

# Year Two



BELTED KINGFISHER.

Length, 12-13 inches.

~The Complete Guide~

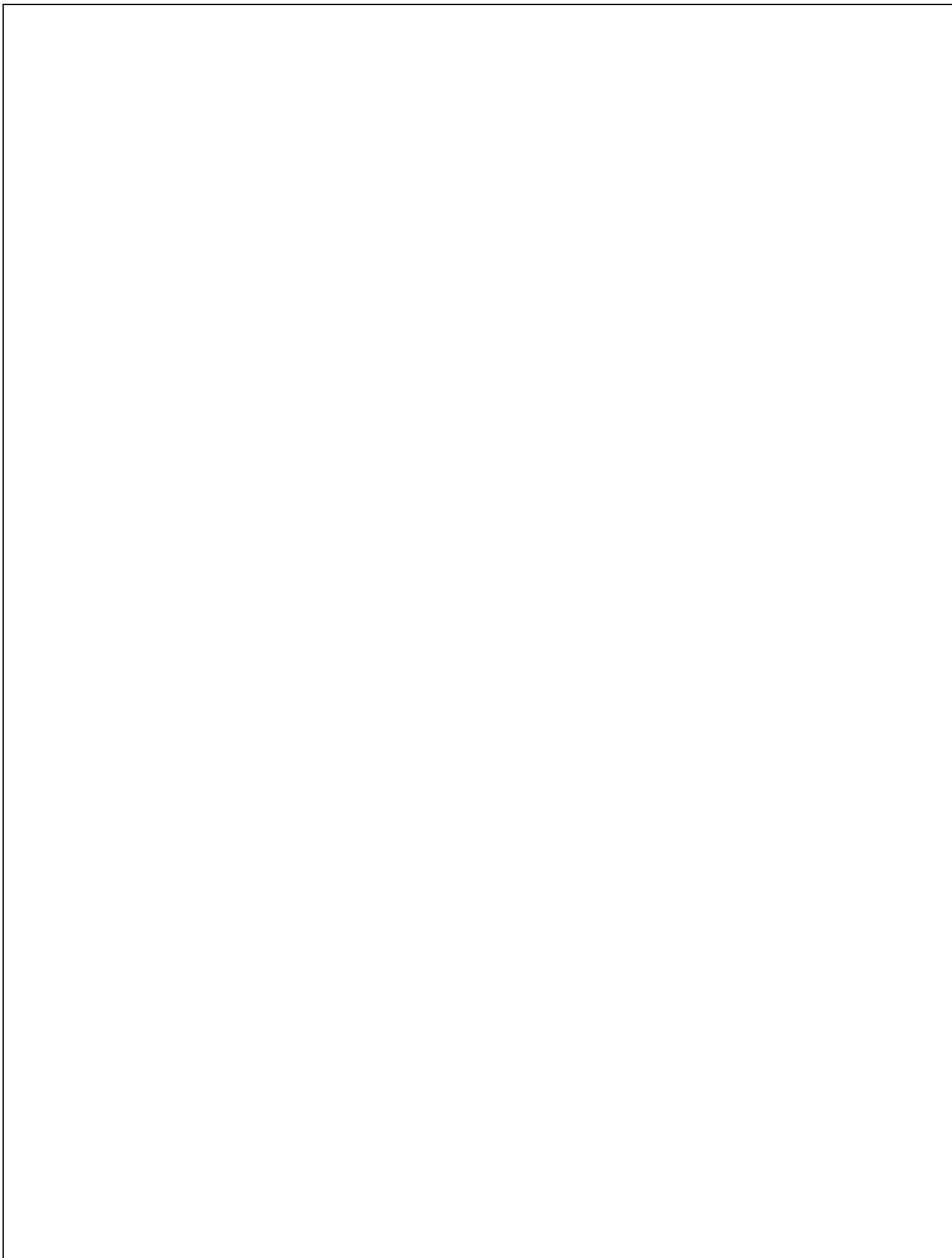
## TERM THREE

by Lisa Kelly



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## Please read these notes.

### **Author's Notes**

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

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

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

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

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

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

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

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

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

Thank You,

Lisa Kelly

# Year Two

## Science and Nature Study

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

## History

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

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

## Geography

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

## Literature & Poetry

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

## The Arts

Artists Studied: Giotto, Leonardo da Vinci and Jan Steen

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





Year Two  
~Week Twenty-Six~

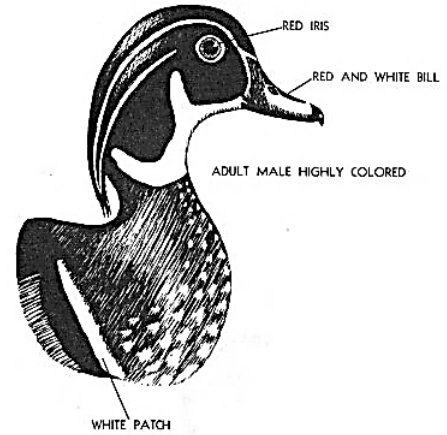
Day One	Day Two	Day Three	Day Four	Day Five
<b>Poetry</b> <i>Song of the Water Boatman</i> Read one poem and additional information each week for 11 weeks.	<b>Literature</b> <i>Famous Legends</i>  Read “Frithiof” Part I (Frithiof and Ingeborg)	<b>Literature</b> <i>The Reluctant Dragon</i>  Reading 3	<b>Literature</b> <i>The Reluctant Dragon</i>  Reading 4	<b>Literature</b> <i>The Boxcar Children #1</i>  Read Chapter II
<b>Recitations</b>  “The Robin”		<b>Recitations</b>  “The Robin”		
<b>Natural History</b> <i>By Pond and River</i>  Lesson II	<b>Natural History</b> <i>Wonders of Rivers</i> by Rae Bains	<b>Natural History Investigations</b>  OL –Dragonflies and Damsel Flies	<b>Geography</b> <i>Wonders of Rivers</i> by Rae Bains	<b>Nature Experience &amp; Notebook</b>  Find and Describe 1 Fish
<b>History</b> <i>A Child’s History of the World</i>  C54	<b>History</b> History Book Choice or Extra Day	<b>History</b>  RA/IR <i>The Apple and the Arrow</i> by Conrad Buff		<b>Music Study</b>  Bizet
	<b>Art Study</b>  See Notes		Read Biography Selection	

## 26/Day One- Poetry

### *Song of the Water Boatman*

#### Before the Reading

- Connection: Tell of “Listen for Me”.
- Read the notes on the Wood Duck before reading the poem.
- Read “Spring Splashdown”.



#### After the Reading

##### Narration Suggestions

##### “Spring Splashdown”

Teacher’s Note: Consider tracing the vertical words of the poem (“leaping leaping”) to visually illustrate this action while reading it aloud.

	Act out this poem using small toy ducks in the bathtub or a sink filled with water.
	<p>Write a list of some of the verbs-words that tell us about the action-from the poem with your teacher. Do these words help us act it out?</p> <p>Teacher’s Note: Change the first four words of the poem to this sentence “A baby duck looks from inside its egg and then hatches from it. Ask you students how this sounds? Which version is more exciting? Which version tells us more about what is happening?</p>
	Tell about your own experiences with jumping into a body of water. How did you feel before you leaped? How did you feel after?

## Science Notes

Words to Know: extinction and wetland

Remember, there is a glossary at the end of this book.

Name an animal or two that has gone extinct. Name an animal or two that prefers to live in a wetland area.

If your student has not already been introduced to these words, then you may wish to consider giving a slightly longer explanation or a simple demonstration.

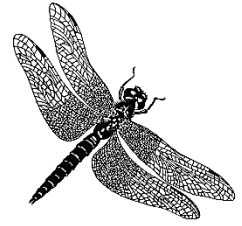
## Recitations

Continue to study “The Robin” by Laurence Alma Tadema this week.

## 26/Day One- Natural History

*By Pond and River*

- Read Lesson II -“The Dragonfly and His Companions”



### Before the Reading

- Connection: Tell about the life cycle of the frog or tell about some of the differences between frogs and toads.

### After the Reading

#### Narration Suggestions

	Describe some of the insects you might find by the pond.
	Tell about the dragonfly.
	Divide a sheet of blank paper into thirds and in each section sketch the following: a whirligig beetle, a mayfly (or gnat) and a dragonfly. Label each sketch and give your picture a title. Share your picture with someone, telling about it.

## 26/Day One- History

### *A Child's History of the World*

➤ Read Chapter 54: Tick-Tack-Toe: Three Kings in a Row (pp. 330-336)

### Before the Reading

- Connection: Tell about Jerusalem. Share what you know of the First Crusade.
- Words to Know: scalawags and gallivanting
- Present Image F: The Crusades. Encourage ideas about the picture but without telling the story yet. Refer back to this image after the reading and discuss it further. What is happening in this illustration? How do we know this? What details in the picture help us? CHOW, RP
- 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

People	Places	Other
King Richard	England	Second Crusade
King Philip	France	Third Crusade
King Frederick (Barbarossa)	Germany	Red Beard
Charlemagne	Jerusalem	Holy Sepulcher
Saladin	Aix-la-Chapelle	Fourth Crusade
Blondel	Mediterranean Sea	Children's Crusade
Robin Hood	Red Sea	Israelites
Stephen	Egypt	Eighth Crusade
S. Louis		Israeli Jews
		Palestinians
		Holy City

#### Narration Break

Pause the reading just before the 2<sup>nd</sup> new paragraph on page 333.

## After the Reading

### Narration Suggestions

	Tell all about the Crusades. What good, if any, came of the Crusades?
	Tell about the three kings, Richard, Philip and Frederick, and their role in the Crusades.
	Act out any scene from this chapter.
	Research the shield of England and then draw and color it. Identify the part which came from Richard's coat of arms.
	Draw a picture of any scene from this chapter. Be sure to give your picture a title or caption and to share your finished work with someone.

### 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?
- Give this chapter a new title. Tell why you think that it is a good fit for this chapter.
- Was Richard a good king?

## 26/Day Two- Literature

➤ In *Famous Legends*, read “Frithiof”, Part I (Frithiof and Ingeborg)

### Before the Reading

- Connection: Tell of Sigurd.
- Words to Know: viks and valkyrs
- Note: There are two women named Ingeborg in this story: one is the wife of Thorsten and one is the daughter of King Belé.

### After the Reading

#### Narration Suggestions

	Tell the story of Frithiof and Ingeborg.
	Draw or paint a picture of any scene from this reading section. Give your picture a title or caption and share it with someone, telling about the scene you’ve depicted.
	“With sadness did old Hilding, their foster-father, notice that the children were happiest when they were together” (124). Why is it with sadness that Hilding sees this?
	Predict what you think will become of the love between Frithiof and Ingeborg.
	Tell about King Belé and Thorsten.

## 26/Day Two- Natural History

### *Wonders of Rivers*

- Read *Wonders of Rivers* by Rae Bains



### Before the Reading

- Connection: A river is a body of water. What other bodies of water do you know?
- Words to Know: erosion, river valley and sediment
- Read about ½ -stopping just before “Sometimes a river flows into a place...” This book will be completed on Day Four during Geography.

### After the Reading

#### Narration Suggestions

	Tell about rivers.
	What three questions would you ask about rivers after listening to this reading section?
	Imagine Earth without rivers. Tell what this might be like.



## **26/Day Two- History Book Choice or Extra Day**

### *A Child's History of the World*

On this day, feel free to read a nonfiction book of your choice related to the topics in history currently being studied. This day can also serve as extra time for catching up on activities and readings. You might also consider choosing from some of the additional reading suggestions, if given.

Complete any additional activities, such as coloring pages, as you wish.

R: World History, CHOW

## **26/Day Two- Art Study**

Art and music study 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.

## 26/Day Three- Literature

➤ Complete Reading 3 from *The Reluctant Dragon*

### Before the Reading

- Connection: Tell of the Dragon. Why doesn't he have a name?
- Words to Know: festal and perverse
- Person to Know: St. George.
- Read approximately 7 pages. Stop the reading just before the words "The Boy made his way back to the village..."

### After the Reading

#### Narration Suggestions

	Describe St. George.
	Should the dragon fight with St. George?
	Create a model of St. George, the Boy and the dragon from modeling clay or Play-Doh. Act out this reading section using your models.

#### Recitations

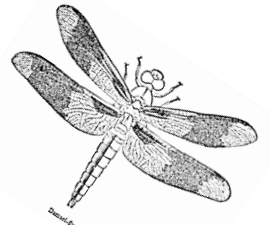
Continue to study "The Robin" this week.

## 26/Day Three-Natural History Investigations

### Object Lesson –The Dragonflies and Damsel Flies

#### LEADING THOUGHT

The dragonflies are among the swiftest of all winged creatures and their rapid, darting flight enables them to hawk their prey, which consists of other flying insects. Their first stages are passed in the bottoms of ponds where they feed voraciously on aquatic creatures. The dragonflies are beneficial to us because, when very young and when full grown, they feed largely upon mosquitoes.



#### METHOD

The work of observing the habits of adult dragonflies should be largely done in the field during late summer and early autumn. The points for observation should be given the pupils for summer vacation use, and the results placed in the field notebook.

The nymphs may be studied in the spring, when getting material for the aquarium. April and May are good months for securing them. They are collected by using a dip net, and are found in the bottoms of reedy ponds or along the edges of slow-flowing streams. These nymphs are so voracious that they cannot be trusted in the aquarium with other insects; each must be kept by itself. They may be fed by placing other water insects in the aquarium with them or by giving them pieces of fresh meat. In the latter case, tie the meat to a thread so that it may be removed after a few hours, if not eaten, since it soon renders the water foul.

The dragonfly aquarium should have sand at the bottom and some water weeds planted in it, and there should be some object in it which extends above the surface of the water which the nymphs, when ready to change to adults, can climb upon while they are shedding the last nymphal skin and spreading their new wings.

#### OBSERVATIONS ON THE YOUNG OF DRAGONFLIES AND DAMSEL FLIES

1. Where did you find these insects? Were they at the bottom of the pond or along the edges among the water weeds?
2. Are there any plumelike gills at the end of the body? If so, how many? Are these platelike gills used for swimming? If there are three of these, which is the longer? Do you know whether the nymphs with these long gills develop into dragonflies or into damsel flies?
3. If there are no plumelike gills at the end of the body, how do the insects move? Can they swim? What is the general color of the body? Explain how this color protects them from observation. What enemies does it protect them from?

4. Are the eyes large? Can you see the little wing pads on the back in which the wings are developing? Are the antennae long?
5. Observe how the nymphs of both dragonflies and damsel flies seize their prey. Describe the great lower lip when extended for prey. How does it look when folded up?
6. Can you see how a nymph without the plumelike gills breathes? Notice if the water is drawn into the rear end of the body and then expelled. Does this process help the insect in swimming?
7. When the dragonfly or damsel fly nymph has reached its full growth, where does it go to change to the winged form? How does this change take place? Look on the rushes and reeds along the pond margin, and see if you can find the empty nymph skins from which the adults emerged. Where is the opening in them?

#### OBSERVATIONS OF THE ADULT DRAGONFLIES

1. Catch a dragonfly, place it under a tumbler, and see how it is fitted for life in the air. Which is the widest part of its body? Note the size of the eyes compared with the remainder of the head. Do they almost meet at the top of the head? How far do they extend down the sides of the head? Why does the dragonfly need such large eyes? Why does a creature with such eyes not need long antenna? Can you see the dragonfly's antennae? Look with a lens at the little, swollen triangle between the place where the two eyes join and the forehead; can you see the little, simple eyes? Can you see the mouth-parts?
2. Next to the head, which is the widest and strongest part of the body? Why does the thorax need to be so big and strong?

Study the wings. How do the hind wings differ in shape from the front wings? How is the thin membrane of the wings made strong? Are the wings spotted or colored? If so, how? Can you see if the wings are folded along the front edges? Does this give strength to the part of the wing which cuts the air? Take a piece of writing paper and see how easily it bends; fold it two or three times like a fan and note how much stiffer it is. Is it this principle which strengthens the dragonfly's wings? Why do these wings need to be strong?

3. Is the dragonfly's abdomen as wide as the front part of the body? What help is it to the insect when flying to have such a strong abdomen?

#### OUTLINE FOR FIELD NOTES

Go to a pond or sluggish stream when the sun is shining, preferably at midday, and note as far as possible the following things:

1. Do you see dragonflies darting over the pond? Describe their flight. They are hunting flies and mosquitoes and other insects on the wing; note how they do it.

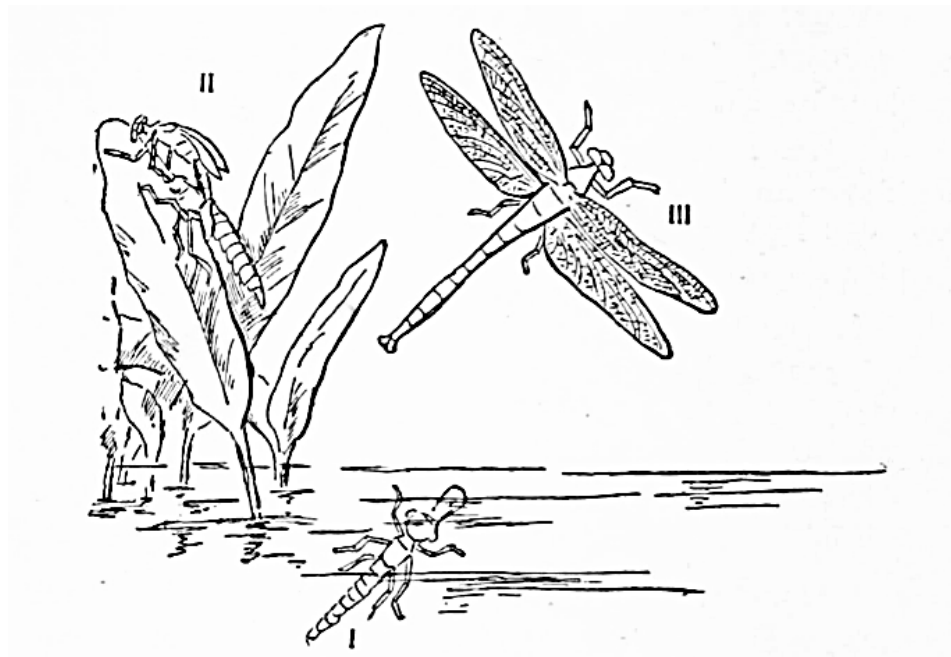
If the sky becomes cloudy, can you see the dragonflies hunting? In looking over a pond where there are many dragonflies darting about, do the larger species fly higher than the smaller ones?

2. Note the way the dragonflies hold their wings when they are resting. Do they rest with their wings folded together over the abdomen or are they extended out at an angle to the abdomen? Do you know how this difference in attitude of resting determines one difference between the damsel flies and the dragonflies?

3. The damsel flies are those which hold their wings folded above the back when resting. Are these as large and strong-bodied as the dragonflies? Are their bodies more brilliantly colored? How does the shape of the head and eyes differ from those of the dragonflies? How many different-colored damsel flies can you find?

4. Do you see some dragonflies dipping down in the water as they fly? If so, they are laying their eggs. Note if you find others clinging to reeds or other plants with the abdomen thrust below the surface of the water. If so, these are damsel flies inserting their eggs into the stem of the plant.

-From *The Handbook of Nature Study* by Anna Botsford Comstock



## The Life Cycle of the Dragonfly

I –Larva with the Mask Extended

II –Molting of the Pupal Skin

III -Adult

## **26/Day Three- History IR/RA**

### *A Child's History of the World*

Continue to read from *The Apple and the Arrow* by Conrad Buff and discuss with your student, as needed. If your student is ready, then have your student read this book independently.

## 26/Day Four- Literature

➤ Complete Reading 4 from *The Reluctant Dragon*

### Before the Reading

- Connection: Tell of St. George.
- Words to Know: despondency, rapine, adversary and immured
- Read approximately 13 pages. Stop the reading just before the words “Next morning the people began streaming up to the Downs...”

### After the Reading

#### Narration Suggestions

	<p>“This is an evil world, and sometimes I begin to think that all the wickedness in it is not entirely bottled up inside the dragons.”</p> <p>Tell who said this. What is meant by this?</p>
	<p>In what way does the Boy help the dragon? In what way does the Boy help St. George?</p>
	<p>Describe the agreement reached between St. George and the dragon.</p>
	<p>Should the dragon agree to the fight with St. George?</p>

## 26/Day Four- Geography

### *Wonders of Rivers*

- Read *Wonders of Rivers* by Rae Bains

### Before the Reading

- Connection: Have you ever seen or been near a river? Tell about it.
- Words to Know: basin, lake, delta, flood plain, levees, dam, reservoirs, canyon, caverns, rapid, waterfall and polluted.
- Complete the book.

### After the Reading

#### Narration Suggestions

	Tell of rivers and their wonders.
	<p>Choose 4 new words that you learned today. Divide a sheet of paper into quarters and in each section write one of these four words. Illustrate your words and give the paper a title. Share your work with someone, telling about it.</p> <p>Word Suggestions: lake, delta, canyon, waterfall etc. Alternatively, create models of each of these words using modeling clay, salt-dough, Play-Doh, etc. Be sure to tell about your models. See the appendix for a salt-dough recipe, if needed.</p>
	Create a model of a river using modeling clay, salt-dough or Play-Doh. Be sure to add in a feature or two such as a valley, waterfall, lake, etc. Share your river with someone, telling about it.
	Write a list with your teacher of some of the animals and plants you might see near and in the river. Give your list a title.



## 26/Day Five- Literature

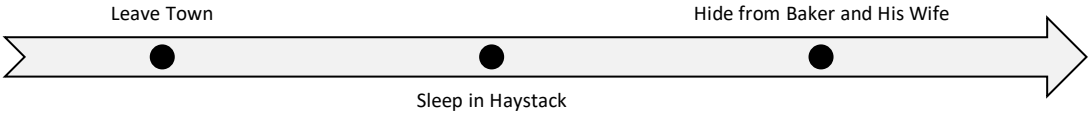
- Read Chapter II from *The Boxcar Children #1*

### Before the Reading

- Connection: Tell about the four children.

### After the Reading

#### Narration Suggestions

	Tell how night for the children has turned into day for them.
	Think of two new titles for this chapter. Choose your favorite and tell why it would be a good fit.
	Set up a scene from this chapter using blocks or LEGO® bricks. Share your finished work with someone, telling about the scene.
	<p>Make a brief timeline of the events of this chapter. Your teacher can draw a line (horizontal or vertical), add perpendicular lines to mark the events (or dots as shown below) and write in labels for the events as you dictate them.</p> <p>Teachers Note: Feel free to ask questions such as “Tell me the very first thing the children did.” “What did the children do next?” etc.</p> <p>Example:</p> 

## 26/Day Five-Nature Experience & Notebook

Find and describe (1) fish.

## 26/Day Five-Music Study

### Georges Bizet

➤ Read Biography Selection

**Note:** You can find this biography selection in the PDF file “Bizet Collection” at the website (R: The Arts). The audio files which correspond can also be found here.

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

## After the Reading

### Narration Suggestions

	Tell about Bizet and his life.
	Describe some of the difficult events in Bizet’s life. Describe some of the good events in Bizet’s life. Do you think that these events –both good and difficult-shaped the music of a Bizet? Tell more about this.
	If you could go back in time and meet Bizet, what questions would you like to ask him?