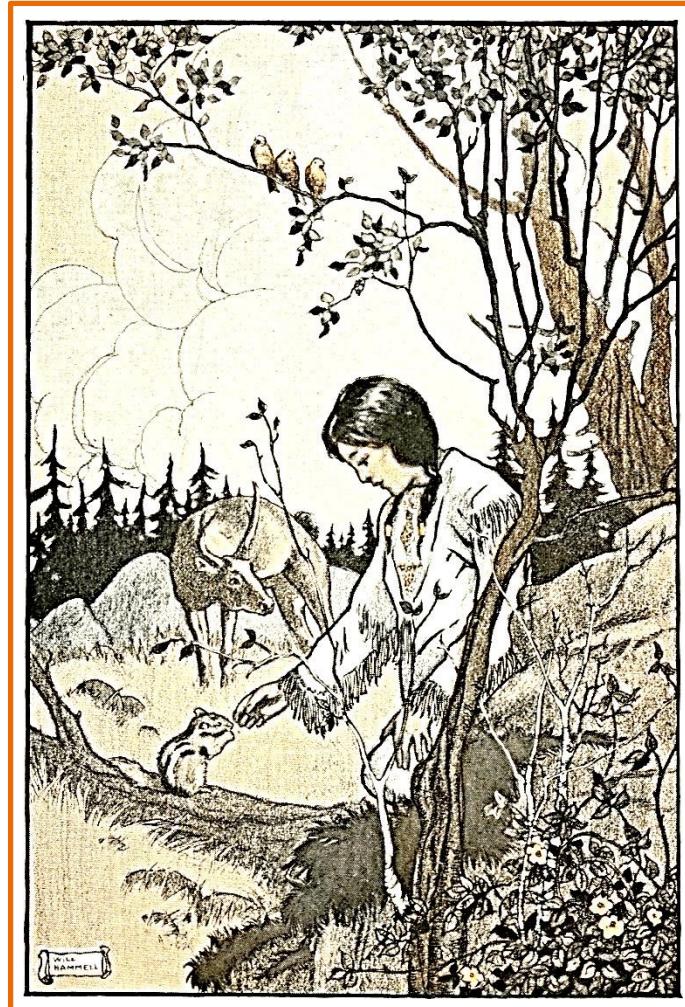


Program 1



Pre-17th Century History



~The Outline Guide for Lower School B~

by Lisa Kelly

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Program

A Mind in the Light -Program 1
3 Terms; Lower School B; Years 2-4

~Pre-17th Century~

Lower School B includes Year Two, Year Three and Year Four. Students will now begin to work through the programs according to historical time period divisions. Program 1 includes history before and just into the 17th century. Substituted books may always be used, but lesson plans are for main books listed.

Program 1 Lesson Guide –Year Two & Year Three is a separate guide which combines the lesson plans for both of these years; it will need to be additionally purchased when your student is ready for it.

Program 1 Lesson Guide –Year Four is a separate guide with the complete lesson plans needed for this year; it will need to be additionally purchased when your student is ready for it.

History

Key: Y2=Year Two; Y3=Year Three and Y4=Year Four

~American History~

Y2 & Y3 –Read *North American Indians* by Douglas Gorsline

Portions of the program are missing, since this is a sample only!

Y4 –Read *The Discovery of the Americas* by Betsy and Giulio Maestro

Portions of the program are missing, since this is a sample only!

~World History ~Optional

Note: World History in Early School (Y1) and in Lower School B (Y2 & Y3) is optional. Students may study only American History until reaching Lower School A.

Y2 & Y3 -Read *A Child's History of the World* Part II (Chapters 40-60) as well as *Saladin* and *Joan of Arc* by Diane Stanley

~British History ~

Y4 -Read *Our Island Story* by H. E. Marshall

Portions of the program are missing, since this is a sample only!

Natural History

ALL -Read *The Children's Book of Birds* by Olive T. Miller, *By Pond and River* by Arabella Buckley and assorted supplemental books.

Supplemental Books:

Beaks! by Sneed B. Collard III

An Egg is Quiet by Dianna Hutts Aston

Portions of the program are missing, since this is a sample only!

The Children's Hour

These books can be read whenever it is most convenient for reading aloud. You may wish to read these during the Children's Hour (typically between 3-4 PM), in the evening before bedtime or in the mornings with breakfast. Many families like to combine the Children's Hour with Tea Time or Snack Time.

~Tales, Legends and Myths~

Portions of the program are missing, since this is a sample only!

Y2 & Y3 –Read *D'Aulaires' Book of Norse Myths* by Ingri and Edgar P. D'Aulaire

Y4 –Read *The Heroes of Asgard* by Annie and Eliza Kearny –if you have a student in Year Four and one or more students in Years 2-3, then choose *The Heroes of Asgard* to read aloud to all.

~Literature~

All –Read 4-5 books this year. Year Three students should read at least (1) –either together with teacher or independently. Year Four students should read at least (2) –either together with teacher or independently. The remainder of choices (3) can be read aloud by the teacher during the Children's Hour. Decide these in advance, if possible. Lessons for all books listed below will be included.

Portions of the program are missing, since this is a sample only!

Reading

These suggested books can be read independently by your students. These would be in addition to any books listed for Literature, History, Natural History, etc. that are being independently read by the student. They can be read during Quiet Time & Extracurriculars or during time slots designated

for “Reading” in the sample schedule. Year Four students have a separate independent reading list, located beneath their history books.

Years 2-3 –Independent Reading List

These coordinate with the medieval section of *A Child’s History of the World* (Part II).

- *Sword in the Tree* by Clyde Robert Bulla
- *Minstrel in the Tower* by Gloria Skurzynski
- *The Apple and the Arrow* by Conrad Buff
- *A Grain of Rice* by Helen Claire Pittman

Year 4 –Independent Reading List

These may serve as supplements to British History.

Portions of the program are missing, since this is a sample only!

Lower School B -All

All children in Lower School B can learn together in these areas, as it best fits your family.

Picture Study –See the following list for options. This study can be included during The Children’s Hour. Further details are included in this section: Teaching Notes.

Music Appreciation –This study can be included during The Children’s Hour and during Quiet Time. Children in Years 2-4 will begin to study individual composers. See the following list for options. Choose 2-4 composers each year.

Religion –Add books as it best fits your family.

Nature Experiences and Natural History –Further details are included in this section: Teaching Notes.

Handcrafts –See the following list for options; The Handcrafts for Small Hands list may be better suited for many Lower School B students.

Art and Music Technique –Further details are included in this section: Teaching Notes. Songs can be included with Music Technique; see the following list for song suggestions.

Foreign Language Study –See the website for suggestions. Choose the Resources tab on the menu bar and then scroll down to “Skill Subjects and Foreign Languages”. Also, read the article “Learning Languages”, included in this section: Teaching Notes.

Recitations for Lower School B

~Year Two~

“The Kind Moon” by Sara Teasdale

“Mice” by Rose Fyleman

“The Squirrel” (Author Unknown)

“The Robin” by Laurence Alma Tadema

Poem of choice from *Fairies and Chimneys*

Poem of choice -See additional selections, poems from Joyce Sidman or poems not yet studied from Years prior.

Additional Selections: “Smells” by Christopher Morley; “The Little Turtle” by Vachel Lindsay; “A Dragonfly” by Eleanor Farjeon; “The Woodmouse” by Mary Howitt; any poems from the Preparatory Level or Year One not already studied

~Year Three~

“Sea Fever” by John Masefield

“The Swing” by Robert Louis Stevenson

Portions of the program are missing, since this is a sample only!

Poems for Recitation

Lower School B –Year Two

The Kind Moon

I think the moon is very kind
To take such trouble just for me.
He came along with me from home
To keep me company.

He went as fast as I could run;
I wonder how he crossed the sky?
I'm sure he hasn't legs and feet
Or any wings to fly.

Yet here he is above their roof;
Perhaps he thinks it isn't right
For me to go so far alone,
Tho' mother said I might.

~by Sara Teasdale

Teaching Notes

Renovating the Routine

Morning Lessons

I've made adjustments to the typical daily routine of a PNEU student. Each adjustment is meant to help this newly renovated schedule fit a modern family's habits and routines and to allow teachers to bring their students together more often.

According to several sources, including the PNEU article "The Work and Aims of the Parents' Union School" by Miss O' Ferrall, children spent the morning in lessons and this was when most of the "bookwork" was completed. She writes:

And now we will take a look at the carefully arranged time-tables. Practically all the bookwork is done in the morning when the children are fresh and ready to tackle the more arduous part of their work. The hours are not long—two and a half for the first form, four for the Vth and VIth; an hour more later in the day for II, III, and IV and a couple for the Vth and VIth. This is exclusive of practising, dancing, sewing and a certain amount of reading. The lessons are carefully arranged for the various days, no lesson is longer than twenty minutes in the first form whilst in the Vth and VIth the average length is about forty minutes. (pp. 777-787)

In accordance to this general layout, the suggested daily schedule which follows these notes sets the morning hours to be devoted to the main bulk of lessons for each day. Be sure to fit a short 15 min. break midway through the morning for children to play outside for fresh air and exercise, refreshing their minds and attitudes for further lessons.

Lunch and Free Play

After morning lessons, the children would then break for lunch and more free play. It would be beneficial if students ate lunch just after their morning lessons as they would be in need of sustenance, although this also benefits children in that their free play can then move smoothly into a nature walk or nature experience.

Nature Experiences

Typically, PNEU students were expected to spend time outdoors experiencing nature in the afternoons. This is labeled as "Nature Experiences" on the suggested schedule and follows lunch and free play. It is expected that one day per week is allotted to allow for a longer nature experience. This would also be a great day for nature-related field trips. This longer experience is scheduled by this curriculum on Day 5. It's the end of the week and good day for breaking away from the routine and getting outside. Charlotte Mason considered these longer experiences important for all ages. She writes: "It seems to me a *sine quâ non* (an essential condition) of a living education that all school

children of whatever grade should have one half-day in the week, *throughout the year*, in the fields” (*School Education*, p. 237).

The nature walks and experiences on Days 1-4 can be of a shorter nature, keeping the teacher from feeling overwhelmed with additional travel or time constraints on those days.

Children’s Hour

After researching through Charlotte Mason’s own *Home Education* series as well as through articles from the *Parents’ Review*, I’ve collected a handful of quotes in reference to this phrase. It seems that the “Children’s Hour” was in reference to a time period each day when parents might read aloud to their children, typically, it seems, in the evening.

Here Ms. Mason refers to it when writing about geography in *Home Education*, “But we are considering lessons as ‘Instruments of Education;’ and the sort of knowledge of the world I have indicated will be conveyed rather by readings in the ‘Children’s Hour’ and at other times than by way of lessons” (Vol. 1).

She again refers to it here with: “In connection with this subject let me add a word about story-telling. Here are some of the points which make a story worth studying to tell to the nestling listeners in many a sweet “Children’s Hour”;—graceful and artistic details; moral impulse of a high order, conveyed with a strong and delicate touch; sweet human affection; …” (Vol. 5) as she writes in *Formation of Character*.

In general, it seems that most of the books listed in a typical PNEU program for Form I could be read during the allotted lesson time hours, except with some specific books included for Sundays and holiday reading. Additionally, there is a caveat found at the end of the PNEU article “The Home Training of Children” that Tales, not included in some versions of the PNEU time tables, might be read during the “Children’s Hour”. By Form II, where students were generally reading many books independently, books set aside under the category “Reading” in the PNEU programs were understood to be read in the evening and on holidays. Additional, different books from Form I were selected for Sunday Reading for Form II and up as well. Several articles from the *Parents’ Review* share suggested book titles for the “Children’s Hour”.

One program for Form II gives this in the General Notes, “Members are asked to remember that an average pupil should cover the whole program suitable for his age. The lighter portions of Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays” (Program 125). This suggests that many books listed under Literature were to be read independently by the student in the evenings and during the holidays, so it was important that teachers/parents accounted for that when scheduling the lessons. Charlotte Mason built her curriculum on the idea that students would love to read and that reading works by Shakespeare, Longfellow and Scott would be enjoyable. This meant it was not thought of in the same way as “homework”.

As the program numbers continued (increasing by number as the years increased), more details were included in the programs. These later programs included suggestions for Sunday Readings and even a newly added list of suggestions for Holiday and Evening Reading for Form I.

Books typically included for these categories are listed below:

Sunday Readings

- Books to support religion –Bible history, prayers, hymns, etc.
- Books to support moral lessons such as *Parables from Nature* and *A Book of Golden Deeds*
- Biographies such as *The Story of Christopher Columbus* and *The Story of Nelson*

Holiday and Evening Readings (these were often categorized as Reading for Form II +)

- History and Geography such as *Stories from Chinese History* and *The Book of the Long Trail*
- Myths and Legends such as *The Mabinogion* and *Age of Fable*
- Poetry such Longfellow's *Golden Legend* and Homer's *Odyssey*
- Shakespeare such as *Julius Caesar* and *King John*
- Fiction such as *Gulliver's Travels* and *Theras: The Story of an Athenian Boy*

In order to better fit our modern times, I've moved the suggested evening time period for the “Children’s Hour” to an earlier afternoon time period. This allows families more free time later for those who participate in extracurricular activities. Feel free to add a snack or tea time element to it. I’ve also added in several other Charlotte Mason activities that were often completed in the afternoon such as picture study, poetry readings and composer study. Rotate between the book selections being read aloud and your additional activities such as art and music study.

Please note that while some time tables show a specific time allotment for “Tales” in Form I, some do not. In fact, the one which did not suggest that these be read later, such as during “Children’s Hour”. Tales, myths, legends, poetry and literature will **all** be included in the works read during “Children’s Hour” for this curriculum. Any of these selections which do not fit during this time period can be moved down to the later period of “Storytime”. Please adjust as best fits your family.

Quiet Time and Extracurriculars

Next, in the renovated routine, comes “Quiet Time and Extracurriculars”. This time allotment is designed to allow students to work quietly on handcrafts, painting, (watercolor, brush painting, etc.) and independent reading. Additionally, older students will work mostly independently on nature notebooks, Century Books and perhaps other work not quite finished from the morning.

Children today are typically involved in extracurricular activities. This is very different from children of late 19th Century and early 20th Century. These activities are generally scheduled with children who attend school until the late afternoon in mind, meaning the hours of 4-6 pm. This schedule was adjusted with this in mind. It’s important to note that the work listed above would take place on

days when children are not engaged in extracurricular activities. This time might also be used for instrument practice.

This is in keeping with a typical PNEU student's day as we know from Miss Ferrall's account in the previous article "The Work and Aims of the Parents' Union School". She writes "Then comes 3:45 when the children have an hour's work before tea—handicrafts, singing, painting, picture study are the type of lessons given at this time. Then comes tea, after which the children read and sew and have some time to amuse themselves" (pp. 777-787). Additionally, in "A Liberal Education for All", it is written under General Notes that "Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons."

I've included some of these activities to fit within the time period for "Quiet Time and Extracurriculars" and some have been allocated to a different time period. For example, Music technique, which focuses on singing and music theory, takes place in the morning as it requires everyone to be together and more direct instruction. Composer study takes place during the "Children's Hour" but could also be listened to during this time period. Some handcraft work takes place in the morning, allowing for some instruction, while some of it can take place independently during this time period. Nature Note Books can be finished up, as needed, and Century Books can be worked on by older students as well. Picture Study will take place during the "Children's Hour". Many of these adjustments were based on the simple idea that some fit better with the quiet, independent premise and some fit better with a noisier, group premise. It better benefits the teachers if the students can do much of the work themselves during "Quiet Time and Extracurriculars", leaving them with some much needed quiet time for themselves or options to work individually with a student, as needed.

Dinner/Supper

The next time slot allows for a family to have dinner or supper.

Storytime/Independent Reading and Games

This is then followed by "Storytime/Independent Reading and Games". "Storytime" falls into the time period where the "Children's Hour" was originally intended. It's in this time bracket that families can fit books which overflow from the schedule (such as from "The Children's Hour") or simply allow for free reading choices. Many of the books which fit this same description could be read on Sundays or over the Holidays, too.

Older children may wish to read independently.

Consider creating an occasional Game Night for the family. It's fun for everyone and allows the family to be together.

~A Suggested Daily Schedule~

Time	Activities	Notes
9-12:30	Lessons	Form I can stop at 11:30 Form II can stop at 12:00 and Forms III+ can stop at 12:30 but should start at 8:30. Include a short 15 min. outside break midway through the morning.
12:30-1:30	Lunch & Free Play	Time for lunch and extra time for free play outside.
1:30-3	Nature Experiences	Older students could have their nature experiences from 2-3, leaving 1:30-2 for additional lesson time; they will also need 1-2 days for science lab work.
3-4	The Children's Hour	-Can include snack or tea time -Involves reading aloud, art study and music study
4-6	Quiet Time and Extracurriculars	This time allotment is set aside for independent reading, handcrafts and extracurricular activities. Older students can also use this time for additional independent work when not engaged in extracurricular activities. This time might also be used for instrument practice.
6-7	Dinner/Supper	
7+	Storytime/Independent Reading and Games	Evening Reading at this time would include stories read to younger children and time for older children to read independently. Some books may overflow into this time period which don't fit within the "Children's Hour". Playing games as a family is always a great option.

Note: This schedule is somewhat modeled after the description of a typical PNEU day, although several adjustments have been made to make it more appealing to a modern family. This is just one possible way to set up each day, so that you may better align it with the principles upon which this education is founded. Absolutely, feel free to adjust this schedule to better fit your family and your lifestyle.

Sample Schedule -LSB (Years 2-4)

Day One	Day Two	Day Three	Day Four	Day Five
Math	Math	Math	Math	Math
Natural History	Natural History	Natural History Investigations	World History OPT (Y2 & Y3)	American History
			British History Y4	
Handwriting	Copywork Y2	Handwriting	Copywork Y2	Handwriting
	Dictation Y3-4		Dictation Y3- 4	
Free Play	Free Play	Free Play	Free Play	Free Play

Portions of the sample schedule are missing, since this is a sample portion only!

The Children's Hour

What is the Children's Hour?

After researching through Charlotte Mason's own *Home Education* series as well as through articles from the *Parents' Review*, I've collected a handful of quotes in reference to this phrase. It seems that the "Children's Hour" was in reference to a time period each day when parents might read aloud to their children, typically, it seems, in the evening.

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What does the Children's Hour look like?

When one envisions the Children's Hour, it is idyllically thought of as a time when sweet children have gathered around the reader with glowing eyes and enraptured, upturned faces, listening with intention and delight. A fire warmly burning in the background and empty hot chocolate mugs sitting on a side table adds to this picture. Unfortunately, it can be frustrating for the reader when this is not how it turns out. Sometimes, children are bickering over who sits where, who can see the pictures and who cannot and who is touching or annoying whom. Sighs and doubts arise when the reader spends more time correcting behavior than making progress thought the story. Ideally, a

middle ground should be sought, particularly since this event takes place daily. It may not be idyllic, but it should be free of frustration.

How is the reading of different books to multiple children to be managed?

Reading aloud to more than one child at a time brings with it some arrangement issues. Here are a few ideas of how to manage the sitting and listening part of this act:

- Read aloud while all are gathered around at the table. The reader can sit at one end, allowing for pictures from the book to be better viewed by all. Many families like to share a snack or have tea at this time. The snack and drinks should all be served or set out on the table so that children may easily help themselves before the reading commences -hopefully preventing interruptions. Eating and drinking can occupy the children, giving them something to do while listening.
- Read aloud from a chair as children sit on the floor around the chair. This too allows the pictures to be better viewed and keeps arguments over who sits where to a minimum, since all children will sit on the floor. If there is disagreement over which child sits nearest the reader, then consider rotating through the children with these positions.
- Read aloud from a chair or sofa using a computer tablet or notebook. The teacher can either use a free version of the book or take pictures of the pages of the book beforehand. As the teacher reads from her device, the children can sit on the floor around the book itself, viewing the pages in this way. This could lead to some issues in turning the pages at the appropriate time, which child turns the pages, etc. Again, putting out rules about how this could take place and rotating between the children could help with this.
- These strategies would work well with families of more than two children. If your family is made up one reader and two children, then the reader can sit in the middle of the sofa and one child each can sit on either side of him.
- Also, consider allowing children to work quietly while listening to the readings. They could work with quiet handcrafts, blocks, coloring books, puzzles, etc. Children often do not appear to be listening, but can surprise you later with how much they were. On the other hand, if your children are unable to do two things well at once (and many of us cannot), then consider letting children keep their focus more streamlined. Perhaps they can listen and use paper and crayons to draw, but what they draw must revolve around the story to which is being read. Perhaps they can better handle only quiet activities which are more monotonous such as knitting. Consider, also, if they just might be better at cuddling up in a blanket and holding onto a lovey while listening. They could play with the ears of their lovey or the ends of the blanket as something “to do with their hands”. As always, find what works best for your children as individuals.

- Consider reading a book aloud when it best fits your schedule and recording it, so that the student(s) can listen to it when it best fits their schedule. This might be helpful during a stressful time period.
- Remember, even older children -who can certainly read well enough on their own-enjoy listening to their teacher or parent read aloud to them. They too enjoy belonging to this family time and can learn a great deal by watching their younger siblings experience these books.

How should I read aloud?

- Character “voices” are optional. Some website articles and books about reading aloud suggest that one should give the characters from the books different “voices”. It may be helpful in certain circumstances, such as when a lot of back-and-forth dialogue is involved, to slightly adjust the voice to distinguish between characters, but these need not be distinctive per each character. On the other hand, if you are good at doing this and it is enjoyed by all in the family, then certainly feel free to add this aspect into your reading.
- Read clearly and enunciate your words carefully. If there are words which require some pronunciation practice, such as the mythologies, then consider reading ahead in these books, giving you a chance to look up and practice the pronunciation before reading it.
- Equally important is to read with range in your voice. Try not to read in a monotone voice. For example, if a section of the story is meant to be exciting, then read with a bit more excitement in your voice. It’s not necessary to overdramatize, but matching the sorrow, soberness, joyfulness and other array of human emotions with those being expressed in the book makes the story more relatable.
- Read books meant for the youngest listeners first. This way they can leave the group as both the time needed for quiet listening has increased and the reading level has increased. This also allows older children the option to be a part of the whole group from the beginning. You’d be surprised at how much older children still enjoy those picture books, even if it’s just to revisit them.
- Give time to linger over pictures.
- Allow a few moments after reading for just general conversation about the reading(s). This gives children a chance to ask questions or clarify as needed. This is particularly helpful for those who go on to narrate about it.

The Children’s Hour creates a time in a busy schedule when the family can come together and connect with the world of story.

Narration Misunderstandings Clarified

The following narration misunderstandings are addressed to demonstrate why the misunderstood idea would not develop the narrator, but the clarified idea will.

Misconception #1: Narrations Are Retellings Only

This is not true. Narrations, both oral and written, should not be retellings only. A large component of narrations are of this kind, particularly in the very early years, but the concentration of this style should begin to adjust as early as Year Two and should continue to diminish (but not disappear completely) over each consecutive year. Each successive year should see a greater variety of type and style of writing.

Not only narrations, but also the components of writing such as dictation, copywork, recitations and discussion should vary. There are many components which make up the writer, and each of these components cannot be singled out alone as the whole of writing. It is in the entirety of the components, working together, which make up the whole of writing.

It is far more difficult to write a curriculum in which the narrations include variety, yet target and build skills needed to grow writers, speakers and thinkers. Creating a balance between growing all minds, but yet maintaining the flexibility to allow minds to differ is not an easy task. Developing the narrator is a critical part of this curriculum.

Narrations Are Varied and Build Skills.

Portions of this article are missing, since this is a sample only!

Transitioning from Oral to Written Narrations

Moving a narrator from oral to written narrations should be a gentle crossover, with the skills and needs of the narrator always the priority. A narrator will never leave oral narration completely behind, but as they progress through the years should add to them and replace the number of them with other variations of narration. For example, while a high school student still orally narrates sometimes, more often she writes narrations, essays and other papers as well as participates in deep discussions about what she has read.

Important Points to Consider

1. Be sure that your oral narrator is fully ready to write. Your young student should be able to write a number of sentences without feeling any strain -physically or mentally. Oral narrations should be firmly established; they should be given confidently and should be reasonably full in their coverage.

Portions of this article are missing, since this is a sample only!

Nature Experiences

The schedule is designed so that a longer nature experience can take place on Day 5, with shorter nature experiences to be included into your weekly schedule as it best fits your family. A good nature experience involves some planning because what is really needed is a window of time allotted to it. The planning aspect revolves more around allowing for the time than what is to be done during that time. In other words, as long as your child is on task about living, observing and experiencing nature, then there is no need to structure what will be studied or not, as the natural world will offer up its surprises as it will. Nature is studied as it presents itself. The guide will offer a general structure, but it is important to always follow your child's interests and what is readily available to be studied at the moment.

From *School Education* by Charlotte Mason, Vol. 3 (emphasis mine)

“They notice for themselves, and the teacher gives a name or other information as it is asked for, and it is surprising what a range of knowledge a child of nine or ten acquires. **The teachers are careful not to make these nature walks an opportunity for scientific instruction, as we wish the children’s attention to be given to observation with very little direction**” (Mason 237).

“Geography, geology, the course of the sun, the behavior of the clouds, weather signs, all that the ‘open’ has to offer, are made use of in these walks; **but all is incidental, easy, and things are noticed as they occur**” (237).

A longer experience will require more time set aside and perhaps, sometimes, a little more planning. It is not necessary for every week to contain a very specific field trip or specialized event. Some of the best nature experiences will happen in your own backyard or in your own neighborhood. Simply having even more time to study, dwell, observe and notice will be the changing factor for this to take place. Although these longer nature experiences are scheduled for Day Five, this day can be altered as best fits your family. In the *Program I Lesson Guides*, the “Find and Describes” are written in for this day with the idea that your student could seek out one or two specific natural items, but with the majority of her time spent experiencing nature as it unfold for her on that day.

On the other hand, it is not realistic to expect that families can set aside short periods of time and one longer period of time for nature experiences every week without some disruption to this routine. Life can be busy and complicated. This is when nature can be experienced in whatever life moment is happening at the time. If your schedule is busy for a couple of weeks, then allow backyards, parks and neighborhood walks to fulfill your longer nature experiences and allow your child to study his collections, make notes on a pet, watch the birds who come to your birdfeeder, study an ant pile, walk the dog and other everyday life experiences to fulfill your shorter nature experiences. The key is to not allow smaller periods of disruption to a routine dominate the overall year. Try to get back on track as soon as possible.

Short Nature Experience Suggestions

- walking in your neighborhood
- playing and observing in yards, playgrounds or parks
- observing collections of leaves, rocks, shells, feathers, etc.
- caring/keeping/observing pets, plants, aquariums and wildlife
- maintaining and observing a bird feeder or bird bath
- observing the sky for weather patterns, stars and planets, constellations, etc.
- keeping an ant farm, watching caterpillars turn into butterflies, catching fireflies, etc.
- studying spiders and their webs

Long Nature Experience Suggestions

- any shorter experience but with more time allotted for it
- hiking, walks in parks-both local and state sized
- field trips to natural museums, butterfly houses, wildlife preserves, zoos, etc.
- observe and experience beaches, ponds, rivers, streams, tide pools, woods, lakes, etc.
- picnics, horseback riding, fishing, canoeing, camping, volunteering at animal shelters, boating, travel, Scouts, etc.

Year-Long Plant and Animal Observation Study

Portions of this article are missing, since this is a sample only!