Guidance for editing and self evaluation are included in the Written Narration lesson plans.

<input type="checkbox"/> 04 Written Narration Level 3 ----- → Book Title:	<input type="checkbox"/> 05 Written Narration Level 3 ----- → Book Title:	<input type="checkbox"/> 06 Written Narration Level 3 ----- → Book Title:		
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Afternoon Occupations

Scheduling these courses outside of the morning hours ensures plenty of time for setup/cleanup and travel, as well as allowing for an overall unhurried pace.

<input type="checkbox"/> 01 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 02 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 03 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 04 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:	<input type="checkbox"/> 05 Math Games (20m) ----- → Play the math game recommended in today's math lesson, or choose a game based on skills that need reinforcement. Game:
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<input type="checkbox"/> 05 Outdoor Observations in Nature (60m) Location: ----- 🕒 STUDY & PLAN FOR OBJECT LESSON Look through the week's Science and Geography Occupations. Plan walks that might put you in the way of things to look for. Read about topics being studied. <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 06 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 02 Learning in the Lab (60m) Lab Title: ----- Course: Notes:	<input type="checkbox"/> 07 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 08 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:
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Using Leisure Time Well

Education is a life. These courses help students cultivate the life-long habit of seeking constructive and joyful ways to use free time.				
<input type="checkbox"/> 01 Life Skills: Home & Garden (20m) Task 1: ----- <ul style="list-style-type: none"> Choose a skill to teach students. Think about the steps involved. Gather and organize all supplies and choose a place to keep them where they will be accessible. → INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 02 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → RECAP: Tell the steps in the task. → INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 03 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → RECAP: Have student direct you as you demonstrate the task. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 04 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → RECAP: Have student retell the steps in the task. → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate. 	<input type="checkbox"/> 05 Life Skills: Home & Garden (20m) Task 1 ----- <ul style="list-style-type: none"> → PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.
FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)
Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)
<input type="checkbox"/> 02 Lessons in Sewing Level 2 (20m) ----- <ul style="list-style-type: none"> Preview project. Gather all materials and make them easily accessible to students.. → INTRO: Read instructions with students one step at a time, or allow them to read to themselves and then narrate. Demonstrate any new skills. → PRACTICE: Work on new skill, or complete the next part of the project. Self-assess for mastery and/or precision before moving on. 	<input type="checkbox"/> 03 Typing & Digital Literacy (20m) Move at own pace ----- <ul style="list-style-type: none"> → INTRO: Watch any video tutorials that go with the current lesson. → PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson. → PLAY: Use correct fingering to play any games that go with the lesson. 	<input type="checkbox"/> 02 Lessons in Sloyd Level 5 (20m) Model 1: Wall Pocket ----- <ul style="list-style-type: none"> Gather and prepare supplies for this model → DISCUSS: What could you do with this project to make a gift? → PRACTICE: Repeat the project, make gifts. <p>Sloyd Paper Work: 3-D Geometric Shapes "No.1: Wall Pocket" p.10</p>	<input type="checkbox"/> 04 Typing & Digital Literacy (20m) Move at own pace ----- <ul style="list-style-type: none"> → INTRO: Watch any video tutorials that go with the current lesson. → PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson. → PLAY: Use correct fingering to play any games that go with the lesson. 	<input type="checkbox"/> 02 Life Skills: Handicrafts (20m) Ladder Stitch ----- <ul style="list-style-type: none"> Gather and prepare supplies for lesson. → VIEW: Tutorial ★ Video: Beading- How to Do the Ladder Stitch → PRACTICE: Ladder stitch using any type of beads and thread. Save for continuing next lesson. <p>Reading Project 1</p>
<i>Evening Reading</i>				
Evening reading is to be done for the pure joy of it. Relationship building is a natural by-product. (No narration required.)				
<input type="checkbox"/> 06 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 07 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 08 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 09 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story 	<input type="checkbox"/> 10 Becoming an Informed Citizen (15m) Topic: ----- <ul style="list-style-type: none"> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story

<input type="checkbox"/> 06 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 07 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 08 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 09 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 10 Pausing for Pleasurable Poetry (5m) <hr/> → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.
Choose from Biographies Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Travel Readers Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Historical Fiction Bookshelf (20m)
<i>Sunday Occupations</i>				
These courses are our offering for enhancing Sabbath observance through contemplation. You are welcome to schedule these as best suits your family.				
History Timeline/Charts (10m)	Choose from Sunday Reading Bookshelf (20m)			
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Sample Passages & Occupations

Week 2

Form 2



2020-2021

Monday	Tuesday	Wednesday	Thursday	Friday
Suggested Passages (Copywork, Dictation & Grammar, and Composition): Choose according to schedule, student ability, and interest.				
<p>▲CW: A Little Brother to the Bear "The Point of View" p.11 "In the heart" - "or great."</p>	<p>▲CW: Genesis 8:7</p>	<p>▲CW: Genesis 8:8</p>	<p>▲CW: Genesis 8:9</p>	<p>▲CW: Genesis 8:10</p>
<p>▲COMP: Written Narration A Little Brother to the Bear "The Point of View" p.44024 "All this" - "and read."</p>		<p>▲COMP: News Report Imagine you are a journalist who is witnessing the scene before the locked gates of Angiers. Write a report detailing the conflict.</p> <p>King John Act 2 Scene 1 p.31-53 "Before Angiers" - "our right!"</p>	<p>▲COMP: Written Narration A Castle With many Rooms "Narration Notecard 9" p.1</p>	<p>▲CW: Copy the poem (2 lines per day) or a favorite part of the poem.</p> <p>Historic Poems and Ballads "The Skeleton in Armor" Ch.III p.39-45</p>
<p>▲CW: Genesis 8:6</p>				
<p>▲D&G: Dictate 1 Paragraph</p> <p>Stories from the Faerie Queene "The Knight Deceived..." p.11-12 "Arrived at" - "care and guile."</p>				
<p>▲CW: Copy the poem (2 lines per day) or a favorite verse.</p> <p>What Is Poetry? "A Word is Dead" p.4 (Br p.12)</p>				
Occupations: It is not necessary to do everything listed. Choose according to time, availability, and student interest.				
<p>● CITIZENSHIP NOTEBOOK (2A ONLY) Add to List of Virtues</p>	<p>● OBSERVE & DISCUSS Practice identifying Art skills. Spend time looking outside and naming the colors that you see. Talk about the primary colors that you would use to get those colors.</p>	<p>● OUR WORK Paste print in the correct space. "Noli Me Tangere"</p>	<p>● OBSERVE & DISCUSS Practice identifying Art skills. Discuss objects that you see. Ask guiding questions to help Students think through what they see.</p>	<p>● HISTORY CHARTS Christ Baptized (26 A.D.)</p>
	<p>● AFTERNOON LISTENING Listen to current hymn.</p>	<p>● LEARNING IN THE LAB ☆ Lab Book: Elephant Scientist "Lab 2: Telephone"</p>		<p>● HISTORY CHARTS Vikings Came to North America (c. 1000 A.D.)</p>

	<p>● CIT. NOTEBOOK (US) Who is your current state governor? Is it an election year? If so, answer the following questions: Who is currently running for governor? To which parties do they belong? Create a timeline page for your state elections. You will add to it later.</p>	<p>● HISTORY CHARTS Saint Brendan the Navigator (c.484-577, Ireland)</p>		
	<p>● CIT. NOTEBOOK (CA) Who is the premier of your province? What party do they belong to? Is there a provincial election this year? If so, who are the current party leaders? Create a timeline page for provincial elections. You will add to this later.</p>	<p>● HISTORY CHARTS King Philip II (1165-1223, France)</p>		
		<p>● CITIZENSHIP NOTEBOOK Add someone you have read about to the Way of the Will Chart, or write a brief character sketch of the person.</p>		