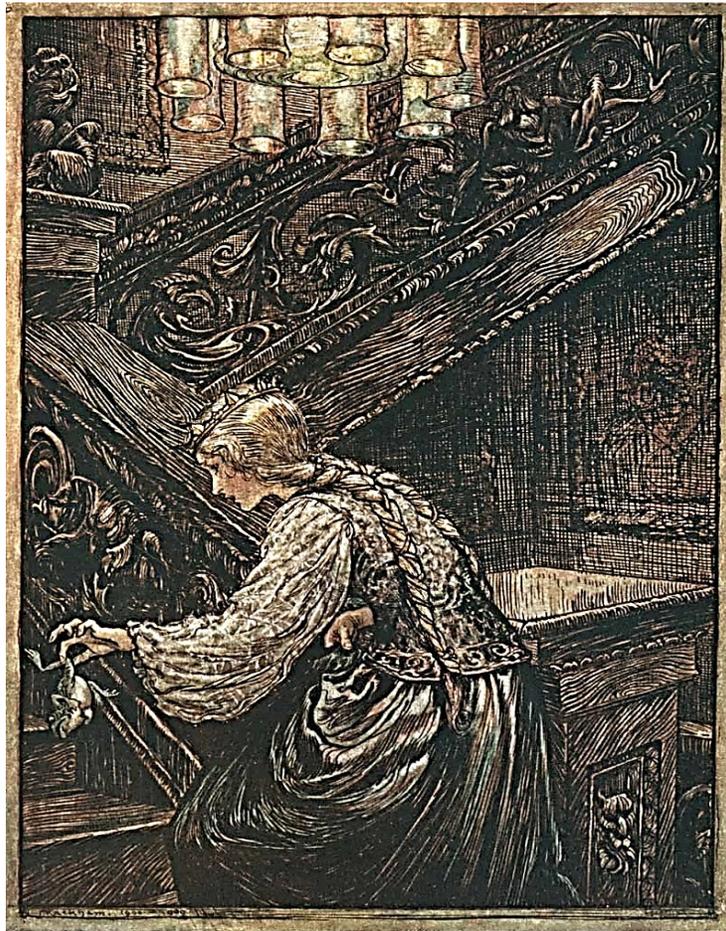
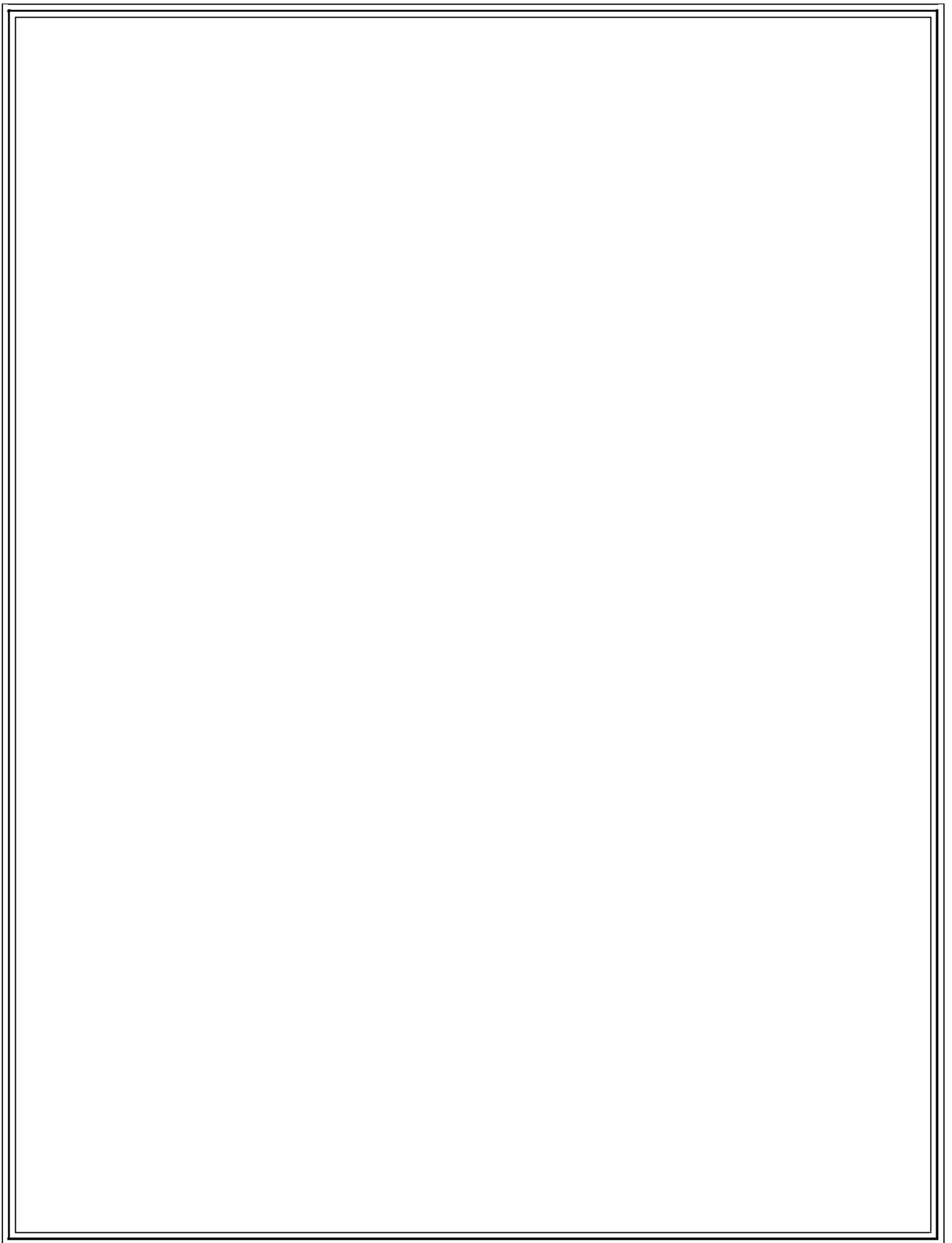


# Foundations Lesson Guide



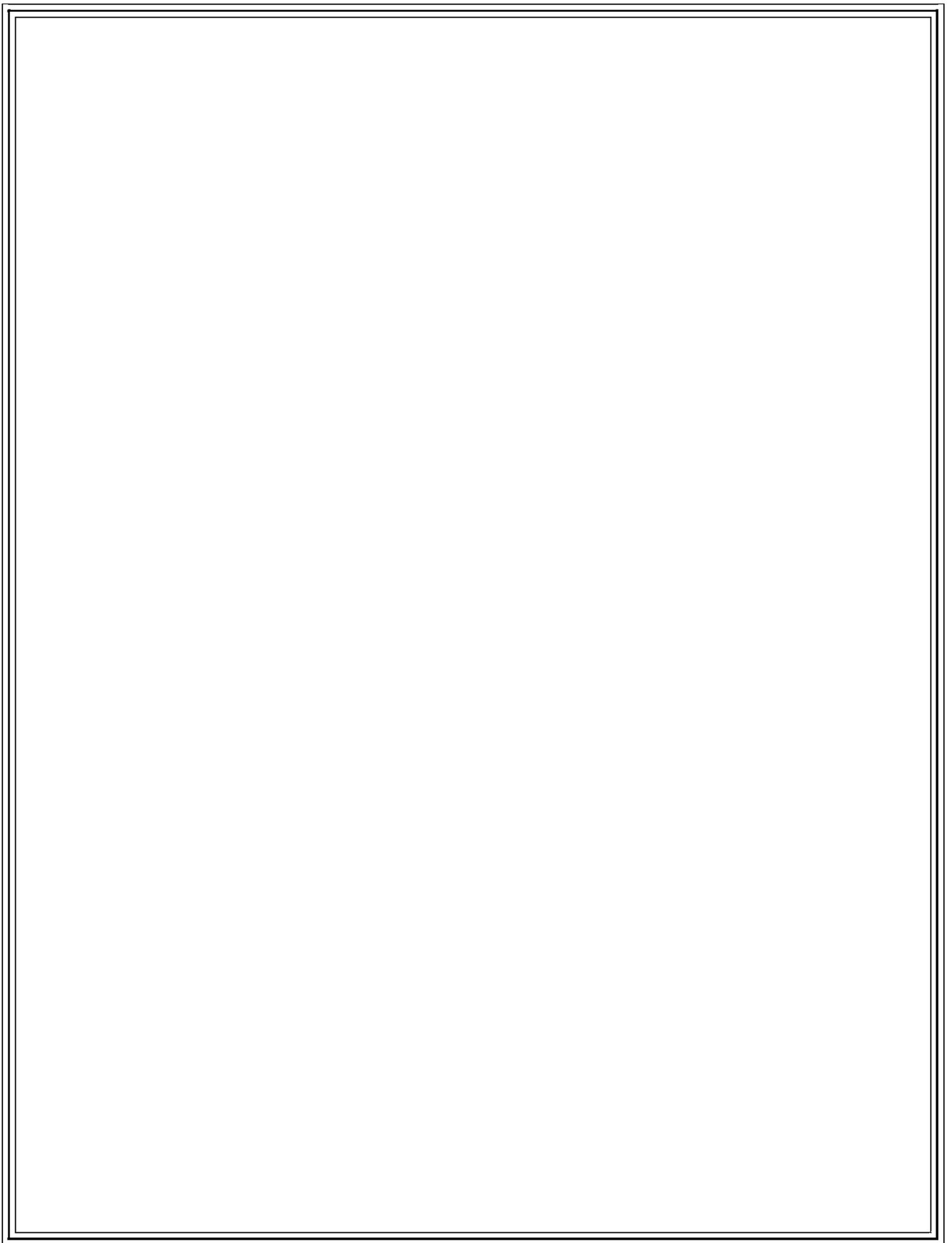
~Year One~

Written 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 5 to 8, but please adapt as needed. This makes it appropriate for young children of varying reading, skill and interest levels.

The narration suggestions and the light introduction of techniques and 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 literary 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.

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 methods and principles which can be found in *Foundations: The Outline Guide for Early School*. Printable resources and additional teaching notes can also be found in the appendix.

A number of resources are utilized to supplement 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 within the guide to remind you that you can find the mentioned resource at the website under “Resources” and then under the “The Arts”.

Some scheduled object lessons found in the natural history guides are also included in *Foundations: The Outline Guide for Early School*. If students have already completed some of the suggested object lessons [perhaps as a Pre-Preparatory or Preparatory student], then give the lesson, but encourage students to look for something new about it or draw a different part of it. For example, if students

have already drawn the dandelion as a flower, then consider having them drawing the leaf or the akene instead. Object lessons can certainly be used over again.

Please feel free to keep “Words to Know” as light and gentle as possible. It is not necessary to spend a great deal of time with these words. Look them up together and then discuss the basic meaning which best fits the context of the story.

World History is considered optional if following the scope and sequence for “Curriculum by Programs”. There is certainly room in the reading schedule for it, since American History is very light for the year. Choose what fits your family best. Approximately the first third of *A Child's History of the World* by V. M. Hillyer will be used at this level –Foundations Year One. Students will complete the book by working through the programs in Lower School B.

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 Instagram.

Thank You,

Lisa Kelly

## Full Schedule Outline per 6 Weeks

## F-Year One/Term One

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Math</b>						
<b>Reading</b>						
<b>Handwriting &amp; Copywork, when ready</b>						
<b>Foreign Language</b> Family						
<b>Recitations</b> Year One	“Who Has Seen the Wind?”	“Who Has Seen the Wind?”	“Who Has Seen the Wind?”	“Who Has Seen the Wind?”	“Who Has Seen the Wind?”	<b>R-“Who Has Seen the Wind?”</b>
<b>Natural History</b> Fill in the first three days from your chosen Natural History guide if you are using one per term. If you are using only 1-2 guides, then omit 1-2 boxes.						
Day 5-Nature Experience	Notebook-Seasonal Animal	Find and Describe 2 Leaves	Notebook-Seasonal Plant	Find and Describe 1 Bird	Find and Describe 2 Leaves	Find and Describe 1 Animal
<b>American History</b> Year One	<i>North American Indians</i>	<i>North American Indians</i>	<i>North American Indians</i>	<i>North American Indians</i>	<i>North American Indians</i>	Native American Homes
World History OPTIONAL	<i>A Child’s History of the World</i>  C1-optional C2	<i>A Child’s History of the World</i>  C3 and C4 + <i>The Nile River</i>	<i>A Child’s History of the World</i>  C5	<i>A Child’s History of the World</i>  C6	<i>A Child’s History of the World</i>  C7	<i>A Child’s History of the World</i>  C8

# Literature & Poetry

Children will listen to an array of literature, including fables, poetry, tales and children's classics. This wide variety of genres will inspire them and awaken their imagination. Various narration prompts follow each reading selection, giving children multiple different ways in which to respond to the literature –whether creatively, orally, reflectively, actively or some combination of these.

Some elements, techniques and reading strategies are lightly introduced this year. Please gently introduce these ideas to students or omit them, if needed. Students at this level do not **need** this information, although some children may enjoy discussing some of them. Knowing how to recognize title, author and illustrator might be beneficial.

## Literary and Poetic Elements

- title
- author
- biography
- narrator
- illustrator
- character
- setting

## Literary and Poetic Techniques

- alliteration
- personification
- imagery

## Reading Strategies

- prediction
- cause and effect

# Geography

In Year One, your students will be introduced to the nearly spherical shape of Earth, the concept of a map, the points of a compass, continents, oceans, water, soil, a look at homes across the world and an introduction to children from other places.

Charlotte Mason's *Elementary Geography I* included many of these same topics, but with the addition of topics such as Earth's rotation and revolution, giving us the seasons, day and night. These latter

topics are also covered in Year One, but they are included under the study of weather for Natural History. There will often be a noticeable connection between the lessons for science and nature study and geography, since geography not only includes the study of humans but also the physical aspects of Earth. These physical geography topics often overlap with those of Earth Science.

Charlotte Mason also felt that it was important for students to learn about children and people from other cultures. This shows up in her PNEU programs with books such as, *The World and its Wonders*, *If I Lived in Palestine*, *Children of the Igloo*, *Ivan the Firebird* and many others which were meant to be read to support this idea. Students in Year One will also read about children from around the world as well as take a look at different types of homes around the world. Further study of children and people from other cultures will be studied in later years.

Geography and history are interrelated. For example, history lessons [particularly World History] involve locating places on a map. These interrelated lessons will further bring the world and its places into perspective for children.

It is important to remember that children should be gaining their own personal knowledge of the world through outside exploration. Your nature experiences will do much in building up these critical encounters. Just as in science, a clear understanding of Earth comes through direct contact with the natural world. Allow your children to explore rivers, streams, lakes, oceans, mountains, hills, bays and much more. These real life experiences will later make terms and concepts more meaningful. Topics such as land forms and bodies of water will be covered in further detail in Year Two.

## American History

Students will study early American History with a focus on Native Americans, the first Thanksgiving, the voyage of the Mayflower, pilgrims and the first interactions of the pilgrims with the Native Americans. This is meant to be a light year of history, introducing students to some foundational ideas in a flexible manner. Only one lesson per week is needed and many weeks allow teachers to choose whether to introduce a new picture book or to read one over again.

Students will learn about how Native Americans and Pilgrims lived in daily life, including a general look at their homes. They will locate some places on a map or globe, discuss new words and narrate after the readings. Narrations include prompts which allow students to tell or describe what they've learned, draw pictures, write lists with their teacher, consider different perspectives, dictate journal entries, build models and much more.

## Natural History

The course of study for natural history will be determined by the specific guides and the number of guides chosen by the teacher. Teachers may choose from the following guides: *Farm Life*, *Woods*,

*Fields & Forests, Weather and Seed Dispersion.* Each guide is designed to be studied for one term, one semester or one year. For specific goals and objectives, please see the teaching guides individually.

This level will concentrate greatly on observation and documentation. Young children need to find the natural world interesting first and then follow this interest with focused attention and the ability to document any new knowledge as it unfolds for them.

Here is a general overview of what will be included in all four guides:

- a reading schedule for the books listed
- lesson plans which expand or augment the ideas brought forth from the living books
- several object lessons for each term
- science activities and demonstrations to coordinate with the living books listed for each term
- suggestions for supplemental books, activities and other resources

Here are just some of the many demonstrations and activities which will be included in all four guides:

- leaf rubbings
- bark rubbings
- make a kite
- weather vane
- water cycle
- farm animals & items card match

...and more

Nature experiences, keeping a nature notebook and other natural history activities are fully explained in *Foundations: The Outline Guide for Early School*. Please read these very important teaching articles and notes.

## The Arts

Students may choose from two options with regard to music appreciation. Option 1, Introduction to Music is based off of the *Classics for Children* CD and coordinating picture books. Option 2 allows families who prefer to go on to composer study. A different composer should be studied each term. More about both of these options can be found in the teaching notes for the first week. Children will be introduced to musical terms, composers and genres of music in either option.

Art appreciation is designed so that families may choose a different artist each term. Short biographies and selections from the artist's work are the focus for this study.

Art technique, music theory, drawing, handcrafts and singing are more fully explained in the teaching notes of the first week and from the articles found in *Foundations: The Outline Guide for Early School*.

## World History

This year students will focus on the ancient time period, which will be introduced with *A Child's History of the World* by V. M. Hillyer. World History is considered optional for this level, since some families want to concentrate on national history. However, there is room in the reading schedule if you'd like to include it.

Through the main text and some supplemental readings, students will learn about the Egyptians, Assyrians, Persians, Greeks, Romans and more. Notes before the reading allow students to review prior knowledge, locate places on a map or globe and learn new words. This allows for a fuller understanding of the information as it is read. Narration prompts vary, allowing children ample opportunities to respond.

More teaching notes about World History and how apply these lessons to *A Child's History of the World* will follow this section. Each term will conclude with exams. If you'd like to see more specifically what students will learn in World History this year, then look ahead to Week Twelve, Week Twenty-Four and Week Thirty-Six. Read over the exam prompts for World History to gain a better sense of what will be covered.

# World History

## History Lesson Outline for Each Week

### Before the Reading

- Connect prior chapters and lessons to new ones through the connection question.
- Words to Know: Discuss these words orally, as needed.
- Present any images, if indicated, to capture interest and provide visuals.
- Using the proper nouns list, locate any places on a map or globe which need further clarification.
- Complete any additional map work, if included, or feel free to add more as you see beneficial.
- Read any notes pertinent to lesson preparation before reading the chapter.

### Reading

- Read from *The Child's History of the World* one chapter at a time, but be sure to pause the reading as indicated in the section titled "Narration Break", as needed.
- Ask for an oral narration after the first break, allowing your student to use the list of proper nouns, if needed.

### After the Reading

- After the chapter has been completed, ask for another oral narration or choose one of the options listed under "Narration Suggestions". These may be written, dictated, creative or oral narrations.
- You students may use the words from the proper nouns list for reference when giving a narration, but they are only meant to be referred to for spelling, pronunciation or single memory purposes, such as momentarily forgetting the specific name of a place or event but wishing to refer to it correctly in the narration. This chart serves the same purpose as when a teacher writes some specific words on the board. The proper nouns list is not meant to be used as a crutch for the entire narration.
- Allow time for a brief discussion after your student has narrated. The discussion questions are entirely optional and can be omitted as needed.
- Add any suggested additional reading or any additional activities as you would like. You may wish to convert some of the suggested books for reading aloud to books for independent reading or vice versa.

## Teaching Notes

**Connections** are questions or narration prompts which allow students to share what they recall of the previous lesson or from the previous chapter read. These short discussions allow students to better connect prior knowledge to new knowledge.

**Words to Know** are some specific words which may need a quick explanation before the reading selection has begun. Complete these orally, as needed.

**Present Images** as they are referenced in the beginning notes. Each image was given a letter in the notes and this letter corresponds to the images included in the appendix. The entire collection can be found in a free PDF file at the website under the tab “Resources” and then under *A Child’s History of the World*. Present Image “A” means to show your student(s) the picture labeled Image A from the resource pages to spark their interest in the chapter about to be read.

**Proper Nouns for an Oral Narration** can be either written on a board or the child can be provided with a copy of them to refer to while narrating. These lists allow the child to narrate more completely as the more obscure names are provided for them.

The proper nouns are divided into categories in order to separate the nouns of place. This makes it easier to handle the map work. The map work can be as simple as just looking for some of the places on a map or globe before reading. It can be as complex as coloring and labeling a separate map which was added. Please note that I often include proper nouns of place under the category for “Other”. This is because many proper nouns of place such as the name of a church or the name of a school are not needed for map work but are needed for narrations. The proper nouns under the category “Map Work” are meant to be a list of places which can be found using a map or globe and give context to the reading.

**Narration Break Suggestions** are simply a place with a slight break in scene in a place that reasonably broke the reading into another section. This break is to allow the child a smaller section of the reading to narrate. If your child can handle the entire chapter, then please just overlook this note. Generally, even with older students, it is helpful to break the reading into sections of not more than 4-5 pages. With students new to narrations, the readings might also need to be broken into even smaller sections. The number of pages read for a narration can be increased over time.

**Narration Suggestions** will follow the general layout for narrations for the level in which the book is used. For example, *A Child’s History of the World* is used for Years 1-3 and therefore the guide will offer narration suggestions which are appropriate for these levels. Feel free to alter the suggestions if you are using this book with a student in a Year higher than this. For example, you can turn a narration which reads “Tell about...” into a written narration.

Narration Suggestions are alternative ideas for that particular reading. Any other narration style or idea can be used at any time; these are just some options. The additional suggestions allow the child more creative options and offer more focused written work for older students. Remember, at least

some of your student's narration work should be oral as it is just as important in building writing skills as written narrations.

**Discussion questions** will follow your student's narration. If your student has chosen a written narration or creative narration rather than an oral narration, and this work will not be complete within the allotted time for history for the day, then feel free to go forward with the discussion, **if** you feel it does not require more than your student is prepared to give without having completed the narration. Otherwise, omit the discussion or save it for another time. This part of the reading and narration task is meant to be very flexible, particularly for Form I.

Overall, the discussions are extensions of the reading and the child's connection to that reading. Always follow your student's own knowledge path, so ignore the questions if your student needs to discuss a different aspect of the chapter. Also, use your student's narration as your guide towards what needs clarification and expansion. These questions are merely included to offer the teachers a few ideas to follow if no natural questions or conversations arise on their own. You do **not** have to use the question exactly as is given, so feel free to adapt it as you wish.

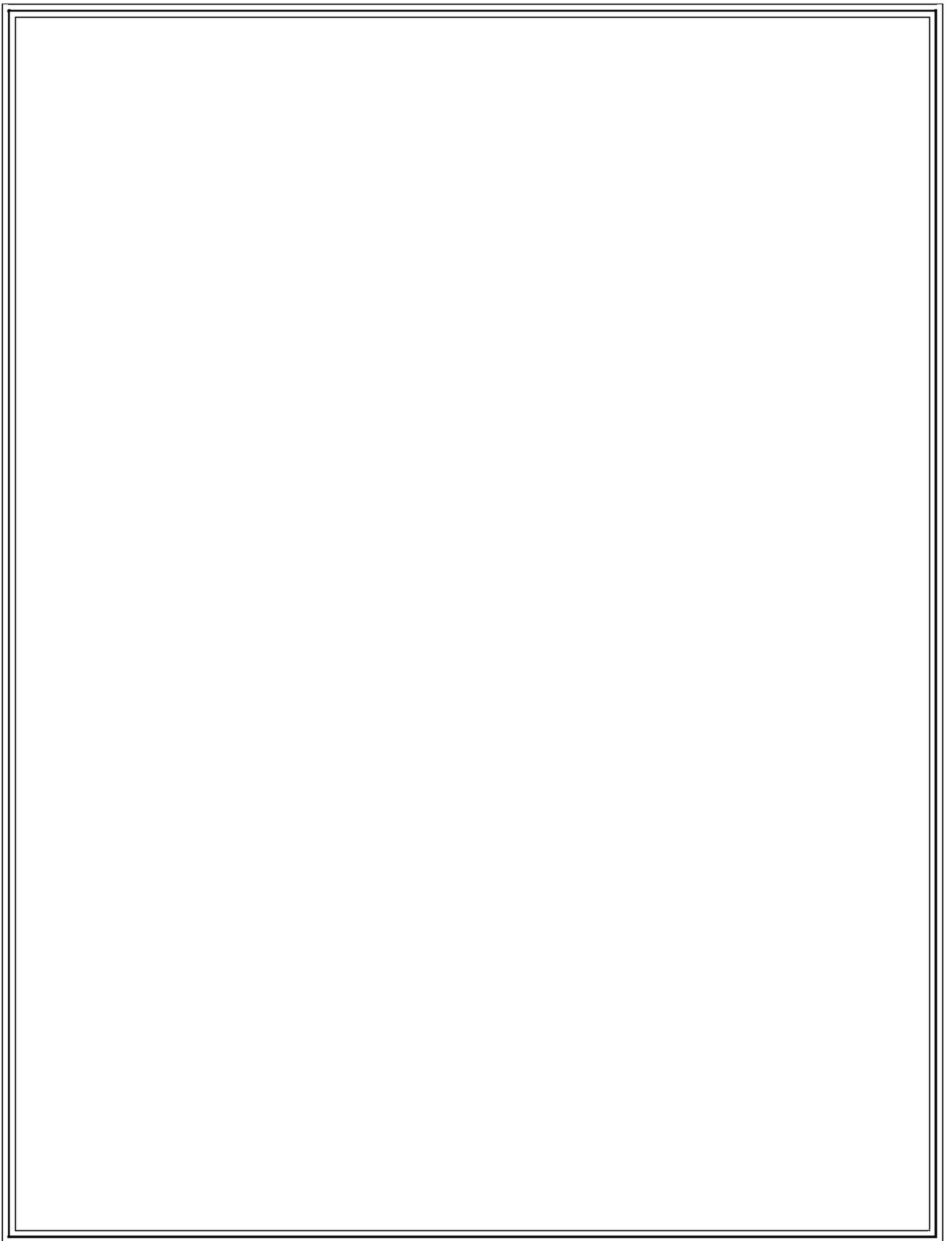
## Additional Notes

**The page numbers in this guide are based on the Calvert School edition, 1997.**

Activities, maps, coloring pages and other resources protected by copyright laws accompanying the lessons are linked at *A Mind in the Light*. Look under Resources and then World History. Once here, look for *A Child's History of the World*. I will abbreviate this note and all subsequent references to it as RWH, CHOW, Chapter #, depending on the week in which the link or resource is needed.

The history from *A Child's History of the World* is divided into three sections, each one corresponding to the year in which that section is read: Year One-Ancients; Year Two-Medieval and Year Three-Modern. This guide will include only what is needed for Year One: Ancients, which includes chapters 2-39.

# Term One



Foundations -Year One  
~Week One~

Day One	Day Two	Day Three	Day Four	Day Five
<b>Natural History</b> Follow the schedule for your chosen guide: Farm Life, Weather, Seed Dispersion or Woods, Fields & Forests –See appendix			<b>World History OPTIONAL</b> <i>A Child's History of the World</i>  C1-OPT; C2 pp. 11-16	<b>American History</b> <i>North American Indians</i>  Reading 1
<b>FREE PLAY</b>				
<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs		<b>Music Appreciation &amp; Theory</b>  See Notes	<b>Art Technique</b> Drawing, Painting Sculpting	<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs
<b>Recitations</b> “Who Has Seen the Wind?”  See Notes	<b>Drawing</b>  See Notes	<b>Recitations</b> “Who Has Seen the Wind?”	<b>Geography</b> <i>Me on the Map</i> & Activity 1	<b>Handcrafts</b>  See Notes
<b>LUNCH &amp; BREAK</b>				
<b>NATURE EXPERIENCES &amp; NOTEBOOK</b> Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Seasonal Animal</u>				
<b>THE CHILDREN’S HOUR</b> Bring the family together to read aloud literature, tales, and poetry as well as conduct your picture study. You may also wish to make this a tea or snack time.				
<b>Literature</b> <i>Pioneer Girl:</i> <i>The Story of Laura</i> <i>Ingalls Wilder</i>	<b>Picture Study ALL</b> -See Notes <b>Literature</b> <i>Pioneer Girl:</i> <i>The Story of Laura</i> <i>Ingalls Wilder</i>	<b>Literature</b> <i>Little House in the Big Woods</i>  Chapter 1	<b>Poetry</b> <i>Now We Are Six</i> 2 poems-pp. 3-8 <b>Fables</b> <i>Aesop for Children</i> Read 1	<b>Tales</b> <i>Tales from the Odyssey</i> V-1 Reading 1 of 4
<b>QUIET TIME &amp; EXTRACURRICULARS</b> Give your students this afternoon time to use for independent reading, additional drawing, painting and brushwork, handcrafts, instrument practice and extracurricular activities. Play the selected pieces of the composer being studied during this time. Older students might also work on their Book of Centuries.				
<b>DINNER/SUPPER</b>				
<b>STORYTIME/GAMES/INDEPENDENT READING</b> Use this time for reading aloud or as time for older children to read independently. Some books which don't fit within the “Children’s Hour” may overflow into this time period. Playing games as a family is always a great option.				

Foundations -Year One/Week One  
~Looking Ahead~

## Preparing for the Year

Many of the needed notes for how to approach picture study, nature experiences, nature notebooks, narration and recitation can be found in the articles included in *Foundations: The Outline Guide for Early School* behind the section titled “Teaching Notes”. You will also find resource lists for artists, composers, songs and handcraft suggestions in the section titled “Program”. Please be sure to have carefully read *Foundations: The Outline Guide for Early School* before beginning the lessons. Also, Week One includes detailed notes to help prepare teachers in how to use this guide; be sure to read through these as well. The appendix includes some printable resources and teaching notes as well.

Each week will begin with a full page chart of planned lessons. [See previous page.] Feel free to check boxes and mark on it as is most helpful. This chart will also be useful for record keeping.

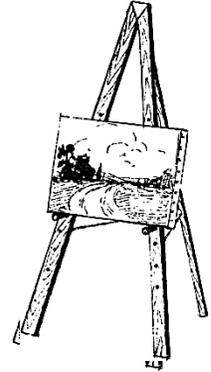
The section for Natural History has been left with space enough for the teacher to write a short note or book title. This allows them to transfer the information from the specific guide they are using for Natural History for that term/week. For example, teachers using *Woods, Fields and Forests: A Guided Study* following a one term plan would write the first three lessons for Week One –one lesson in each box. Teachers who choose to follow only one guide –needing only one lesson per week–can choose whichever of the three allotted days best fits to write in a brief note of the lesson plan. Remaining days can either be omitted or other subjects can be substituted. Teachers might also finish earlier on those days and add that time to the time allotted for nature experiences.

Consider keeping a binder to collect picture and creative narrations. The latter narrations which might include models can be captured by taking a photo of it, printing it out and including this in the binder. Some narrations can be dictated to the teacher and these written records can also be kept in the binder. Voice recordings are another option for keeping a record of oral narrations.

Foundations -Year One/Week One  
~Day One~

## Picture Study Preparation

Read “Picture Study Preparation” in *Foundations: The Outline Guide for Early School* for teaching notes on how to begin your artist study. Choose any artist from the list included in the “Program” section of this guide. Consider purchasing several artist study mini guides titled “Meet the Masters” at the Shop. These small guides focus on famous artists and include all that you will need to conduct picture study.



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## Natural History

Choose from four different natural history topics, including: *Farm Life*, *Weather*, *Seed Dispersion* and *Woods, Fields & Forests*. Each topic has a specific guide designed for it, which may include the following: book list, teaching notes, suggested activities, narration prompts, object lessons, demonstrations and suggested additional resources. These guides have been created to be used for one term (12 weeks), one semester (18 weeks) or one year (36 weeks), giving much flexibility. This allows for one, two or three guides to be used within a one year time period. For example, you can choose to teach Farm Life for semester one and Weather for semester two, or you can choose to teach Seed Dispersion for one full year or you can choose to teach Woods, Fields & Forests for term one, Farm Life for term two and Weather for term three or any other type arrangement.

**All four guides will be included in the appendix of this guide: *Foundations Lesson Guide – Year One*. You will not need to purchase these individually if you have purchased this guide.**

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## Music

*Foundations: The Outline Guide for Early School* contains song suggestions for the singing portion of music study. Families who wish may add hymns. Foreign language songs might also be played and sung during this time period.

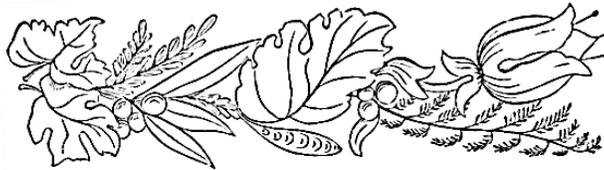
## Recitations

Help your student begin to study “Who Has Seen the Wind?” by Christina Rossetti this week. See the separate teaching notes for Recitations in *Foundations: The Outline Guide for Early School*.

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## Nature Experiences

See *Foundations: The Outline Guide for Early School* for articles on nature experiences and natural history. Generally, shorter experiences take place on Days 1-4, saving Day 5 for a longer nature experience, but this can certainly be altered as needed.



# 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.

### Literary Elements

A **title** is the name of a book, story, play or poem.

What is the title of this book? Show your student where to find the title of this book.

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

Who is the author of this book? Show your student where to find the author's name.

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

Who is this book about? Have you heard of Laura Ingalls Wilder (or of *Little House on the Prairie*)? Tell what you know. What is a pioneer?

## After the Reading

After reading about half of the book, ask your students to give some examples of how Laura's life is different from their own.

## Drawing

Articles included in *Foundations: The Outline Guide for Early School* offer suggestions for drawing resources and examples of types of drawing assignments given to children according to various ages. There are many other alternatives for teaching children how to draw, including classes –both online and in person. Please choose what works best for your family.



## Picture Study

### Why Do We Study Art and Artists?

**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 study, then you may wish to do this before continuing forward. The notes for an artist study can be found in *Foundation: The Outline Guide for Early School*.

Next, read a biography about this artist. 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. Be sure to share a photo, self-portrait, painting or illustration of the artist whenever possible.

Artist Study Links –[R: The Arts](#)

After reading the biography, complete a picture study.

### 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 *Foundations: The Outline Guide for Early School*.

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## Literature

- \* Complete *-Pioneer Girl: The Story of Laura Ingalls Wilder* by William Anderson

### After the Reading

Note: Throughout the guide, check the box of the selected narration prompt for record keeping purposes.

### Narration Suggestions –Choose One

- Give an account of Laura Ingalls Wilder and her life.
- Draw a picture from any scene from this book. Share your picture with someone, telling about it.
- 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.

## Music Appreciation Preparation

An introductory study of music [Introduction to Music] is planned for Year One students and is included in this guide. This study introduces students to a wide variety of composers, but through works especially captivating to children. An assortment of picture books designed to accompany the works further augment the study. You may choose to omit this study and go on to study individual composers, if you prefer.

For those who choose to omit Introduction to Music, then use this day for specific music appreciation lessons for a selected composer. Read “Music Appreciation” in *Foundations: The Outline Guide for Early School* for teaching notes on how to begin your composer or music study. Choose at least one composer per term (12 weeks) from the list included in the section titled “Program” from this same guide.

For example, if studying Beethoven, then first read a short biography about him. Each week listen to selections by Beethoven and discuss them. If you wish to simply play a selection by Beethoven for general listening enjoyment (with no lessons attached), then play this during Quiet Time and Extracurriculars. Other books and stories about music, the history of music, genres of music, etc. may also be read on this day.

Alternatively, consider purchasing several composer study mini guides titled “Meet the Masters” at the Shop. These small guides focus on famous composers and include all that you will need to conduct music appreciation.

## Music Appreciation and Theory

### OPT 1-Introduction to Music

Introduction to Music –What is music? Have your students brainstorm as many thoughts that come to mind about the word “music”, writing them down as they call them out. Why is music important? What might the world be like without music?

### OPT 2 –Composer Study

Introduce your selected composer by reading a short biography or story. Share a picture of the composer if your reading selection does not have pictures.

## Theory

Some students may play an instrument and will often have lessons or homework from a music theory book, directed by their teacher. Students may complete this theory work during this time as well. If your students are not receiving lessons in music theory from another teacher, then consider adding these lessons. This work can be included during this time. Consider working on music notation, terminology and rhythm.



## Recitations

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



## Literature

- \* Read Chapter 1 from *Little House in the Big Woods*

### Before the Reading

#### Literary 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 –Choose One

- 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. Give your picture a title or caption and share it with someone, telling about the scene you’ve depicted.

## Foundations -Year One/ Week One

### ~Day Four~

## World History -Optional

Notes: World History is optional for Years 1-3. Chapter 1 is optional for *A Child's History of the World*. Read this chapter to decide if it fits your family. If you choose to include this chapter, then simply read and discuss as needed.

- \* Read Chapter 2: People Who Lived in Caves (pp. 11-16) from *A Child's History of the World*

### 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 –Choose One

- Give your opinion of whether you would have liked to live in 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 -Optional

*Archeologists Dig for Clues* by Kate Duke

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## Art Technique, Drawing and Painting

Articles in *Foundations: The Outline Guide for Early School* give suggestions for resources to use in teaching art technique, drawing and painting. There are many other alternatives for teaching children art, including classes –both online and in person. Please choose what works best for your family.

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## 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 students' 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 students learn their address and show how they live 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. A large wall map, children's atlas or globe may be helpful in showing this.

## Poetry

- \* Read the first 2 poems (pp. 3-8) from *Now We Are Six*

### After the Reading

#### Narration Suggestions –Choose One

##### “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.

## Fable

- \* Read (1) fable from *Aesop for Children*

Note: The narration suggestions for *Aesop for Children* will include the same general prompts each time. As each fable is different, the narration responses generated from these prompts will produce different results.

### After the Reading

#### Narration Suggestions –Choose One

- Choose your favorite fable and tell about it to your teacher.
- Each fable ends in a lesson or moral. Choose one and tell about something in your life that might be an example of this lesson. For example, in the fable “The Tortoise and the Hare” the lesson we can learn from it is to keep working at something and we will succeed. (Slow and steady wins the race.) What is an example of something for which you had to work hard but did succeed or complete?
- Draw a picture of your favorite fable and label it.
- Divide a sheet of paper into quarters and draw small pictures which retell the story with illustrations. You may add one or two sentences, if you wish.
- How would you have solved the problem presented in the fable?

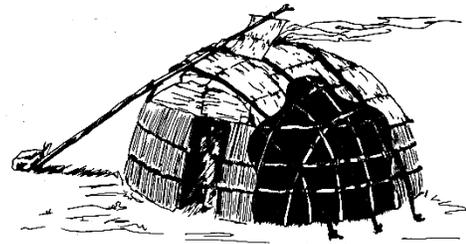
Foundations -Year One/ Week One  
~Day Five~

## American History

- \* [Reading 1] Read the first 3 pages from *North American Indians* by Marie & Douglas Gorsline

### Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about.
- Locate: India. Show how Columbus might have mistakenly thought he had reached India.
- Use the map included in the beginning of the book to name the oceans on either side of the US and name the labeled regions (Northeast, Great Plains, etc.). What does it mean to move westward across the US? Distinguish between the East in the US and the West.
- Words to Pronounce: Algonkian, Seminole and Osceola
- Words to Know: wigwams, wampum and chickees



### After the Reading

#### Narration Suggestions –Choose One

- Tell of the Algonkians and the Seminole tribes.
- Draw a wigwam and a chickee and label them. Be sure to give your picture a title or caption and to share it with someone, telling about each of these Native American homes.
- Tell about the first meeting between the Europeans and the Native Americans.



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## Handcrafts

One of the most essential skills for small children to develop is the dexterity of their hands. This transfers over into writing and into more finely detailed art technique and handcrafts as they grow older. Handcrafts help develop these skills as well offer children an artistic and creative way to express themselves. Notes and articles in *Foundations: The Outline Guide for Early School* offers suggestions for handcrafts with particular attention to handcrafts for small hands.

## Nature Experience & Notebook

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

Read the articles about “Nature Experiences”, “The Nature Notebook” and “Year-Long Plant and Animal Observation Study” in *Foundations: The Outline Guide for the Early Years* for teaching notes and suggestions about this activity.

# Tales

- \* Read from *The One-Eyed Giant* (Vol. 1) on Day Four for the next consecutive four weeks [about ¼ of the book each time] from the *Tales from Odyssey* series by Mary Pope Osborne

## Before the Reading

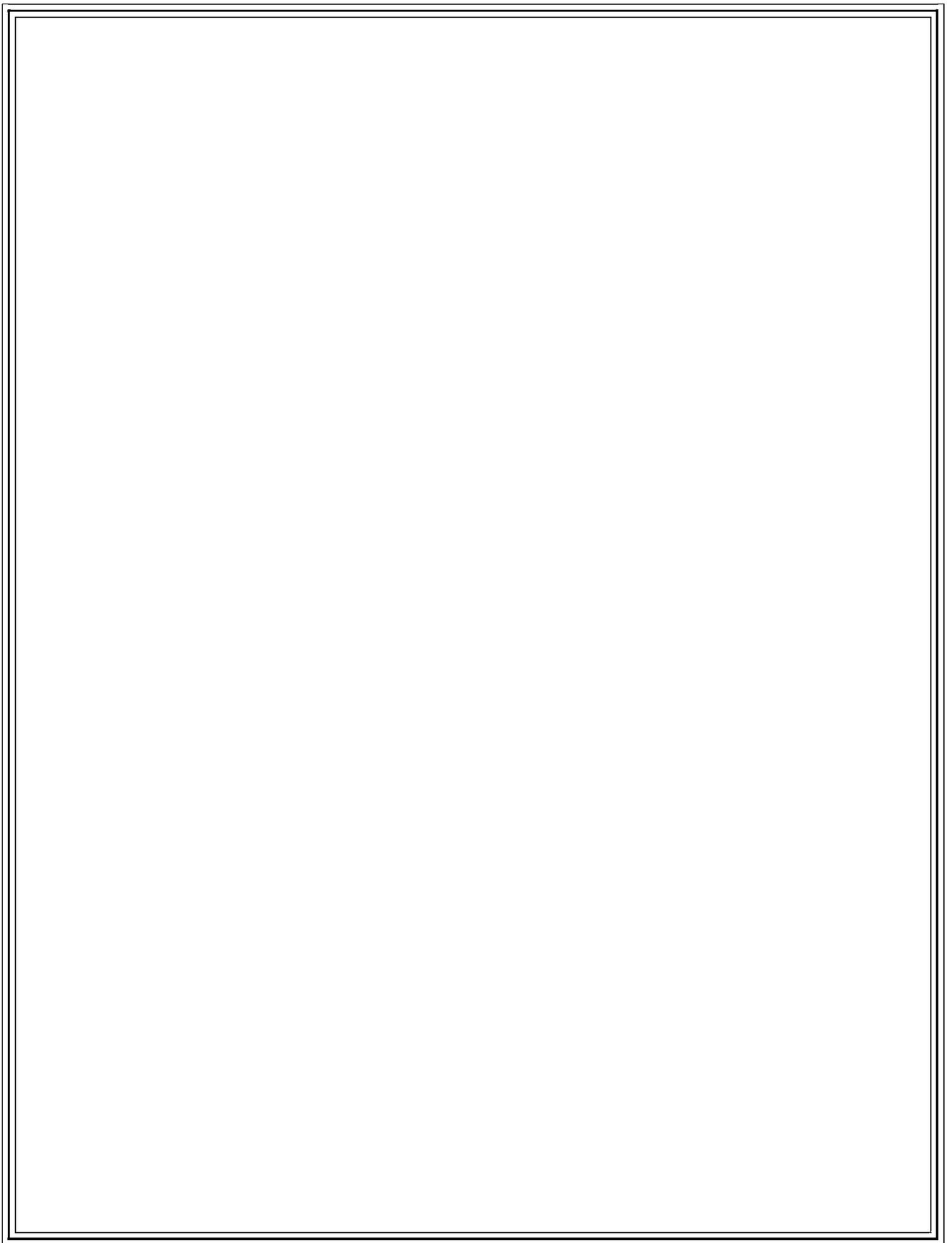
Note: The *Tales from the Odyssey* series includes 6 volumes. Each volume contains a glossary with a pronunciation guide in the back of the book. Please use this and the map, which can be found at the beginning of the book, as needed. Also, be sure to read the prologue at the beginning of volume one.

## After the Reading

Note: The narration suggestions for all 6 volumes will be the same general prompts each time. Since each volume is different, the narration responses generated from these prompts will produce different results.

## Narration Suggestions

- Tell what happened to Odysseus and his men in this reading.
- Draw or paint a picture of any scene for this reading.
- Tell about an event through the eyes of another character. For example, tell about Odysseus and the Cyclops from the perspective of Cyclops or of one of the sheep. You might phrase the question this way to you young student: “If Cyclops were to tell Poseidon, his father, what had happened when Odysseus and his men appeared in his cave, how might he tell the story?”
- Act out any scene in this reading.
- Use modeling clay and create any one of the creatures from *Tales from the Odyssey*.
- If you were Odysseus, what would you have done differently, if anything?
- Tell what happened to Odysseus and Telemachus in this reading.
- Give an account of Penelope.
- Give an account of the swineherd.



Foundations -Year One  
~Week Two~

Day One	Day Two	Day Three	Day Four	Day Five
<b>Natural History</b> Follow the schedule for your chosen guide –See appendix			<b>World History OPTIONAL</b> <i>A Child's History of the World</i>  C3 –pp. 17-21 C4 –pp. 22-26	<b>American History</b> <i>North American Indians</i>  Reading 2
FREE PLAY				
<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs		<b>Music Appreciation &amp; Theory</b>	<b>Art Technique</b> Drawing, Painting Sculpting	<b>Music</b> Singing-Foreign Language Songs, Hymns, Folk Songs
<b>Recitations</b> “Who Has Seen the Wind?”	<b>Drawing</b>	<b>Recitations</b> “Who Has Seen the Wind?”	<b>Geography</b> <i>Me on the Map</i> & Activity 2	<b>Handcrafts</b>
LUNCH & BREAK				
<b>NATURE EXPERIENCES &amp; NOTEBOOK</b> Day 5 is meant to have extra time allotted for a longer nature experience. <u>Day Five Notebook</u> <u>Find &amp; Describe -2 Leaves</u>				
<b>THE CHILDREN’S HOUR</b> Bring the family together to read aloud literature, tales, and poetry as well as conduct your picture study. You may also wish to make this a tea or snack time.				
<b>Literature</b> <i>Mr. Popper’s Penguins</i>  Chapter 1	<b>Picture Study ALL</b> -See Notes <b>Literature</b> <i>The Velveteen Rabbit</i> Reading 1 of 4	<b>Literature</b> <i>Little House in the Big Woods</i>  Chapter 2	<b>Poetry</b> <i>Now We Are Six</i> 2 poems-pp. 9-15 <b>Fables</b> <i>Aesop for Children</i> Read 1	<b>Tales</b> <i>Tales from the Odyssey</i> V-1 Reading 2 of 4
<b>QUIET TIME &amp; EXTRACURRICULARS</b> Give your students this afternoon time to use for independent reading, additional drawing, painting and brushwork, handcrafts, instrument practice and extracurricular activities. Play the selected pieces of the composer being studied during this time. Older students might also work on their Book of Centuries.				
DINNER/SUPPER				
<b>STORYTIME/GAMES/INDEPENDENT READING</b> Use this time for reading aloud or as time for older children to read independently. Some books which don’t fit within the “Children’s Hour” may overflow into this time period. Playing games as a family is always a great option.				

Foundations -Year One/Week Two  
~Looking Ahead~

Day Three -Look for printable pictures of instruments in the appendix if you'd like to use pictures for a chart created on this day.

Day Four/OPT - Consider printing an optional PDF file to complete a project about the Nile River. There are two readings as well as an important supplemental book scheduled for World History this week. Please adapt your schedule to fit this.

Foundations -Year One/ Week Two  
~Day One~

## Recitations

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



## Literature

- \* Read Chapter 1 from *Mr. Popper's Penguins* by Richard & Florence Atwater

### Before the Reading

## Working with Maps

Locate the following places on a map or globe: Antarctic, Arctic, North Pole and South Pole

### After the Reading

## Narration Suggestions –Choose One

- Tell why you think this chapter is titled "Stillwater".
- Describe the Popper family.
- Give an account of Mr. Popper.
- What did you find the most interesting about this chapter? Tell about it.

## Picture Study

Read the article “Alternate Suggestions for Picture Study” from *Foundations: The Outline Guide for Early School*. This article contains ideas for how to extend the picture introduced last week. Next week a new picture will be introduced.

Continue your discussion “Why Do We Study Art and Artists?”, as needed.

### Why Do We Study Art and Artists?

**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?

## Literature

- \* Part 1 of 4 from *The Velveteen Rabbit* –Read from the beginning to “There was a person called Nana who ruled the nursery.”

### Before the Reading

- Word to Know: insignificant

### After the Reading

#### Narration Suggestions –Choose One

- Tell about all the different toys in the nursery.
- Draw a picture of any scene from this reading. Give your picture a title or caption and share it with someone, telling about the scene you’ve depicted.
- Narrate about Rabbit and Skin Horse.
- Explain what becoming Real means and why the Rabbit wanted to become Real.
- Gather your own stuffed animals and/or other types of toys and arrange them into a circle. Let them explain what becoming Real means and let them discuss what they think of this idea with each other.

## Music Appreciation and Theory

### OPT 1-Introduction to Music

- \* 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: strings, 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 printable pictures of instruments in the appendix 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

### OPT 2 -Composer Study

Discuss –What is music? Have your students brainstorm as many thoughts that come to mind about the word “music”, writing them down as they call them out. Why is music important? What might the world be like without music?

Define a composer. Recapitulate the main points of the life of your chosen composer introduced in Week One.

### Theory

Introduce a new lesson in music theory or have students using a theory book complete their assignments, as needed. The latter students may need help with their lessons or homework.



### Recitations

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

## Literature

- \* Read Chapter 2 from *Little House in the Big Woods*

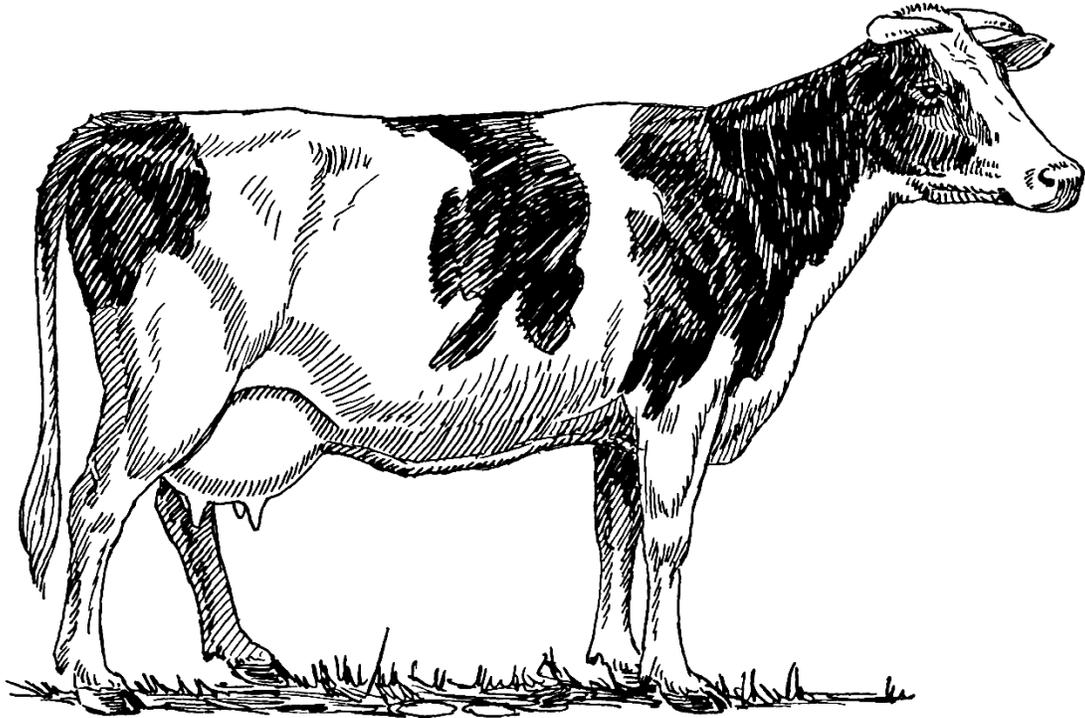
### After the Reading

#### Narration Suggestions –Choose One

- Draw a picture of Jack Frost.
- Copy Ma's work poem. Remember to give each day of the week a capital letter.
- Tell how Ma makes butter. Learn how to make your own butter.
- Tell a friend or family member about the different ways that Laura and Mary played and kept busy during the winter. What kinds of games do you and your family like to play when the weather is bad?
- What did Laura and Mary do with their Ma? What did they do with their Pa?
- Tell the story of Grandpa and the panther.

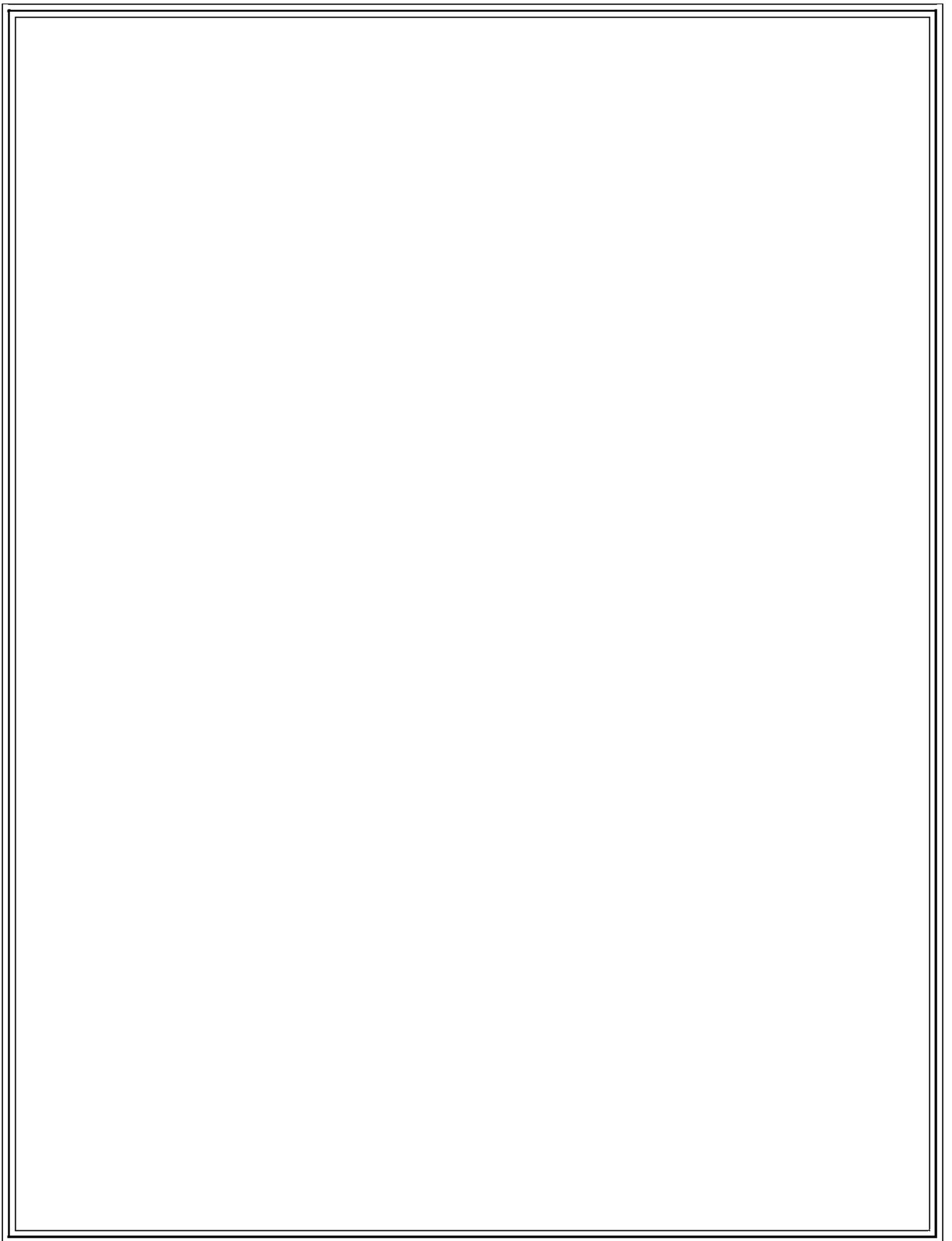


# Farm Life



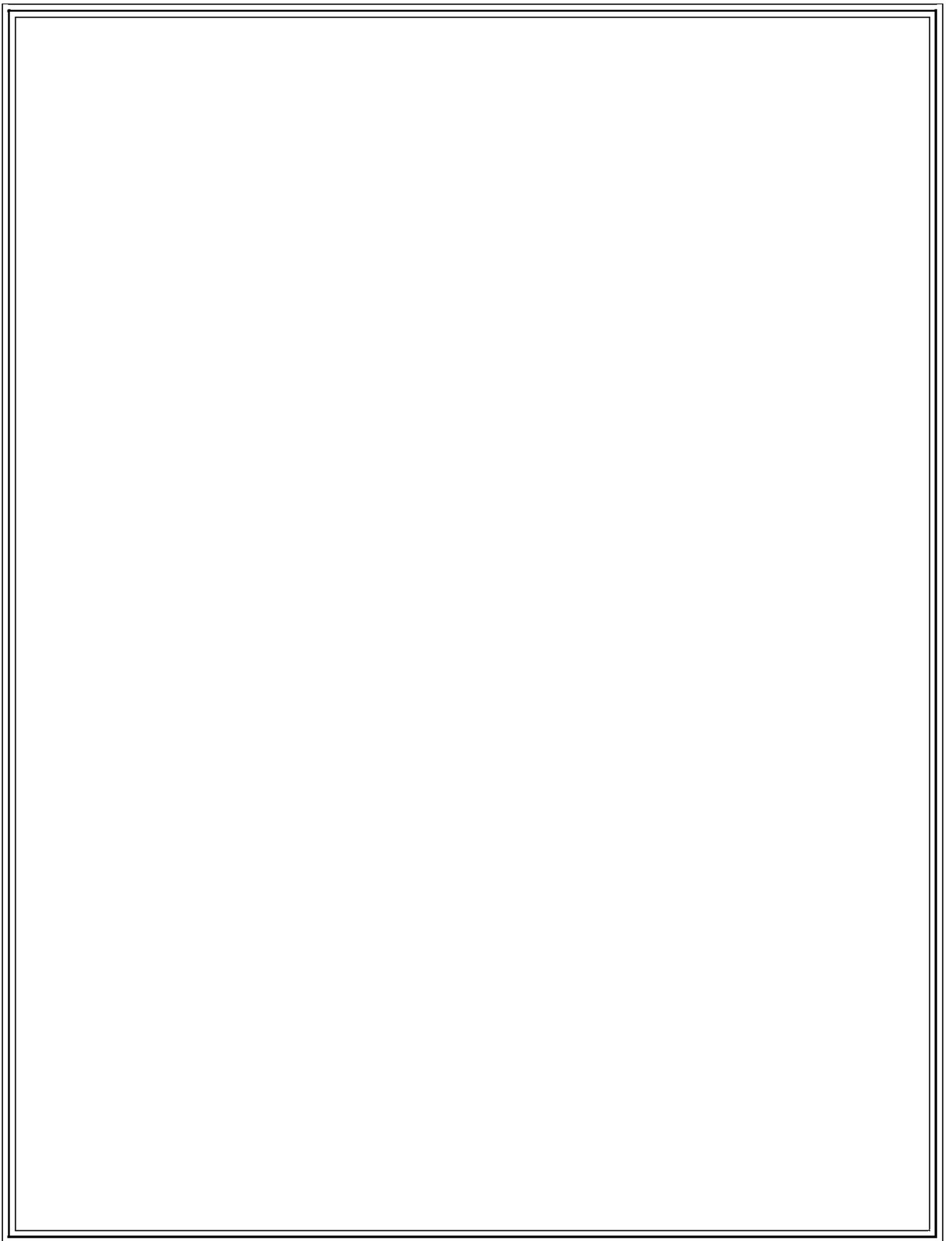
~A Guided Study~

by Lisa Kelly



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# Reading Schedule –One Term

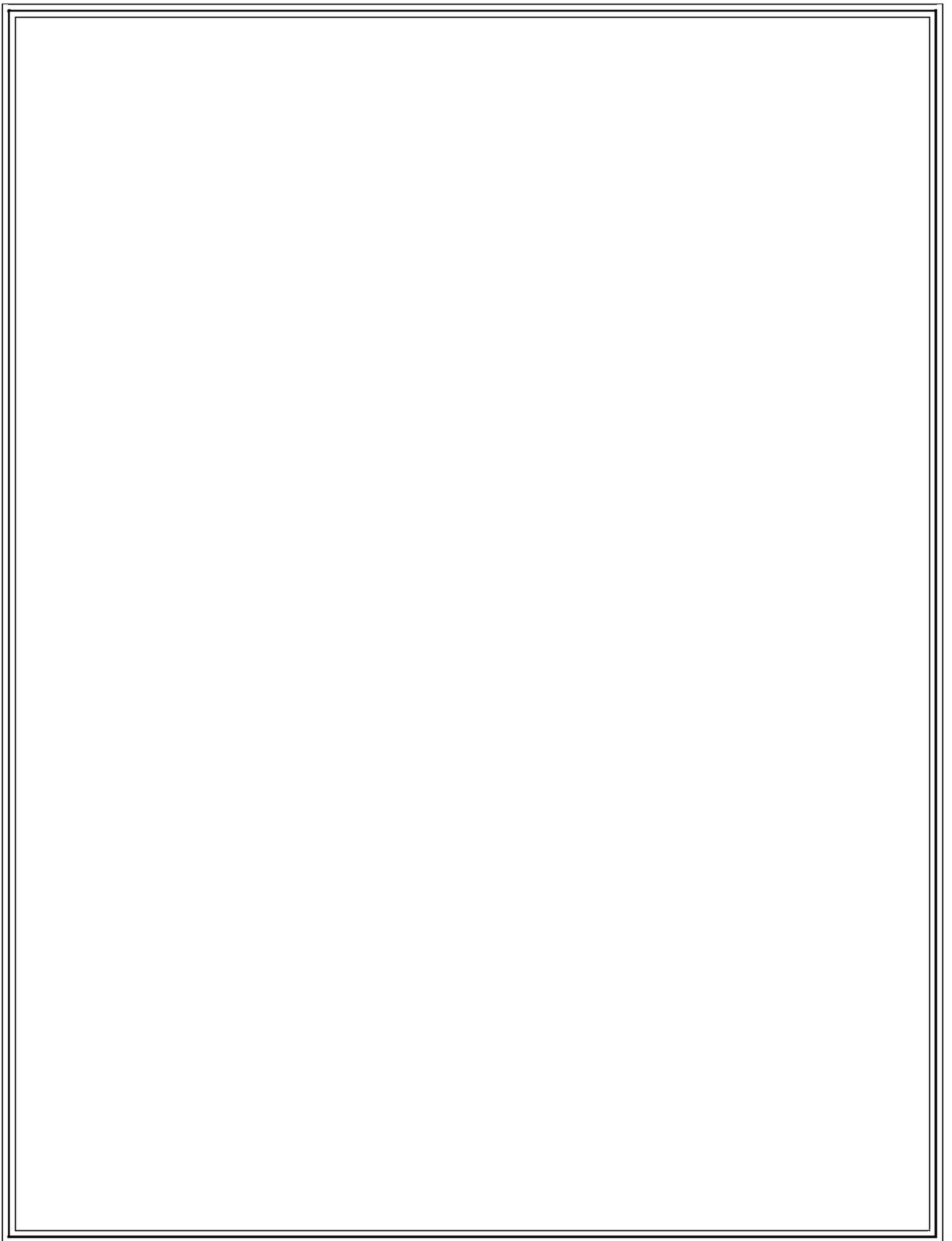
Week #	Day One	Day Two	Day Three
1	Field Trip: Farmers' Market or Grocery Store +What Do Farm Animals Need?	Introduction + Read first six months from <i>The Year at Maple Hill Farm</i>	Complete <i>The Year at Maple Hill Farm</i> +Farm Animal Names
2	<i>Among the Farm People</i> "The Story That the Swallow Didn't Tell"	<i>Among the Farm People</i> "The Lamb with the Longest Tail"	<i>Treasury for Children</i> "Smudge, the Little Lost Lamb"

# Reading Schedule –One Semester

Week #	Day One	Day Two
1	Field Trip: Farmers' Market or Grocery Store +What Do Farm Animals Need?	Introduction & Read first six months from <i>The Year at Maple Hill Farm</i>
2	Complete <i>The Year at Maple Hill Farm</i> +Farm Animal Names	<i>Among the Farm People</i> "The Story That the Swallow Didn't Tell"
3	<i>Among the Farm People</i> "The Lamb with the Longest Tail"	<i>Treasury for Children</i> "Smudge, the Little Lost Lamb"

# Reading Schedule –One Year

Week #	Lesson
1	Field Trip: Farmers' Market or Grocery Store + What do Farm Animals Need?
2	Introduction & Read first six months from <i>The Year at Maple Hill Farm</i>
3	Complete <i>The Year at Maple Hill Farm</i> + Farm Animal Names
4	<i>Among the Farm People</i> - "The Story That the Swallow Didn't Tell"
5	<i>Among the Farm People</i> - "The Lamb with the Longest Tail"
6	<i>Treasury for Children</i> - "Smudge, the Little Lost Lamb"



## Lesson 1/Field Trip

- ❖ Plan a field trip to either a grocery store or a farmers' market.

The purpose of this field trip is to introduce children to the variety of food types that people consume –for both health and enjoyment. These food items should be linked back to their origins such as to a farm, ranch, etc. This is not meant to be an exhaustive discussion, so just have fun with it.

Look for the following at the store or the market:

- fruits and vegetables (produce)
- honey
- meat products (fish, chicken, beef, shellfish, etc.)
- dairy products
- breads and baked goods
- rice
- syrup
- beans
- juice drinks [orange juice, apple juice, etc.] and lemonade

Consider these questions:

- Do fruits and vegetables just happen to appear in the grocery store?
- Share what you know of farming.
- Why do you think a farmers' market is called by this name?
- What does it mean to be farmer [rancher, beekeeper, baker, etc.]?
- From where does \_\_\_ [insert name of product] come?
- How do we acquire honey? Butter? Bread? Cheese?
- What is a baker's dozen?
- Tell me some of the main ingredients for your favorite type of pizza. From where do you think the pizza crust, the cheese, the pizza sauce and the \_\_\_ [insert a topping] come?
- Invent a recipe for vegetable soup. Tell which vegetables you put into your soup.

- ❖ Follow-Up Lesson –What Do Animals Need? What Do Animals Give Us?

Compare the needs of animals to the needs of people. Complete the printable page included in the appendix.

### Additional Book Suggestions

*Right This Very Minute: A Table to Farm Book About Food and Farming* by Lisl H. Detlefsen

*How Did That Get in my Lunchbox?: The Story of Food* by Chris Butterworth

*Meet Me at the Farmers Market* by Lisa Pelto

*Fresh Picked Poetry: A Day at the Farmers' Market* by Michelle Schaub

*On the Farm, At the Market* by G. Brian Karas

### Additional Activities

- ❖ Read the story of “The Little Red Hen” and discuss how bread is made. Make a loaf of bread together [or purchase a fresh loaf] to have for a snack. Make your own butter to put on your bread.
- ❖ Make vegetable soup together. Or, make a fruit salad together.
- ❖ Let your children help you with the next grocery list. Discuss meal and snack plans and then build the list from these plans.
- ❖ Make blueberry [banana/strawberry, etc.] muffins together. Discuss from where the ingredients come.
- ❖ Read *How to Make an Apple Pie and See the World* by Marjorie Priceman and then make the pie together. [Or read *How to Make a Cherry Pie and See the USA* by the same author].
- ❖ Have a tea party! Create a menu composed of simple snacks and treats, listing the tea accompaniments as well. For example, you might set out a plate of cheese cubes, apple slices, strawberries, cucumber/cream cheese sandwiches [or peanut butter/jelly] cut into small triangles. These could be served with hot tea, sugar, honey and cream. This simple party will draw from many different food sources. Talk about these connections while having tea. Consider having your students actually write/draw the menu on a half-sized sheet of paper. Each party “guest” can have a menu at their seat.

## Lesson 2/ *The Year at Maple Hill Farm*

- ❖ Introduction -What is a farm?

Discuss –Where might we find a farm? What type of animals or items might we see on a farm? Why are farms important?

Activity –Print and cut out the cards titled “Farm Animals & Items” and their coordinating labels. These cards can be found in the appendix. Help your students match the labels to the pictures.

- ❖ Read the first six months from *The Year at Maple Hill Farm* [from the beginning through June].

### Before the Reading

- ❖ Tell what you think this book might be about based on the book cover and its title.

### After the Reading

- Draw or paint a picture of any scene from any month read from the book in *this* lesson. Give your picture a title or caption and share it with someone, telling about the scene/month you’ve depicted.
- Tell how the animals manage the winter. How do they manage the spring?
- Tell about eggs. Who has them? Where are they laid? What hatches from them?
- Tell about the insects in the warmer months.
- Use farm animal models [or create them using modeling clay, salt-dough or play-dough] to act out how they manage the months from January through June.

## Lesson 4/ *Among the Farm People*

- ❖ Read “The Story That the Swallow Didn’t Tell”

### Before the Reading

- ❖ What do you know of a swallow?

### After the Reading

- Tell about the swallow and the story not told.
- What can we learn from the swallow who didn’t tell his story?
- Why would the squabs think that the swallow had been disagreeable?
- Draw or paint a picture of any scene from this story. Give your picture a title or caption and share it with someone, telling about the scene you’ve depicted.