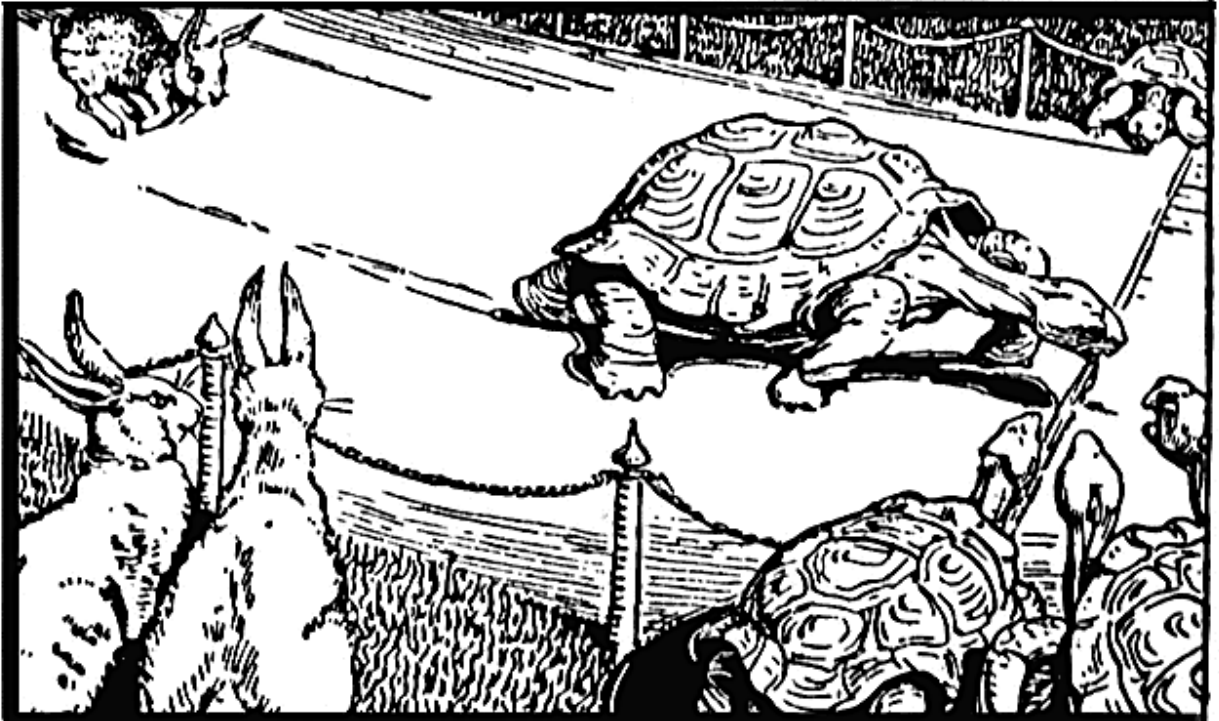


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Year One



~The Complete Guide~

by Lisa Kelly

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 5 to 8, 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, particularly Form I.

The narration suggestions and the light introduction of story elements in literature and poetry, 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 story elements 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 story 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.

With regard to the reading schedule, I have built in a number of open days that can be used as a day for catching-up on readings. I know some days within some weeks don't

turn out as productive as we would like and this would also help create a bit of flexibility for sick days. The weeks which mark the end of terms are also left deliberately light to allow for term exams, if needed. You may also find that the two days allotted for history often allows extra time, which could be used for the reading of literature which corresponds to it, such as *The Tales from Odyssey* and *Aesop for Children*, if needed.

Please read through all of the very detailed teaching notes which can be found in the appendix.

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 on the Facebook page.

Thank You,

Lisa Kelly

Year One
~Week One~

Day One	Day Two	Day Three	Day Four	Day Five
Poetry <i>Now We Are Six</i> 2 poems-pp. 3-8	Literature <i>The Perfect Wizard:</i> <i>Hans Christian Andersen</i>	Literature <i>Pioneer Girl: The Story of Laura Ingalls Wilder</i>	Literature <i>Pioneer Girl: The Story of Laura Ingalls Wilder</i>	Literature <i>The True Story of Peter Rabbit</i>
Recitations “Who Has Seen the Wind?”		Recitations “Who Has Seen the Wind?”		
Natural History <i>Wild Life in Woods and Fields</i> Chapter 1	Natural History <i>One Small Square: Woods</i> pp. 3-7	Natural History Investigations Leaf Labs 1-2 OL-Leaf	Geography <i>Me on the Map & Activity 1</i>	Nature Experience & Notebook Notebook-Seasonal Animal
History <i>A Child's History of the World</i> Chapter 1- optional Chapter 2 pp. 11-16	History If C1 Was Read on Day One <i>A Child's History of the World</i> Chapter 2 pp. 11-16 OR If C2 Was Read on Day One Optional Reading Suggestions			Music Study See Notes
	Art Study Set Up Artist Study Edgar Degas Read Biography Picture Study: <i>Self-Portrait</i>			

Year One, Week 1, Day One

Art Study Set-Up Notes

Read the notes in the appendix for “The Art Study Approach”. These notes will help in preparing for your artist studies. The first artist studied will be Edgar Degas. Works by Degas are contained in the PDF file “Degas Collection”, and can be found, along with additional art resources, at the website under Resources: The Arts. Please print whatever is helpful to you.

1/Day One- Poetry

Now We Are Six

- Read the first 2 poems (pp. 3-8)

After the Reading

Narration Suggestions

“Solitude”

	What is solitude? Why does this poem have this as its title?
	Do you have a place that you like to go for peace and quiet? Tell about it.

“King John’s Christmas”

	What was life like for King John while he was known for not being a good man?
	Write or dictate King John’s wishes from Father Christmas in a list. Add pictures and color and be creative.

Recitations

Help your student begin to study “Who Has Seen the Wind?” by Christina Rossetti this week. See the separate teaching notes for Recitation/Memory Work in the appendix.

1/Day One- Natural History

Wild Life in Woods and Fields

- Read Introduction and Lesson1: Spiders on the Common

Before the Reading

What do you know of spiders?

Note: The parts of the spider will be studied in greater detail in the Spring Term, however, if your wish you might print what you'd like from those pages for this chapter.

After the Reading

Narration Suggestions

	Tell about Peter, Peggy and Paul.
	Draw a spider web and describe how it is made.
	Share what you know of the hunting spider.
	What do you know of the spider's body?
	Tell about different types of webs.

1/Day One- History

A Child's History of the World

Note: Chapter 1 is optional. Read this chapter to decide if it fits your family. If you choose to include this chapter, then simply read and discuss as needed on Day One and then read and discuss Chapter 2 on Day Two. If you omit Chapter 1, then read Chapter 2 on Day One and use Day Two for additional reading suggestions or as an extra day.

- Read Chapter 2: People Who Lived in Caves (pp. 11-16)

Before the Reading

- Connection: Where should a history book begin with its story of people?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

Map Work	Other
East Africa	Stone Age

Narration Break

Pause the reading on page 13 just before the last paragraph.

After the Reading

Narration Suggestions

	Share what you know of the Stone Age.
	Create a menu which includes the types of food you might have eaten while living in the Stone Age. Add some pictures to your menu and be as creative as you would like.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- Would you have liked to live in the Stone Age? Tell about this.

Additional Reading

Consider reading *Archeologists Dig for Clues* by Kate Duke on Day Two, particularly if you have decided to omit Chapter 1.

Year One, Week 1, Day Two

1/Day Two- Literature

- Read *The Perfect Wizard: Hans Christian Andersen* by Jane and Dennis Yolen

Before the Reading

Story Elements

An **author** is a person who has written something.

Who is the author of this book?

A **biography** is the story of a real person's life written by someone else.

For what type of work is Hans Christian Andersen known?

Jane and Dennis Yolen are the authors of this biography about Hans Christian Andersen, who is also an author.

After the Reading

Narration Suggestions

	Narrate about Hans Christian Andersen.
	Explain why he was called the perfect wizard.
	Help your teacher write a list of as many famous stories written by Hans Christian Andersen as you can think.

1/Day Two- Natural History

One Small Square: Woods

- Read pp. 3-7

Before the Reading

Distinguish between woods, fields and forests.

Discuss safety rules and add more as needed.

What tools do you need? See p. 5. Why would you need ----- tool?

Note: Ask the latter question for each of the tool pictures.

After the Reading

Narration Suggestions

	What kind of mysteries found in the woods would you like to solve? Write a list with your teacher.
	Divide a sheet of paper into two halves. (You could also write this on a board or large sheet of chart paper.) On one side write “In the Woods” and list underneath it the sorts of things you would expect to find there. On the other side write “Not in the Woods” and list underneath it the sorts of things you would <u>not</u> expect to find there.
	Draw a picture of what you imagine a wood/forest scene to look like. Include as many details as you can (plants, animals, birds, insects, etc.). Be prepared to tell about your picture.
	Study the picture on p. 7 very carefully. Close the book and try to see how many things you can remember from the picture.

1/Day Two- History

A Child's History of the World

Chapter 1 is optional. Read this chapter to decide if it fits your family. If you choose to include this chapter, then simply read and discuss as needed on Day One and then read and discuss Chapter 2 on Day Two. If you omit Chapter 1, then read Chapter 2 on Day One and use Day Two for additional reading suggestions or as an extra day.

1/Day Two- Art Study

Why Do We Study Art and Artists?

You may wish to spread this discussion out over the course of several weeks.

- Discuss the purpose of art study. Why do we study art? Why do people create art?
- Why do people create art? Discuss how art is a method of expression for humans. How do our feelings affect our art work? What does our art look like if we paint while happy, draw while sad or sculpt while angry?
- How do we feel when we look at art? Discuss how looking at art helps us feel connected to people. What are some themes or topics that artists often paint? (Possible answers might include: portraits; people working, playing or dancing; landscapes; still life such as vases, fruit and other objects; etc.) Perhaps we connect to what is portrayed in a piece of art, because the artist is a person too; the art piece reflects their humanity. We see this and know it to be true for us as well. The art piece might cause us to feel sad, peaceful, happy, confused, or many other types of feelings, depending on what the artist has portrayed.
- Is art beautiful? Discuss how we often seek beauty in our lives and art often provides this for us. What kind of art do you find beautiful? What kind of art do you not find beautiful? Will everyone answer the latter two questions the same way?

Artist Study Set-Up

If you have not already prepared for your artist, then you may wish to do this before continuing forward. The notes for an artist study can be found in the appendix of this guide.

Edgar Degas

After having completed your artist study set-up, please read a biography of Degas. Usually a short book such as one by Diane Stanley or Mike Venezia will work, but books with short or chapter biographies of artists work as well. The book series by Mike Venezia is suggested and is usually available at a library, but links to borrow most of this series can also be found at Archive.

Degas Links –[R: The Arts](#)

~Picture Study: *Self-Portrait*~

After reading the biography, complete a picture study. Today you will study a self-portrait of Edgar Degas.

How to Complete a Picture Study Lesson

- Have your student spend some time quietly studying the piece.
- After studying the picture, remove or turn the picture over and have your student describe the picture in great detail.
- Now the picture is brought back out or turned back over. The children then discuss what they might have missed in their description narration. It is at after the children have had time to discover for themselves what they might have missed that the teacher might pose a question or two, directing them towards something of which they might not have considered.

For more specific details about picture study and some possible questions to guide and support it, see the appendix.

Year One, Week 1, Day Three

1/Days Three and Four- Literature

➤ Read *Pioneer Girl: The Story of Laura Ingalls Wilder* by William Anderson

Before the Reading

Note: This book may be too long to read in one sitting. (19 pages of text) An extra day has been allotted in the schedule for this week to allow for two readings.

Review the story element words: author and biography.

After the Reading

Narration Suggestions

	Give an account of Laura Ingalls Wilder and her life.
	Draw a picture from any scene from this book.
	Tell what you think it means to be a pioneer girl
	Tell how you think that the books written by Laura Ingalls Wilder have helped children.

Recitations

Continue to work on “Who Has Seen the Wind?” this week.

1/Day Three-Natural History Investigations

1. Complete **Leaf Labs 1-2** -printed copy of these lessons to follow. Use one of the leaves collected from Leaf Lab 1 for the object lesson.
2. Complete the object lesson for the leaf. See Lesson 26 from *Little Lessons in Plant Life*-copy of this lesson to follow.



Lab 1-Leaf Collection

Need-bags or containers, one for each child with labeled name

Leaf Hunt-go for a walk in your neighborhood, in a park or somewhere else where you can find many different kinds of fallen leaves from trees. Collect as many leaves of different colors and shapes as you can find and put them into a bag or container.

Lab 2-Leaf Rubbings

Need-crayons or colored pencils, leaf collection, sheets of white paper, tape and pencil

Leaf Rubbings-tape a few chosen leaves onto a sheet of white paper. Place another sheet on top of it and, using crayons, colored pencils or pencil, rub over each leaf firmly but carefully until the image of each leaf appears. Be sure to rub over the edges of the leaves to allow the full outline to come forth. Write the name of each child on his/her own paper.

See also directions in *One Small Square: Woods* on p. 9.

Extension-While working on your leaf rubbings, match the color of each chosen leaf with a coordinating crayon or colored pencil color.

Additional Activity

Leaf Prints-tape a few chosen leaves onto a sheet of white heavy or watercolor paint paper. Using watercolor paints, wash one color or a blend of some colors over the taped leaves, covering the entire page. If you are looking to keep to an autumn theme, then you could encourage the use of colors such as orange, red or brown. Allow the picture to dry. Next, carefully remove the taped leaves. You will see that a white silhouette of the leaf has been left behind.

Lab 3-Leaf Categorization

Need-leaf collection, magnifying glass (optional)

Place as many different shapes of leaves as you can out on a flat work surface.

If you were to arrange your leaves into groups, how might you do this? Does the size of the leaf have anything to do with the size of the tree?

Note: You could arrange by leaf size, color, pointed leaf tops, rounded leaf tops, smooth edges, jagged edges, wavy edges, lobed edges, oval-shaped, heart-shaped, etc.

Hold each leaf up to the light to see better see the veins in it. Observe the way the veins align in each type of leaf. Which ones are similar? Which ones are different?

Ask your student about the veins inside of the leaf? What is their purpose?

Lab 4-What fell from my tree?

Need-old blanket or sheet, rocks, sketch paper/pad, pencils

Spread an old sheet or blanket under a tree (in your square if you are keeping a square). Weight it down with rocks at each corner and then walk away for a short period of time.

Come back to the blanket and observe what has fallen onto it. Sketch what you see and name/label each one. Be sure to write the day and time in the corner of your sketch. Do you see fallen leaves, acorns, pine cones, pine needles or insects? What else do you see? Why do you think you are seeing these natural items?

See also directions in *One Small Square: Woods* on p. 11.

Extension: Move the blanket or sheet under a new type of tree. Make sketches and notes and compare to the first observations. Were some of the natural items different this time? Why do you think this might be?

1/Day Three-Object Lesson

From *Little Lessons in Plant Life*, Lesson XXVI, slightly modified

LEAF

I will teach you the names of the different parts of the leaf.

First, the flat green part of the leaf, this part around which you see me passing my pencil, is called the *blade*. Hold your leaves down firmly on your slates (paper), and take your pencils and draw a line around the blade of the leaf. I will draw on the board. Now we have a picture of the blade.

This little stem at the foot of the leaf is called the footstalk, or *petiole*. Some leaves have very short petioles, some none at all. Let us join a footstalk (petiole) on to the blade in our picture.

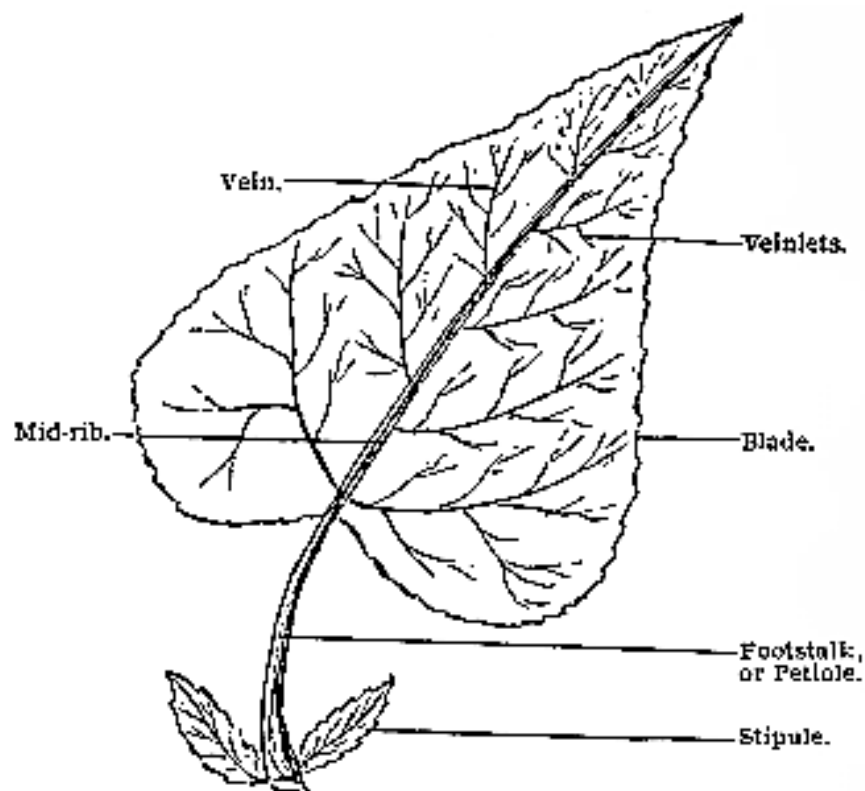
Turn your leaf over and look at the back of it. Do you see that rib passing down the center of it? That is the *midrib*. Now we will put the mid-rib in our drawing, by continuing the line from the footstalk to the end of the leaf. Break the mid-rib of your leaf. What has happened to it? "It will not stand out straight." Then who can tell the use of the midrib? "To hold the leaf out straight." Certainly.

Look at the back of the leaf again; see those little ribs running out on each side from the mid-rib. They are *veins*; let us put them in the drawing also. Hold the leaf up to the light and look at it. What do you see? "We see many little veins." They are called *veinlets*. Make the veinlets with slight, delicate strokes.

Some leaves have something that looks like two little leaves, growing at the base of the footstalk. This rose geranium, in the window here, has them. I will set it on the desk in front of the class so that you all may see them. These are called *stipules*. Some leaves have the stipules and some do not have them. Add them to your drawing.

Now, let us mention the parts of the leaf, touching each part as we mention it. I will write their names here on the board.

- petiole
- stipules
- midrib
- blade
- veins
- veinlets



Year One, Week 1, Day Four

1/Days Three and Four- Literature

See literature for Week One, Day Three

1/Day Four- Geography

➤ Read *Me on the Map* by Joanne Sweeney

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

Activity I

Discuss -the differences between cities, states, countries and continents. This may take time and repetition. Your student may also need to grow into these differences, so be prepared to spend time on this next year too.

Explain -how an address works. Help your child learn his address and show how he lives in a home (house/apt. number) which is on a street within a city. This city is within a state which is within the USA, which is also in the world.

Year One, Week 1, Day Five

1/Day Five- Literature

- Read *The True Story of Peter Rabbit: How a Letter by Beatrix Potter Became a Children's Classic* by Jane Johnson

Before the Reading

Note: Be sure to read the last page of the book. Examine the page at the very end of the book.

Review the story element words: author and biography.

After the Reading

Narration Suggestions

	Tell the story of how a letter by Beatrix Potter cheered a little boy named Noel.
	Dictate a letter which contains a short story in it for a younger sibling or friend which is meant to bring cheer to their day. Be sure to add some small illustrations to your story.

After the Completion of *Peter Rabbit and Friends*

After your student has finished reading *Peter Rabbit and Friends* by Beatrix Potter, come back to *The True Story of Peter Rabbit: How a Letter by Beatrix Potter became a Children's Classic* and read the last page again. Have your student identify the characters and from which story they belong. Have your student tell which character is their favorite, which story is their favorite and why for each choice.

1/Day Five-Nature Experience & Notebook

Choose an animal to study as your seasonal animal choice and note observations.

The teaching notes in the appendix of this guide include suggestions for this experience.

1/Day Five-Music Study

Art and music study lessons will be scheduled **bi-weekly**; rotating between the two. In other words, one week you will find a lesson planned in music study, such as a composer's works or an opera and on alternate weeks a lesson in art study, such as an artist's works. 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 weeks.

Music technique and art technique should be studied **every** week, as possible. They are not included in the weekly schedule grid of this guide, but can be found on each Year's weekly sample schedule. The former is scheduled as a family event on Day Five and the latter as a family event on Day Three. You can find suggestions for both art and music technique in the appendix.

Students who are learning an instrument will need to practice that instrument on other days as well. Day Five will be devoted to singing and theory, the latter particularly for those not studying an instrument. This is working with the assumption that every child studying an instrument will also be studying theory and you may wish to have your child do this theory on a day that best fits your schedule.

Year One
~Week Two~

Day One	Day Two	Day Three	Day Four	Day Five
Poetry <i>Now We Are Six</i> 2 poems-pp. 9-15	Literature <i>Andersen's Fairy Tales</i> "The Ugly Duckling"	Literature <i>Little House in the Big Woods</i> Chapter 1	Literature <i>Tales of Peter Rabbit and Friends</i> "The Tale of Peter Rabbit"	Literature <i>Billy and Blaze</i>
Recitations "Who Has Seen the Wind?"		Recitations "Who Has Seen the Wind?"		
Natural History <i>Wild Life in Woods and Fields</i> Chapter 2	Natural History <i>One Small Square: Woods</i> pp. 8-11	Natural History Investigations Leaf Labs 3-4	Geography <i>Me on the Map</i> & Activity 2	Nature Experience & Notebook Find and Describe 2 Leaves
History <i>A Child's History of the World</i> Chapter 3 pp. 17-21	History <i>A Child's History of the World</i> Chapter 4 pp. 22-26			Music Study <i>Meet the Orchestra</i> by Ann Hayes Discussion and Chart
	Art Study See Notes			

Year One, Week 2, Day One

2/Day One- Poetry

Now We Are Six

- Read the next 2 poems (pp. 9-15)

After the Reading

Narration Suggestions

“Busy”

	Why is the title of the poem “Busy”? Who is busy and why?
	Tell what the little boy is doing.

“Sneezles”

	Tell about Christopher Robin and his day in bed.
	Find three words which rhyme with sneeze in the poem. Next, think of one of your own. Remember, these can be silly words.

Recitations

Continue to work on “Who Has Seen the Wind?” this week.

2/Day One- Natural History

Wild Life in Woods and Fields

- Read Lesson 2: The Woodpecker's Nest

Before the Reading

What do you know of woodpeckers?

After the Reading

Narration Suggestions

	Draw or paint the woodpecker and his nest as described in this chapter.
	Share what you've learned of the woodpecker after listening to this chapter.
	How does the woodpecker use his tail and his toes to move?
	What three questions would you ask the woodpecker if you could communicate with her?

2/Day One- History

A Child's History of the World

- Read Chapter 3: Fire! Fire!! Fire!!! (pp. 17-21)

Before the Reading

- Connections: Tell about the Stone Age.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

Other
Native Americans
Stone Age
Bronze Age
Iron Age
Golden Age

Narration Break

Pause the reading at the top of page 19.

After the Reading

Narration Suggestions

	Tell how bronze was created.
	What important discovery did primitive man make? In what ways did this discovery help man?

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- What would a Golden Age look like to you?

Year One, Week 2, Day Two

2/Day Two- Literature

Andersen's Fairy Tales

- Read “The Ugly Duckling”

Before the Reading

Find a picture of dock leaves to share with your student. (These are also mentioned in next week's story “Thumbelina”.)

Define the word tribulation.

After the Reading

Story Elements

Setting – This is the time and place in which a story occurs.

Help your student describe the time and place of this story. Reread this portion, if needed. Share with your student the picture of the dock leaves. Read a portion of the story which describes the ugly duckling at the marsh. What animal and plant types live in or around a marsh? Finally, have your student draw a picture of this setting and label it.

~Review

An **author** is a person who has written something. Who is the author of this book? What do you remember about Hans Christian Anderson from *The Perfect Wizard*?

Narration Suggestions

	Narrate what happened at the marsh.
	Tell what the cat and hen said to the ugly duckling. What do they expect him to do or say? How does this make the ugly duckling feel and what does he decide to do next?
	Narrate about the troubles of the ugly duckling during the winter.
	Why was the swan grateful for his misery and tribulation?
	Draw a picture of the swan in the marsh on a beautiful spring day.
	Is the swan a better creature in the beginning of the story or at the end?
	Should only those who are beautiful be accepted by others?
	Did the swan experience an outside change or an inside change? (Did he experience both?)

Additional Resources

Print coloring pages of swans for this story, if you'd like.

R: Literature, Fairy Tales

2/Day Two- Natural History

One Small Square: Woods

- Read pp. 8-11

Before the Reading

Science Words to Know

- chlorophyll
- stomata
- vein
- cell
- deciduous

After the Reading

Narration Suggestions

	This section has the title “Catch a Falling Clue”. Why do you think that it has this title? What title might you have given it? Why?
	Tell about bird a) beaks and b) feathers. Draw pictures of examples of both.
	Why do leaves change color in the autumn? Why do trees lose their leaves in the autumn?
	Draw a picture of fall leaves. Draw as many different kinds of leaves, choosing a variety of shapes and colors. Paint (or color) your leaves using only these colors: red, yellow, orange, green, brown and black. Your picture should be full of only leaves, as if they were scattered on top of the page.

Book Activities: Match the illustrated examples of beaks to birds in the pictures with those beaks (pp. 10-11).

Additional Reading Suggestion

Why Do Leaves Change Color? by Betsy Maestro

2/Day Two- History

A Child's History of the World

- Read Chapter 4: From an Airplane (pp. 22-26)

Before the Reading

- Connection: How did fire and bronze help early man?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Working with Maps A

Use the map on page 23 of *A Child's History of the World* to complete the map work below.

The number of places listed for this chapter can be overwhelming to a younger student. Locate as many places as will best suit your student.

Week 3 will include the reading of *The Nile River* and Working with Maps B as an extension to this chapter.

Potential List of Younger Students:	Potential List for Older Students:
Tigris River	All locations from the list to the left.
Euphrates River	Persian Gulf
Mesopotamia	Mediterranean Sea
Nile River	Sahara Desert
Egypt	Nubia
Europe	Red Sea
Africa	Black Sea
India	Caspian Sea
	Mount Ararat
	Mount Sinai

Proper Nouns for an Oral Narration

Map Work	Other
Mesopotamia	Stone Age
Euphrates River	Bronze Age
Tigris River	Iron Age
Persian Gulf	Semites
Africa	Modern Arabs
Egypt	Jews
Nile River	Hebrews
Mediterranean Sea	Egyptians
Babylon	Berbers
Assyria	Nilo-Saharan
Syria	Shalom
Middle East	Salaam
Sahara Desert	
Nubia	
Iran	
India	
Europe	
Red Sea	
Black Sea	
Caspian Sea	

Narration Break

This chapter jumps around a bit. Narrate small sections at a time, if needed. You can also create a break in the reading (approximately half) on page 24 just before the last paragraph.

After the Reading

Narration Suggestions

	Tell about the Mediterranean Sea.
	Tell about some of the many groups of peoples from the Bronze and Iron Ages.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- If you could travel back in time, then which group of people would you most like to visit? Tell why.

2/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.

Year One, Week 2, Day Three

2/Day Three – Literature

Little House in the Big Woods

➤ Read Chapter 1

Before the Reading

Story Elements

~Review

An **author** is a person who has written something. Who is the author of this book?

What do you remember about Laura Ingalls Wilder from *Pioneer Girl*?

After the Reading

Narration Suggestions

	Give an account of all that must be done to prepare for winter. Why is this preparation important?
	Write a list of all the foods stored away for Laura and her family. Add pictures and color to your list.
	Draw a picture of your favorite scene from this chapter.

Recitations

Continue to work on “Who Has Seen the Wind?” this week.

2/Day Three-Natural History Investigations

Leaf Labs

Complete Leaf Labs 3-4-see previous pages titled “Leaf Labs” from Week One.

Year One, Week 2, Day Four

2/Day Four- Literature

Tales of Peter Rabbit and Friends

- Read “The Tale of Peter Rabbit”

Before the Reading

Words to Know: implored, exert and fortnight

After the Reading

~Review

An **author** is a person who has written something. Who is the author of this book?

What do you remember about Beatrix Potter from *The True Story of Peter Rabbit*?

Narration Suggestions

	Tell about Peter Rabbit and his adventures in Mr. McGregor's garden.
	Should Peter have disobeyed his mother by going into Mr. McGregor's garden?
	<p>Draw a picture of Mr. McGregor's garden.</p> <p>1. First, copy each word for each type of vegetable he grew on the board or on a sheet of paper for your student to see.</p> <p>He grew lettuce, French beans, radishes, parsley, cucumbers, cabbages, potatoes and onions.</p> <p>2. Next, have your student draw a row of plants for each type of vegetable Mr. McGregor grew in his garden. You may wish to have your student turn his paper lengthwise. This will give him/her more room.</p> <p>For example, have your student draw a long row of lettuce plants and then next to these a long row of French bean plants, etc.</p> <p>3. Finally, at the end of each row, have your student draw a sign with the name of that plant on it, by copying the words from the board. Give the picture a title.</p>

Additional Resources

The teacher resources section at the official Peter Rabbit site has activity packets with recipes, game suggestions and craft ideas and great printable coloring pages.

R: Literature, Literary Worlds I

2/Day Four- Geography

- Read *Me on the Map* by Joanne Sweeney

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

You may or may not wish to read this book again. If you prefer, go on to the activity.

Activity 2

Materials Needed: unlined paper, pencils, ruler & colored pencils or crayons

Activity: Help your students, as needed, to complete a map of their room.

Year One, Week 2, Day Five

2/Day Five- Literature

- Read “Billy and Blaze” by C. W. Anderson

After the Reading

Narration Suggestions

	Tell about Billy and Blaze’s adventures together.
	Learn more about horse colors and markings. What color is a bay horse? What is a blaze marking on a horse’s face? Draw a picture of Blaze making sure to draw his blaze and color him correctly.
	Pretend you are the horse Blaze and tell about Billy and your adventures with Billy. Tell about Rex too.
	Draw a picture of your favorite scene from this book.
	Do you have a pet or a horse? Tell about what you must do to take care of him/her. What would happen if you did not take care of your pet or horse? What might have happened to Blaze if Billy had not taken care of him?

2/Day Five-Nature Experience & Notebook

Find and describe two (2) leaves.

2/Day Five-Music Study

➤ Read *Meet the Orchestra* by Ann Hayes

After the Reading

Discuss-What instruments have you heard before? Tell about one.

Chart-Write the four major instrument categories on a board or large sheet of chart paper: stings, percussion, brass and woodwind. What do you know of each of these types of instruments? Review with your students some specific types of instruments from the book and place each one in the correct category. Look for printables of the instruments at the website or use ones that you have if you'd like to use pictures for your chart. The pictures might also be used another time for a review matching activity.

R: The Arts, Introduction to Music

Additional Resources

The *Classics for Kids* website has an interactive page of the instruments of the orchestra.