

Year Two



CEDAR WAXWING.

Length, 6.50-7.25 inches.

~The Complete Guide~

TERM TWO

by Lisa Kelly



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Please read these notes.

Author's Notes

When using this guide, the greatest emphasis should be placed on using it in a manner that is best for the student(s). It is designed to be flexible enough to use with children from ages 6 to 9, but please adapt as needed. This makes it appropriate for young children of varying reading, skill and interest levels as well as helpful for combining younger children together.

The narration suggestions and the light introduction of literary elements and techniques, in particular, reflect these variations. Some children will need only the gentlest and lightest of narrations suggestions with little to no writing, while other children will need narration suggestions which include more writing, a light introduction to literary elements and techniques or digging deeper into creative or reflective style narration suggestions.

Oral narrations are the primary method for building attention and composition skills. In general, narrating orally should be the method used on most days and for most subjects, particularly for this level. The narration suggestions included offer a variety of ways for the teacher to allow the students to tell what they know orally as well as offer some ways for alternative approaches-such as written, dramatic/role play, descriptive and creative.

Feel free to adapt any narration suggestion as needed. An older student may have an interest in a narration suggestion which can be altered to make it more appropriate, such as turning a suggestion meant to be given orally to one that is written.

Consider more time-intensive suggestions when the schedule or interest allows for it and use the suggestions which are not as time-intensive on days for which time or interest does not allow for it. The number of suggestions are available so that the teacher and the student can choose one (or sometimes two) from a variety of suggestions and not so that all or many of them are required of the student. On the days that literary elements are included, you may wish to keep the narration work that day as simple and light as possible. The goal is to strive for balance.

Please read through all of the very detailed teaching notes which can be found in the appendix. There are also many teaching notes at the website under the tab “Notes” as well as contained in the many articles on the blog.

A number of resources are utilized to complete this curriculum which is outside of my copyrights. I have included links at the website under the tab “Resources” and then each under its own subject category. Please be sure to look at these pages when looking for a specific resource mentioned in the guide.

For example R: The Arts is a label to remind you that you can find the mentioned resource at the website under “Resources” and then under the “The Arts”.

If you have any questions, comments or concerns, please feel free to email me through the contact section of the website or send me a message through Facebook or Instagram.

Thank You,

Lisa Kelly

Year Two

Science and Nature Study

This year students will focus on the study of ornithology (birds) as well as pond and river life. We will be using *The Children's Book of Birds* and *By Pond and River* as well as a few more supplemental books.

History

Students will work through the middle section of *A Child's History of the World*, discovering the world of the Middle Ages. Some of the supplemental books needed for this year include books by Diane Stanley, *Viking Tales* by Jennie Hall and more.

The following books are suggested for independent reading, but are not required: *Sword in the Tree* by Clyde Robert Bulla, *Minstrel in the Tower* by Gloria Skurzynski, *The Apple and the Arrow* by Conrad Buff and *A Grain of Rice* by Helen Claire Pittman

Geography

The books selected for geography in Year Two will allow students to travel the world through Miroslav Sasek's *This is the World: A Global Treasury* as well as study early mapping skills, directions and land forms.

Literature & Poetry

Students will read poetry by Rose Fyleman, Joyce Kilmer and Robert Browning as well as read works such as *Famous Legends*, *Book of Norse Myths*, *Knight's Castle*, *The Reluctant Dragon* and *The Railway Children*.

The Arts

Artists Studied: Giotto, Leonardo da Vinci and Jan Steen

Composers Studied: Ludwig V. Beethoven, Georges Bizet and Robert A. Schumann



Year Two
~Week Fourteen~

Day One	Day Two	Day Three	Day Four	Day Five
Poetry <i>Fairies and Chimneys</i> Read two poems.	Literature <i>Famous Legends</i> Reading 12	Literature <i>Knight's Castle</i> Read 1/3 of CH 2	Literature <i>Knight's Castle</i> Read 1/3 of CH 2	Literature <i>Knight's Castle</i> Finish CH 2
Recitations Poem of Choice from <i>Fairies and Chimneys</i>		Recitations Poem of Choice from <i>Fairies and Chimneys</i>		
Natural History <i>The Children's Book of Birds</i> B2: III	Natural History <i>The Children's Book of Birds</i> B2: IV	Natural History <i>The Children's Book of Birds</i> B2: V	Geography <i>This is the World</i> Read "This is Australia" + lesson	Nature Experience & Notebook Find and Describe 1 Sky/Weather Event
History <i>Our Little Celtic Cousin of Long Ago</i> Chapter 9	History <i>Our Little Celtic Cousin of Long Ago</i> Chapter 10	History RA/IR <i>Sword in the Tree</i> by Clyde Robert Bulla		Music Study Schumann Read Biography Selection from <i>Famous Composers for Young People</i>
	Art Study See Notes			

14/Day One- Poetry

Fairies and Chimneys

Before the Reading

- Connection: Tell how the fairies think of the cuckoo and the rook.
- Read 2 poems

After the Reading

Narration Suggestions

“The Robin”

	Tell about the robin in the poem.
	In what ways does the robin help the fairies?
	Draw or paint a picture of any scene from this poem. Be sure to give your picture a title or caption and to share it with someone, telling about the scene you’ve depicted.

“The Cock”

- Cock is short for cockerel or male rooster. Feel free to rename this “The Cockerel” if you prefer and to substitute the word “cockerel” in the poem itself as well. To help keep the rhythm of the poem, consider saying “cockerel” quickly. You could also substitute with the word “rooster”.
- Discuss the word “punctual”.

	Tell about the cockerel in this poem.
	Find rhyming words in the poem for the following words: friend, word, fly, cares and past.
	Think of two new titles for this poem. Choose your favorite and tell why it would be a good title.

Recitations

Continue to study the poem selected by your student from *Fairies and Chimneys* this week.

14/Day One- Natural History

The Children's Book of Birds

- **Read Second Book: III–The Kinglet and the Gnatcatcher Family (Sylviid)**

Before the Reading

- Connection: Tell about the thrush family. Give examples of members.
- Read III –The Kinglet and the Gnatcatcher Family (pp. 141-145)
- Note: Cards for the Golden-Crowned Kinglet and the Blue-Gray Gnatcatcher can be found among the Bird Cards collection. These are cards #14 and #23, respectively.

After the Reading

Narration Suggestions

	Tell about the kinglet and of the gnatcatcher.
	Research to find an image of a gnatcatcher's nest. Copy it neatly and label it. Share your picture with someone, telling about the gnatcatcher and its nest.
	Be a Bird Naturalist! Observe a bird near your home long enough to see how it uses its tail to show how it feels. Take a few photos of it during your observation or make a quick sketch or two. What might your bird be feeling?
	Find and listen to audio recordings of the songs of the Ruby-Crowned Kinglet and of the Blue-gray Gnatcatcher. Share with someone your thoughts about these birds and their songs. Note: The Cornell Lab has a good collection of audios and videos of the calls and songs of many birds. See the website for a link. <u>R: Science and Nature Study: Ornithology</u>

14/Day One- History

Our Little Celtic Cousin of Long Ago

➤ Read Chapter 9

Before the Reading

- Connection: Tell how Cuculain got his name.
- Words to Know: vellum, rime, oghams, banshee and ebbing
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. A pronunciation guide can be found at the front of the book.

Proper Nouns for an Oral Narration

People	Places	Other
Ferdiad	Kinkora	Danes
Conn	Killaloe	Aibell
Eileen	Liffey River	Craglea
Angus	Meath	Ford of the Hurdles
Brian Boru	Clontarf	Hill of Howth
O'Brien		Lawn of the Bulls

After the Reading

Narration Suggestions

	Tell about the education of Ferdiad, Conn and Eileen.
	Describe Celtic life while “on the march” to battle the Danes.
	Pretend you are Conn, Ferdiad or Eileen. Dictate to you teacher a diary entry you might have written on the day the men and boys departed to fight the Danes.
	Should Ferdiad, Conn and the other boys have been included with the men who went off to fight the Danes?

14/Day Two- Literature

- Complete Reading 12 (pp. 75-83) from *Famous Legends*

Before the Reading

- Connection: Tell of St. Denis.
- Words to Know: feeble and reckoning
- Locate: Spain and northern Africa

After the Reading

Narration Suggestions

	Tell of the Cid of Spain.
	Should the Cid have tricked the moneylenders?
	How was the Cid viewed by the King? How was he viewed by his countrymen?
	Recall St. Denis and his horse. Describe Babieca. Why were horses so highly regarded by their masters in these stories?
	Draw or paint a picture of any scene from this story. Be sure to give your picture a title or caption and to share it with someone, telling about the scene you've depicted.

14/Day Two- Natural History

The Children's Book of Birds

➤ Read Second Book: IV –The Nuthatch and Chickadee Family (Parid)

Before the Reading

- Connection: Describe either the kinglet or the gnatcatcher.
- Read IV –The Nuthatch and Chickadee Family (pp. 145-153)
- Note: Cards for the White-Breasted Nuthatch and for the Chickadee can be found among the Bird Cards collection. These are cards 33 and 47, respectively.

After the Reading

Narration Suggestions

	Share all that you know of the nuthatches and chickadees.
	Tell how the nuthatches-who do not migrate-provide for themselves in winter.
	Create a menu for a friendly nuthatch! Write a number of items it might like to eat and add details and small illustrations as you'd like. Give your menu a title and share it with someone, telling them all about the nuthatch and what he likes to eat.
	Draw or paint a picture of any scene from this chapter. Be sure to give your picture a title or caption and to share it with someone, telling about the scene you've depicted.

Optional –Additional Reading

The Burgess Bird Book for Children by Thornton W. Burgess –Read Chapter 37

14/Day Two- History

Our Little Celtic Cousin of Long Ago

➤ Read Chapter 10

Before the Reading

- Connection: Describe the long march to battle.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. A pronunciation guide can be found at the front of the book.

Proper Nouns for an Oral Narration

People	Places	Other
Ferdiad	River Liffey	Ford of Hurdles
Conn		Lawn of the Bulls
Angus		Hill of Howth
Brian Boru		The Battle of Clontarf

After the Reading

Narration Suggestions

	Describe the Battle of Clontarf.
	<p>Act out the battle scene using toy models to represent the characters and any objects to create props.</p> <p>You can create the characters from modeling clay, Play-Doh, LEGO® bricks etc. and create scenery or props from paper and cardboard. Be as creative as you like, but don't feel the need to spend too much time creating the characters and props. You might also consider recording it.</p>
	Was Brian Boru a brave leader? Tell about this.

14/Day Two- Art Study

Art and music study lessons will be scheduled bi-weekly; rotating between the two. Yet, even during the alternate weeks, music and art can be reviewed, maintained or practiced. See the notes in the appendix for suggestions to continue your studies on those alternate week, along with suggestions for both art and music technique.

14/Day Three- Literature

- Read 1/3 of Chapter 2 from *Knight's Castle*

Before the Reading

- Connection: Tell where Ann, Roger and their family are going and why they are going there.
- Words to Know: sundry, barbarous, halidom and stiplings
- Discuss Psammeads, Phoenixes and Mary Poppins
- "...the Mouldiwarp of the House of Arden!" refers to *The House of Arden* by Edith Nesbit in which a magical Mouldiwarp (a mole) helps the two main character children in that story.

Narration Break

- Pause the reading just before "And it was."

After the Reading

Narration Suggestions

	Tell about the train ride to Baltimore.
	Act out the scene between Roger and the Old One. Represent the Old One with a toy soldier, if available, or create a toy soldier from Play-Doh or modeling clay.
	Dictate to your teacher or write a diary or journal entry as if Roger or Ann. Describe your experience on the train.

Recitations

Continue to study the poem selected by your student from *Fairies and Chimneys*.

14/Day Three- Natural History

The Children's Book of Birds

➤ Read Second Book: V –The Creeper Family (Certhiid)

Before the Reading

- Connection: Tell how the nuthatch comes by its name or tell how the chickadee comes by its name.
- Read V –The Creeper Family (pp. 154-156)

After the Reading

Narration Suggestions

	Tell all about the creeper.
	Using Play-Doh or modeling clay, create a model of a creeper and two trees. Use your bird and trees to demonstrate how the bird moves from tree to tree. Be sure to share your demonstration and models with someone, telling them all about it.
	Think of two new names for the Brown Creeper. Try to think of names which would suit the bird, based on what you know about her. What does she eat, how does she behave, etc. Does she have any usual markings or habits? Share your name suggestions with someone, telling them why they are both good alternative names for the bird.

Optional –Additional Reading

The Burgess Bird Book for Children by Thornton W. Burgess –Read Chapter 39

14/Day Three- History IR/RA

A Child's History of the World

Continue to read from *The Sword in the Tree* by Clyde Robert Bulla and discuss with your student, as needed. If your student is ready, then have your student read this book independently.

14/Day Four- Literature

- Read 1/3 of Chapter 2 from *Knight's Castle*

Before the Reading

- Connection: Where are Roger, Ann and the rest of the family now? Describe their arrival.
- Words to Know: stalwart and languished

Narration Break

- Pause the reading just before “When he woke up the golden glow was gone...”

After the Reading

Narration Suggestions

	Should Eliza have taken from the dollhouse to create new costumes for their play with the castle?
	Draw or paint a picture of any scene from this reading section. Be sure to give your picture a title or caption and to share it with someone, telling them all about the scene you’ve depicted.
	“The last thing he saw before sleep came was the castle, glimmering goldenly at him from across the room” (Eager 34). Predict what you think might happen in the next reading section.

14/Day Four- Geography

Before the Reading

Locate Australia on a map. Is Australia a city, country or continent? Tell how you know this.

Note: Review the concept of an island. Clarify that Australia better meets the definition of a continent over that of an island. Greenland, however, better meets the definition of an island over a continent.

Words to Know: indigenous and Torrid Zone

Note: Take a few minutes to study the map on p. 168. Be sure to make use of the updated notes which can be found on the last page.

➤ Read “This is Australia” from M. Sasek’s *This is the World: A Global Treasury*

Read the book together. Take your time and discuss anything that is unclear and relate the concepts to your own personal world.

After the Reading

Narration Suggestions

	Tell about Australia.
	Write a list with your teacher of some of the many places you might like to visit if ever in Australia. Tell about 1-2 places on your list or why you might like to see them.
	Divide a blank sheet of paper into quarters. In each section, sketch a small picture of something you might see in Australia, giving labels as needed. Give your work a title and be sure to share it with someone, telling about each sketch.
	Create a collage of drawings or printed pictures of some of the many different types of animals you might see in Australia. Give your collage a title and share it with someone, telling them about it. Consider adding labels, too.

Additional Reading

Platypus by Sue Whiting

Why I Love Australia by Bronwyn Bancroft

Birrarung Wilam: A Story from Aboriginal Australia by Aunty Joy Murphy and Andrew Kelly

Katy No-Pocket by Emmy Payne and illustrated by H. A. Rey

14/Day Five- Literature

- Finish Chapter 2 from *Knight's Castle*

Before the Reading

- Connection: Tell about Roger's room, which was also the playroom.
- Words to Know: conspicuous, oracle, sepulchral, varlet and parley

After the Reading

Narration Suggestions

	Draw a castle or print an outline version of one and label the following: moat, parapet, drawbridge, portcullis, watchtower, keep and battlements. In what way was a castle a part of this chapter of the book?
	Act out Roger's adventure story from this chapter.
	What would you have done differently from Roger?
	"The Words of Power!" cried some of the castle people. What is meant by this? Tell about it.
	Should Roger have shared the entire story of Ivanhoe to Bois-Guilbert?

14/Day Five-Nature Experience & Notebook

Find and describe 1 Sky/Weather Event

14/Day Five-Music Study

Robert Schumann

➤ Read Biography Selection from *Famous Composers for Young People*

Note: You can find this biography selection in the PDF file “Schumann Collection” at the website (R: The Arts). Read the first biography selection meant for younger readers. The audio files which correspond can also be found here.

Be sure to share the image of Schumann, included in the file, with your students. You may also wish to display this image.

After the Reading

Narration Suggestions

	Tell about the life of Robert Schumann.
	Tell about Robert Schumann as a pianist. Tell about him as a composer.
	Name two important people in Schumann’s life. Tell about them and in what way they were important to him.
	In what ways did Schumann help other composers? Tell about this.